



St Paul's School

FOUNDED 1509

# Policy for the Education of Looked-After Children and Previously Looked-After Children

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

## 1. Definitions

- 1.1 The term Looked After Children has a specific legal meaning based on the Children Act. A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours or is placed in the care of a local authority by virtue of an order made under part IV of the Act.
- 1.2 Previously Looked-After children are those who:
- are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
  - were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.
- 1.3 The majority of children who are looked after by the local authority are placed with foster carers as it is believed to be best for children to live within a family environment. For some children however, residential care may be more appropriate.

## 2. Background

- 2.1 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 and Formerly Looked-After Children are supported to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.,

## 3. Statutory Framework

- 3.1 Helping Looked After Children and Previously Looked After Children succeed and providing a better future for them is a key priority for St Paul's School and St Paul's Juniors (hereafter '**the School**'). This policy therefore takes account of:
- Statutory guidance: [Promoting the education of looked-after children and previously looked after children \(July 2018\)](#)
  - Statutory guidance: [Designated teacher for looked-after children \(February 2018\)](#)
- 3.2 The School notes that this statutory guidance currently applies only to **maintained** Schools in England.
- 3.3 However, the Independent Schools Inspectorate published updated guidance in relation to the responsibilities of independent Schools in this area as follows:

Proprietors should also ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if they have such children on roll. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

Schools with looked after children on roll will want to be aware of the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils: *Promoting the education of looked after and previously looked-after children*.

- 3.4 As such, the School will, so far as is possible given the School's status, work within the framework established by the statutory guidance for maintained Schools in supporting any Looked After or Previously Looked After Children on the School roll. It is expected that in doing so, the School will be able to demonstrate compliance with the regulatory requirements imposed by the ISI guidance.

#### **4. Principles**

- 4.1 The approach of supporting the educational achievement of 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.

#### **5. Aims**

- 5.1 As for all our pupils, the School is committed to helping every Looked After or Previously Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

- 5.2 The Governing Body of the School is committed to providing quality education for all and will:

- Ensure Looked After and Previously Looked After Children are prioritised in the school's admission procedure, consistent with the Education (Admission of Looked After Children) (England) Regulations 2006, subject to the School's admissions criteria;
- Ensure a Designated Teacher for Looked After and Previously Looked After Children is identified and enabled to carry out the responsibilities set out below;

- Ensure a Personal Education Plan (PEP) is put in place, implemented and regularly reviewed for every LAC, in line with statutory guidance on PEPs;
- Identify a governor as Designated Governor for Looked After and previously Looked After Children– this will be the same as the Safeguarding Governor, as identified in the Safeguarding and Child Protection policy.

## **6. Related Policies and Procedures**

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

- Safeguarding and Child Protection Policy and Procedures;
- Admissions procedures;
- Behaviour, Rewards and Sanctions Policy;
- Anti-bullying Policy;
- Equal Opportunities Policy;
- Policy for Special Educational Needs and Disabilities.

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

## **7. Roles and Responsibilities**

### **7.1 *The Governing Body***

The Governing Body (GB) will carry out those responsibilities outlined in statutory guidance: [Promoting the education of looked-after and previously looked-after children](#), including but not limited to the following:

- Identify a nominated Governor for Looked After or Previously Looked After Children.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After or Previously Looked After Children.
- Ensure the school has an overview of the needs and progress of Looked After or Previously Looked After Children.
- Allocate resources to meet the needs of Looked After or Previously Looked After Children.
- Ensure the school's other policies and procedures support their needs.
- Monitor the academic progress of Looked After or Previously Looked After Children, through an annual report supplied by the Designated Safeguarding Leads (DSLs);
- Ensure that Looked After or Previously Looked After Children are given top priority when applying for places subject to the School's admissions criteria;
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After or Previously Looked After Children achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by using exclusion only as a last resort;

- Ensure that the school has a Designated Teacher for each LAC, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the High Master, Head and DSLs, 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 from the DSL setting out:
  - The number of looked-after and previously looked after children s on the school's roll (if any).
  - Their attendance, as a discreet group, compared to others.
  - Their results in public exams, as a discreet group, compared to others.
  - The number of fixed term and permanent exclusions (if any).
  - The destinations of pupils who leave the school.
  - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of those concerned.

## **7.2 The High Master (SPS) and Head (SPJ)**

The High Master and Head are responsible for carrying out all responsibilities outlined in statutory guidance: [Promoting the education of looked-after and previously looked-after children](#), including but not limited to ensuring implementation of the following:

- A Designated Teacher is identified for every Looked After or Previously Looked After Child, whose role is set out below and another appropriate person is identified quickly should the Designated Teacher leave the school or take leave. At both St Paul's School and St Paul's Juniors, the Designated Teacher will usually be the Designated Safeguarding Lead (DSL) and a respective Deputy DSL will usually act as the Designated Teacher should the DSL leave the School or take leave.
- Procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After or Previously Looked After Children and take action where progress, conduct or attendance is below expectations.
- Maintain accurate records and report on the progress, attendance and conduct of Looked After or Previously Looked After Children, so that Governors or inspectors may select a number of Looked After or Previously Looked After Children, and are able to track their results and the support they have received.
- In the event of a Looked After or Previously Looked After Child on the School roll, that staff at the School receive relevant training and are aware of their responsibilities under this policy and related guidance and that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that staff have up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers, and information available to the designated person.

### **7.3 The Designated Teacher**

The School's Designated Teacher(s) will take on those responsibilities detailed in statutory guidance: [The designated teacher for looked-after and previously looked after-children](#), including but not limited to the following:

- Undertake appropriate training as and where necessary to be able to support any Looked After or Previously Looked After Children on the School roll;
- Contribute as required to inter-agency working or development planning in respect of Looked After or Previously Looked After Children on the School roll;
- Ensure a welcome and smooth induction for the child and their carer, using the PEP 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, in good time before any 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;
- Track academic progress and target support appropriately;
- Co-ordinate any support for the Looked After or Previously Looked After Children that is necessary within school;
- Ensure confidentiality for individual s, sharing personal information on a need-to-know basis;
- Encourage Looked After or Previously Looked After Children to join in extra-curricular activities and out of school learning;
- Ensure, as far as possible, attendance at planning and review meetings;
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After or Previously Looked After Children;
- Set up timely meetings with relevant parties where the child is experiencing difficulties in school or is at risk of exclusion;
- Ensure the speedy transfer of information between individuals, agencies and – if the child 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 or Previously Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy;
- Ensure that the audit on attendance and numbers and any other relevant information is returned to the Social Workers, parents and/or 'Virtual School Head' as necessary and every term as a minimum (where the number of Looked After or Previously Looked After Children on the School roll is greater than zero in that term).

## **7.4 Responsibilities of All Staff**

### 7.4.1 All staff of the School will:

- Have high aspirations for the educational and personal achievement of Looked After or Previously Looked After Children.
- Maintain Looked After or Previously Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond positively to a 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 or Previously Looked After Children to achieve stability and success within school.
- Promote the self-esteem of all Looked After or Previously Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After or Previously Looked After Children.
- Be aware that 60% of Looked After or Previously Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.
- Develop the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority.
- Read, record and act upon, as necessary, all relevant information shared with them in relation to Looked After or Previously Looked After Children, including:
  - Up-to-date assessment information from the relevant local authority;
  - The most recent care plan and contact arrangements with parents and delegated authority to carers;
  - Information available to the Designated Teacher.

7.4.2 The DSL will ensure that all staff are briefed on the regulations and practice outlined in this policy.

7.4.3 Further advice is available from AfC (Kingston and Richmond) below:

[AfC Looked after Children](#)