



Stony Dean School
Working to Inspire

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Children Looked After Policy

Approved by	Head Teacher
Last Reviewed	01/09/2024
Next review	01/09/2026



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Rationale

The national outcomes for Children Looked After in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability. The majority of Children Looked After have been victims of abuse or neglect. It therefore follows that **these students need special treatment and positive discrimination in their favour** if this situation is to be improved. At Stony Dean School we put in place strategies that allow these children to succeed in all aspects of life in line with children of similar abilities.

Purpose

- To clarify responsibilities with regard to Children Looked After
- To ensure there are structures and strategies in place to support the achievement and wellbeing of Children Looked After.

Guidelines

Definition of a Child Looked After

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

- Subject to a Care Order or Interim Care Order, living either at home or away from home
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility
- Remanded into care.

A private agreement is not public care i.e. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After. Children living in these informal arrangements may be vulnerable.

Roles & Priorities

Governing Body

- To appoint a Designated Governor for Children Looked After
- To check that the Senior Leadership Team are meeting their responsibilities related to Children Looked After.



Headteacher

- To ensure that provision/outcomes for Children Looked After are specifically developed, recorded, monitored and evaluated by means of:
 - ✓ The School Improvement Plan and SEF
 - ✓ All school policies and procedures
 - ✓ Behaviour, sanctions and exclusions reports
 - ✓ Praise and rewards reports
 - ✓ Analysis of public and internal examinations and assessments: student progress in relation to targets & FFT
 - ✓ Entry to Public examinations
 - ✓ Participation in extracurricular activities and successes
 - ✓ Attendance
 - ✓ Participation in Gifted and Talented provision and successes
 - ✓ Admissions
 - ✓ Student voice
 - ✓ Complaints
 - ✓ Student destinations

- To provide an annual report on the provision for, and progress of Children Looked After to the Governing Body
- To make it clear to staff and other school stakeholders that Children Looked After require special treatment and positive discrimination and that is school policy
- To give the designated member of staff for Children Looked After the time and facilities to carry out his/her job description and to provide strong support for his/her work
- To show a personal interest and involvement with Children Looked After in the school
- To challenge negative stereotypes of Children Looked After if they exist and to insist on the highest of expectations in terms of Children Looked After achieving their potential
- To give Children Looked After the highest priority regarding admissions to the school even when there is oversubscription
- To avoid as far as possible the exclusion of a Looked After Child
- To provide CPD for staff on issues pertaining to Children Looked After and to ensure that designated staff attend regular external training provided by the LA and national bodies.

Designated Member of Staff for Children Looked After

- ✓ to be a champion for Children Looked After within the schools and to ensure that they are receiving special provision
- ✓ to act as the first point of contact regarding Children Looked After for external agencies, including the LA Virtual School
- ✓ to ensure that the pupil premium for Children Looked After is deployed efficiently and effectively, is focused on raising achievement and is monitored and evaluated
- ✓ to ensure that staff who need to know are aware of the Children Looked After; to make staff aware that extra support should be given to this group of students to help them achieve their academic potential and further their personal and social development



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- ✓ to ensure that sensitive information related to Children Looked After remains confidential at all times
- ✓ to liaise with carers, Social Services and the LA Virtual Headteacher so that all possible support is given at the times of transition:
- ✓ all relevant information is collected and Children Looked After receive a smooth induction into the schools
- ✓ additional support is given to support Pathway Choices
- ✓ -students receive all possible guidance and assistance in terms of their Post 16 pathways to ensure that they progress to education, employment or training
- ✓ to ensure they are following an appropriate curriculum and that there is access to alternative provision if felt necessary
- ✓ to check that they know their targets and get feedback termly on how they are performing in relation to these targets and how they can improve and do better (using the same process as for the student body as a whole)
- ✓ to use the school's data tracking and comparisons on at least a termly basis to indicate if a student is underachieving and ensure that intervention strategies put in place and are monitored, including full access to any booster support that is available in the school or externally through the Virtual School
- ✓ to ensure students are entered for public examinations in all cases unless it is totally inappropriate
- ✓ to ensure they have all possible individual assistance in developing their basic skills including reading
- ✓ to make sure that students on the SEN register receive all possible support to meet
- ✓ their needs and able students have access to the school's Gifted & Talented provision
- ✓ to check that they complete homework and coursework on time and to a good quality and that intervention occurs if this is not the case.
- ✓ to keep comprehensive and up to date files on each student and to ensure that
- ✓ these are passed on should the student move school
- ✓ to ensure reviews occur on time and to play the lead educational role at these meetings
- ✓ to meet regularly with the Looked After Child to check progress and to listen to his/her views about both in school and out of school issues
- ✓ to check with staff on a continuous basis how the students are doing and to
- ✓ Intervene quickly at the first sign of a problem eg behaviour issues, poor effort etc.
- ✓ to monitor attendance on a weekly basis and to report any concerns to the Principal/LA
- ✓ to ensure that strategies for students who are not achieving, behaving poorly or not attending are implemented and then monitor the success of their implementation
- ✓ to ensure that students have access to enterprise and work related education
- ✓ to make sure students are given specific help in developing the social, personal skills that will give them better life chances
- ✓ to encourage students to be fully involved in extracurricular and extension activities
- ✓ to keep the Principal Leadership Team/Governors apprised of all data, developments and progress of looked after students.

Monitoring and evaluation

The Designated Member of Staff responsible for Children Looked After provides an annual report to the Senior Leadership Team and Governors on provision for and progress of Children Looked After.

The Governing Body and the Governor responsible for Child Protection will review all processes on an annual basis.