



LOOKED AFTER CHILDREN & YOUNG PEOPLE IN PUBLIC CARE POLICY

PHASE	JUNIOR & SECONDARY ASTON ACADEMY
POLICY LEAD	RACHEL DENTON (ACET LEAD ON SAFEGUARDING)
DATE OF APPROVAL BY TRUSTEES	4 TH NOVEMBER 2019
DATE OF RECEIPT BY LOCAL GOVERNING BODY	DECEMBER 2019
FREQUENCY DATE	ANNUALLY
NEXT REVIEW DATE	SEPTEMBER 2020

ACET Mission Statement

ACET is committed to providing quality learning and teaching enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

Every person in our community is unique. We work together in an environment of mutual respect, and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

Aston Academy

The Designated Teacher for Looked After Children is Chela Wilson.

Introduction & Background

Within this policy a **child** is any person under the age of eighteen years.

A young person post-sixteen years, and up to the age of twenty-one years, may still require local authority care to remain safe and ensure their welfare is maintained.

Looked After Children or Children and Young People in Public Care are those:

- who are subject to a **care order** (Children Act 1989 Section 31) where the local authority shares parental responsibility with the natural parents and is expected to act in partnership with them.
- who are **accommodated** (Children Act 1989 Section 20) where the local authority is caring for the young person either by agreement with, or at the request of the natural parents. Their parents retain full parental rights and must be consulted fully on all issues.
- who may live at home with their parents or extended family.
- who may live in a foster home.
- who may live in a residential provision
- who may live in any local authority community home which takes children who have reached the age of sixteen, and the person is under twenty-one, if they consider that to do so would safeguard or promote their welfare.

Developing and Maintaining the Policy

The development of this policy involves the following steps:

- Identifying a member of teaching staff as the Designated Teacher for Looked After Children (LAC).
- Setting Personal Educational Plans for Looked after Children (PEPs).
- Carry out Personal Education Plan reviews within the national guidelines every term (4 months).
- Consider the training and professional development implications for staff and governors arising from the policy.
- Promoting and implementing the policy in all sections of the academy.

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This policy framework provides guiding statements for each of the above areas.

1 Aims of the Policy

Within ACET we:

- Ensure that Looked After Children are encouraged and able to achieve their full potential in life.
- Aim to bring the educational attainment of Looked After Children nearer to those of their peers.
- Prepare Looked After Children for life in a diverse society.
- Ensure that an inclusive ethos is established and maintained.
- Ensure that Looked After Children are part of a caring community.
- Make the academy a place where Looked After Children feel valued and welcome.
- Ensure that issues relating to Looked After Children are recognised and addressed across all areas of academy activity.
- Challenge negative stereotypes.
- Ensure that the needs of Looked After Children are taken into account in all planning and decision making within the academy.

2 Leadership, Management & Governance

2.1 Principal

- The Principal, with the governing body, has responsibility for ensuring that the policy and its related procedures and strategies are implemented.
- The Principal is responsible for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfill these responsibilities.

2.2 Local Governing Body

- The governing body will maintain an overview of the implementation of the policy for Looked After Children.
- The governing body, with assistance from the Principal and Designated Teacher, is responsible for ensuring the policy and its related procedures and strategies are implemented.

- The governing body and academy managers will encourage, support and enable Looked After Children to reach their full potential.
- The governing body will have a Designated Governor who has lead responsibility for Children in Public Care.

2.3 Designated Teacher for Looked After Children

- The Designated Teacher has responsibility for ensuring the needs of Looked After Children are met within the academy.
- The Designated Teacher will liaise with the relevant Virtual Head for each child in public care to ensure educational provision is appropriate to meet their needs.
- The Designated Teacher will, where possible, attend meetings to discuss the educational needs of Looked After Children. When it is not possible for the Designated Teacher to attend they will ensure that an appropriate member of staff attends on their behalf.
- The Designated Teacher will have responsibility for promoting the educational achievement of previously looked after children who are no longer looked after because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales.

2.4 All Staff

- All staff should be aware of the needs and issues relating to Looked After Children
- Teaching staff will ensure that they adopt an approach which is sensitive to the needs of Looked After Children, especially on issues in learning around parents, family trees, etc.
- Pastoral staff will be encouraged to attend Personal Education Plan reviews.

3 Policy Planning & Review

3.1 Policy Planning

- The targets set for maintaining the progress of Children in Public Care will be included in relevant strategic plans, such as the Academy Improvement Plan.

3.2 Reviewing Policies

- All policies and strategies will be regularly monitored, reviewed and evaluated for their effectiveness.
- The needs of Looked After Children will be taken into account when reviewing all academy policies.

4 Implementing the Policy

4.1 How the policy will be implemented?

- Teaching staff will be briefed on their role in the education of Looked After Children
- Policy reviewed annually.

4.2 Training and development

- Designated Teachers and Governors will, where possible, attend training to enable them to better understand their roles and responsibilities and to keep abreast of new developments within the safeguarding of Looked After Children.

4.3 Communicating and promoting the policy

- The policy will be available to all staff on the academy intranet
- Governors will receive a copy of the policy when it is reviewed at the Local Governing Body meeting.

5 Admissions and Attendance

- The Academy's admissions policy and criteria are assessed to ensure that it does not disadvantage Looked After Children.
- Staff follow up absences of Looked After Children by notifying the appropriate Designated Teacher.

6 Attainment, Progress and Assessment

- The academy has high expectations of all pupils, including Looked After Children and is committed to encouraging and enabling all students to achieve the fullest potential.
- The academy recognises and values all forms of achievement, attainment and progress.
- The academy will provide, where possible, appropriate support for Looked After Children who have experienced difficulties in their education as a result of interrupted learning.

7 Behaviour, Discipline and Exclusions

- The academy expects high standards of behaviour from all children.
- All children will be treated fairly, without discrimination when being disciplined for disruptive behaviour.
- The academy will take proactive steps to prevent permanent exclusion.

- **Action will be taken to remove any disparities in rates of exclusion between Looked After Children and those who are not looked after.**
- **That the academy will ensure that its procedures for disciplining children and managing behaviour are fair and equitable to all.**

The academy recognises that children leaving care often continue to need additional support in school. The emotional well-being of these children remains a priority and they will continue to receive a package of support appropriate to their needs. The Designated Teacher will work with the class teachers, parents carers and outside agencies to ensure that all children leaving care are supported to achieve their full potential in education.