
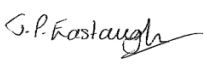

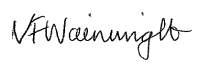




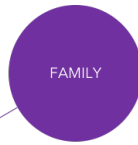
St Mary Magdalene C of E School with
Christ Church C of E Primary School

Looked After Children (LAC) Policy

This policy was:	Written in	April 2020		
	Review date	April 2021		
	Approved by	Dr P Gregory	Mrs J Eastaugh	
		Co-Chairs of Governors		
				
		Mrs C Harrison	Mrs V Wainwright	
		Federation Co-Headteachers		
				

“Do unto others, as you would have them do unto you.”
Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



Feeling safe within our schools [federation] we can love one another and grow in confidence



Celebrating our Christian ethos we serve from our hearts with joy and compassion



Embracing our diverse community we show care and respect for one another and ourselves

A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Matthew 19:14 - Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.”

Context and Principles

Under the Children Act 1989, a child is looked after by a local authority if they are in their care or is provided with accommodation for more than 24 hours. They include the following: children who are accommodated by the Local Authority under a voluntary agreement with their parents (section 20); children who are the subject of a care order (section 31(1)) or interim care order (section 38); and children who are the subject of emergency orders for the protection of the child (section 44).

A previously looked-after child is one who is no longer looked after in England and Wales because they are the subject of an adoption, special guardianship or child arrangement order which includes provisions relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

A child is in 'state care' outside of England and Wales if they are in care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

At the Koinonia Federation we recognise the vulnerability of our pupil population, particularly our looked after children. Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to have improved quality of life and an enriching educational experience.

Koinonia Federation LAC Leads
Miss Amanda Hughes – Peninsula Secondary Phase
Mrs Kyla Butterworth – Peninsula Primary Phase
Mrs Morayo Amao – Saint Mary Magdalene School Woolwich Campus
Mr Alex Ermellino – Christchurch Primary School
Miss Julia Hoon – Saint Mary Magdalene Primary Phase
Mrs Pauline Sheath (Governor)

Helping Looked After and previously Looked After Children succeed and providing a better future for them is a key priority for Royal Borough of Greenwich Council and Koinonia Federation. This policy takes account of:

- *Keeping Children Safe in Education (2019)*
- *Working Together to Safeguard Children (2018)*
- The Council's duty under Section 52 of the Children's Act 2004; to promote the educational achievement of Looked After Children (LAC); and the Children and Families Act (2014) including statutory guidance for Local Authorities to support the education of looked after and previously looked after children (2018);
- The Statutory Guidance for the designated teacher for looked after and previously looked after children (2018);

- The Children and Young Persons Act 2008; to ensure children in care receive high-quality care and services, which are focused on and tailored to their needs;
- The Education (Admission of Looked After Children) (England) Regulations 2006;
- *Promoting the health and well-being of Looked After Children* (DFE/DFH) 2015
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).

The Koinonia Federation approach to supporting the educational achievement of Looked After and previously Looked After Children is based on the following principles:

- prioritising education;
- promoting attendance;
- targeting support;
- having high expectations;
- promoting inclusion through challenging and changing attitudes;
- achieving stability and continuity;
- early intervention and priority action;
- listening to children;
- promoting health and wellbeing;
- reducing exclusions and promoting stability;
- working in partnership with carers, social workers and other professionals;
- ensuring information pathways for carers are clear;
- supporting the resourcing of appropriate equipment and providing necessary training

Implications

As for all our pupils, Koinonia Federation is committed to helping every Looked After or previously Looked After Child to achieve the highest standards they can. This can in part be measured by improvement in their achievements and attendance.

The Governing Body of Koinonia Federation is committed to providing quality education for all pupils and will:

- ensure a teacher is designated for each individual Looked After Child and is enabled to carry out the responsibilities set out below in conjunction with the Executive Co-Headteachers;
- ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Looked After Child, in line with Local authority's guidance on Personal Education Plans;

- identify a governor as Designated Governor for Looked After Children (included within Child Protection responsibility).

