



CHILDREN LOOKED AFTER POLICY

Who are our “Children Looked After”?

Children and young people become “Looked After” either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Children Looked After will be living with foster parents but a smaller number may be in children’s residential units, living with a relative or even be placed at home with birth parents. Since the White Paper “Care Matters” of July 2007 the term “Children in Care” is also in use.

Definitions of “Looked After” children (Taken from Education and Skills, School Governor’s Guidance).

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups:

- (i) children who are accommodated under a voluntary agreement with their parents. (section 20)
- (ii) children who are the subject of a care order (section 31) or interim care order (section 38)
- (iii) children who are the subject of emergency orders for their protection (sections 44 and 46)
- (iv) children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The governing body of Cirencester Kingshill School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes. We fully subscribed to the 5 outcomes of Every Child Matters and, therefore, the Government’s aim for every child, whatever their background or their circumstances, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

For Children Looked After it is nationally recognised that there is considerable educational underachievement when compared with their peers and this governing body is committed to implementing the principles and practice as outlined in

- DfEE Circular 0269/2000
- DfEE/DOH Guidance 2000
- A Better Education for Children in Care. Social Exclusion Unit. Sept. 2003.
- Care Matters: Time for Change DfES June 2007.
- Children Act 2004, specifically

***“The duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential”
Section 52 Children Act 2004.***

The 2000 Guidance introduces key measures, in order to improve multi-agency coordination and improve educational life chances for Children Looked After. There are Designated Teachers for Children Looked After and the use of a Personal Education Plan for each Child.

The governing body is committed to ensuring that the following roles and responsibilities are carried out effectively in order to fulfil the school’s duty regarding these pupils. (See attached ‘Roles and Responsibilities’ document.)

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE ACCESSIBILITY PLAN, ANTI-BULLYING POLICY, BEHAVIOUR POLICY, CHILD PROTECTION POLICY, EQUALITY OF OPPORTUNITY POLICY, E-SAFETY POLICY, EXCLUSION POLICY, SUBSTANCE MISUSE POLICY, WEAPONS AND KNIVES POLICY.

Reviewed by G. Cannon _____ July 2011 _____ (Date)

Adopted by Governors _____ (Date)

Review date _____ July 2012 _____



SCHOOL POLICY FOR CHILDREN LOOKED AFTER – ROLES AND RESPONSIBILITIES

Governing Body	Designated Teacher for Looked After Children	Whole School Staff
<ul style="list-style-type: none"> ❑ Ensure that the admission criteria and practice prioritises Children Looked After according to the DFE Admissions Code of Practice ❑ Ensure all governors are fully aware of the legal requirements and guidance for Children Looked After ❑ Ensure there is a designated Teacher for Children Looked After ❑ Liaise with the Headteacher, designated teacher, and all their staff to ensure the needs of Children Looked After are met ❑ Nominate a governor (Chair) with responsibility for CLA who links with the designated teacher ❑ Receive regular reports from the designated teacher which should include <ul style="list-style-type: none"> ○ the number of Children Looked After on roll and the confirmation that they have a Personal Education Plan ○ their attendance, compared to other pupils ○ their attainment (National Tests/GCSEs) compared to other pupils ○ the number of fixed term and permanent exclusions (if any) ○ the destinations of pupils who leave the school ❑ Ensure that the school's policies and procedures give Children Looked After equal access in respect of <ul style="list-style-type: none"> ○ Admission to school ○ National Curriculum and examinations both academic and vocational ○ Out of school learning and extra curricular activities ○ Work experience and careers guidance ❑ Annually, review the effective implementation of the school policy for Children Looked After 	<ul style="list-style-type: none"> ❑ Be an advocate for Children Looked After ❑ Attend relevant training for Children Looked After ❑ Act as the key liaison professional for other agencies and individuals in relation to Children Looked After seeking Advice from LA's Children Looked After Advisory Teachers when appropriate ❑ Ensure that all Children Looked After receive a positive reintegration on entering the school ❑ Ensure that all Children Looked After have an appropriate Personal Education Plan and that it is completed within 20 days of joining the school or of entering care (see Guidance on Personal Education Plans) ❑ Keep Personal Education Plans and other records up to date and reviewed appropriately ❑ Convene an urgent multi professional meeting if a Child Looked After is experiencing difficulties or at risk of exclusion ❑ Ensure confidentiality on individual children, sharing confidential/personal information on a need to know basis ❑ Act as the key advisor for staff and governors on issues relevant to Children Looked After ❑ Ensure that care and school liaison is effective including invitations to meetings and other school events ❑ Actively encourage and promote out of hours learning and extra curricular activities for Children Looked After ❑ Ensure speedy transfer of information when a Child Looked After transfers into another educational placement ❑ Contribute information to CLA reviews when required ❑ Provide regular reports to the Governing Body regarding CLA in the school and relevant policy and practice development 	<ul style="list-style-type: none"> ❑ Have high expectations of the educational and personal achievements of Children Looked After ❑ Positively promote the raising of a Child Looked After's self esteem ❑ Ensure any Child Looked After is supported sensitively and that confidentiality is maintained ❑ Be familiar with the Guidance on Children Looked After and respond appropriately to requests for information to support Personal Education Plans, and review meetings ❑ Respond positively to the request to be a Child Looked After's named person ❑ Liaise with the designated teachers where a Child Looked After is experiencing difficulties ❑ Give only official exclusions and only use exclusions as a last resort ❑ Contribute to regular liaison with social care colleagues and other appropriate professionals ❑ Keep appropriate records, confidentiality as necessary, and make these available to other professionals as appropriate