

# North Halifax Grammar School

## Children Looked After

2021 - 2022



Approved by	Governance Board
Date approved	Autumn Term 2021
Next review	Autumn Term 2022
Policy Owner	SENDCo

# School Policy: Children Looked After

## Definition

Children Looked After are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living at home or away from home. The relevant local authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full responsibility
- Remanded into care

A private agreement is not public care – where a child lives with friends or relatives by private arrangement, these children are not designated Looked After.

## Rationale

The national outcomes for Children looked After in terms of educational achievement and subsequent life chances are of real concern. It follows that children and young people who are looked after need careful monitoring and positive discrimination in their favour if this situation is to be improved. This school aims to provide positive experiences and to offer stability, safety, continuity and individual care and attention to Children Looked After. Ultimately, that Children Looked After prosper and reach their full potential.

The Principal and Leadership Group

The Principal and Vice Principal (Behaviour, Safeguarding and Inclusion, DSL) ensure that the provision/outcomes for Children Looked After will be considered in regard to:

- the school development plan
- any school evaluation
- appropriate school policies and procedures
- admissions (prioritised, subject to meeting the required standard according to admissions criteria
- pastoral concerns including attendance and punctuality
- ensuring the Designated Teacher for Children Looked After is supported at all times
- ensuring that staff are aware that of the provision to support Children Looked After
- challenging negative stereotypes of Children looked After (if they exist) and insisting on the highest of expectations, especially in terms of reaching their full potential.
- providing CPD for staff where necessary on issues pertaining to Children looked After and ensuring the Designated Teacher has the appropriate training.

The Designated Teacher will

- be a champion for any Children Looked After in school and will ensure that special provision is received
- liaise with carers to inform and act as a partner in the child's education;
- provide an annual report for the Governing Body on the provision for, and progress of any Child Looked After n school
- show a personal interest and involvement in Children Looked After in the school.

Additionally, the designated teacher will ensure:

- that Children Looked After are aware of who the Designated Teacher is, and that their role is to support them in school (or ensure there is another adult with whom the young person may rather talk);
- that teachers who need to know are aware of who the Children Looked After are, and ensures that those staff treat the information confidentially;
- that any issues regarding a young person being in care are treated sensitively by all staff;
- that Children Looked After receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development;
- that all possible is being done to raise the achievement levels of Children Looked After;
- that they are following an appropriate curriculum and, in Years 9 and 11, making the best possible choices; that guidance is given at the end of Key Stages 4 & 5;
- that they know their targets and get regular feedback on how they are improving in relation to those targets and how they can improve;
- that attendance, effort, attainment and behaviour is monitored
- that the students have access to any booster support that is available in school or funded by the relevant authority;
- that students on the SEND register receive all possible support to meet their needs;
- that all possible support is given at time of transition between key-stages;
- that students are completing homework and coursework on time and of good quality and that interventions are timely if this is not the case;
- that children Looked After receive a smooth induction into school – and that all relevant past history is obtained;
- that comprehensive and up-to-date files are maintained on each student and ensure that these follow the student should he/she move;
- that PEP and PEP Reviews occur on time and plays the lead educational role in these meetings;
- that Pupil Premium funding is spent appropriately;
- that where necessary students are given specific help in developing the social and personal skills which will give them better life chances;
- that students are encouraged to be involved in extra-curricular activities, both in and out of school, including trips and residential;
- that the school is aware of any medical history;
- there are no Child Protection or bullying issues.

The Designated Teacher liaises fully with the relevant Virtual School:

- contacting the relevant Virtual School team if access is needed to a Social Worker;
- informing them of any problems
- keeping them informed of progress and attendance on a regular basis;
- informing them if carers seem not to be supporting the child or school ethos.

## **Appendix**

### **Roles and Priorities**

#### Governing Body

The Governance Board appoints a Designated Teacher for Children Looked After.

The Governance Board receives reports on any Children Looked After in school.

Governor linked to Children Looked After: Harriet Cannon

The Designated Teacher for Children Looked After is Jo Alexander (SENDCo)

The Designated Lead for Children Looked After is Gill Quigley (Acting Vice Principal Behaviour, Safeguarding and Inclusion, DSL)