

Looked After Children Policy

Independent Day School for Boys and Girls (Whole School including EYFS)

Our Lady of Sion School

Next review: October 2019
To be reviewed: 3 Years
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Looked After Children Policy

The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability. The majority of Looked After Children 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 Our Lady of Sion 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 Looked After Children

To ensure there are structures and strategies in place to support the achievement and wellbeing of Looked After Children.

Definition of a Looked After Child

Looked After Children 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

Headmaster

- To ensure that provision/outcomes for Looked After Children are specifically developed, recorded, monitored and evaluated by means of:
 - All school policies and procedures
 - Behaviour, sanctions and exclusions reports
 - Praise and rewards reports
 - Analysis of public and internal examinations and assessments:
 - GCSE, A level Option and University choice decisions
 - Entry to Public examinations
 - Participation in extracurricular activities and successes
 - Attendance

- Participation in Gifted and Talented provision and successes
 - Student voice
 - Complaints
 - Student destinations
- To make it clear to staff and other school stakeholders that Looked After Children require special treatment and positive discrimination and that is school policy
- To show a personal interest and involvement with Looked After Children in the school
- To challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations in terms of Looked After Children achieving their potential
- To avoid as far as possible the exclusion of a Looked After Child

Designated Member of Staff for Looked After Children

- In our school, due to relatively low numbers of Looked After Children, the designated member would be the DSLs who will liaise with the Key Stage Manager and Form Tutor.
- To act as the first point of contact regarding Looked After Children for external agencies
- To ensure that staff who need to know are aware of the Looked After Children; 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
- To ensure that sensitive information related to Looked After Children remains confidential at all times
- To liaise with carers, Social Services and the Headmaster so that all possible support is given at the times of transition:
 - all relevant information is collected and Looked After Children receive a smooth induction into the schools
 - 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 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

- To ensure students are entered for public examinations in all cases unless it is totally inappropriate
- 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 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 Headmaster
- 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 encourage students to be fully involved in extra curricular and extension activities

Monitoring & Evaluation

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

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Chairman of Governors.....

Dated.....