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked After and previously Looked After Children when reviewing them:

- School Admissions Policy oversubscription criteria;
- The School Code of Conduct;
- Behaviour Policy;
- Home-School Agreement;
- Anti-bullying Policy;
- Equal Opportunities Policy;
- Child Protection/Safeguarding Policy;
- Special Educational Needs Policy.

The Federation will champion the needs of Looked After or previously Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

Responsibilities

The Co-Executive Headteacher's Responsibility:

- to identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave;
- ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance are below expectations;
- report on the progress, attendance and conduct of Looked After Children OFSTED now select a number of Looked After Children, tracking their results and the support they have received;
- ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance

The Governing Body's Responsibility:

- identify a nominated governor for Looked After Children;
- ensure that all governors are fully aware of the legal requirements and guidance on the education of Looked After Children;
- ensure the Federation has an overview of the needs and progress of Looked After Children;
- allocate resources to meet the needs of Looked After Children;
- ensure the Federation's other policies and procedures support their needs
- scrutinise the impact of the pupil premium plus budget

The Governing Body will:

- monitor the progress of Looked After Children, through an annual report;
- ensure that Looked After Children are given top priority when applying for places in accordance with the school's oversubscription criteria;
- work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After and previously Looked After Children to achieve and enjoy their time at the Federation. The governing body will recognise the additional problems caused by exclusion and will use permanent exclusion only as a last resort;
- ensure that the Federation has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below;
- support the Co-Executive Headteachers, the Designated Teacher and other staff in ensuring that the needs of Looked After or previously Looked After Children are recognised and met;
- receive a report once a year setting out:
 1. the number of Looked After pupils on the school's roll (if any);
 2. their attendance, as a discrete group, compared to other pupils;
 3. progress, compared to other pupils
 4. the number of fixed term and permanent exclusions (if any);
 5. the destinations of pupils who leave the school;
 6. the information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned
 7. the pupil premium plus budget spend and the impact of the spend on supporting pupils to meet their individual targets

The Designated Teacher

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen... [who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

Governors should be aware that all schools are already required to have a designated teacher for LAC. It is strongly recommended that this person should be a member of the Senior Leadership Team. Governors should also be aware that OFSTED will focus on Looked After and previously Looked After Children, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

The Designated Teacher will:

- ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker;
- ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews;
- ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. *Members of staff who take on this role may need to be supported by someone from the school's leadership team. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Safeguarding Lead;*
- track progress and target support appropriately;
- monitor attendance and involve other agencies if necessary;
- co-ordinate any support for the Looked After Children that is necessary within school;
- ensure confidentiality for individual pupils, sharing personal information on a 'need-to-know' basis;
- ensure that all staff receive the training, including attachment training that they need to be able to support looked after children and ensure they make progress in line with other pupils;
- ensure, as far as possible, attendance at planning and review meetings (with the head of the virtual school and PEP team);
- act as an advisor to staff and governors, raising their awareness of the needs of Looked After and previously Looked After Children;
- set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion;
- Inform the virtual school of any exclusions
- ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school;
- be pro-active in supporting transition and planning when moving to a new phase in education;
- track academic progress and target support appropriately;
- promote inclusion in all areas of school life;
- be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the Federation's Anti-Bullying Policy.

All members of staff will:

- have high aspirations for the educational and personal achievement of Looked After or previously Looked After Children, as for all pupils;
- maintain Looked After Children's confidentiality and ensure they are supported sensitively;

- respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary;
- respond promptly to the Designated Teacher's requests for information;
- work to enable Looked After and previously Looked After Children to achieve stability and success within school;
- promote the self-esteem of all Looked After Children;
- have an understanding of the key issues that affect the learning of Looked After and previously Looked After Children;
- be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the Federation's Anti-Bullying Policy.