



Date	Review Date	Designated Teacher	Nominated Governor
November 2017	November 2020	Inclusion manager	Nigel Huxtable

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We understand that children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is because of family breakdown, abuse, neglect or social need. Looked After Children will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

We are committed to providing quality education for all our pupils including Looked After Children. It is nationally recognised that Looked After Children significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard Looked After Children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential'. (Children Act 2004)

We are aware that 'children in care are too often missing out on treatment for mental health problems despite being four times more likely to experience them'.

We work hard to ensure children in care are 'given priority access to mental health assessments and are never refused care based on their placement or severity of their condition.'

We have a duty to:

### ***Northern Parade Schools – Looked after Children***

- ensure Looked After Children are never refused a service, including mental health, on the grounds of their placement;
- in the event of oversubscription to give priority to Looked After Children;
- appoint a designated qualified teacher to promote the educational achievement of Looked After Children;
- ensure the designated teacher undertakes appropriate training;
- have in place a personal education plan for all Looked After Children drawn up in consultation with the local authority;
- ensure Looked After Children are involved in planning and decision making in regard to their education;
- act on any issues as highlighted in the annual report from the designated teacher.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist's groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We as a school community have a commitment to promote equality. We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To promote the educational achievements of Looked After Children by ensuring they are able to achieve and reach their full potential.
- To help children who are looked after make positive life choices.
- To ensure children in care are 'given priority access to mental health assessments.
- To give priority consideration to Looked After Children in the school's oversubscription criteria.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for Looked After Children;

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- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the school's admission criteria complies with current legislation therefore giving top priority for Looked After Children in the event of over subscription;
- responsibility for ensuring Looked After Children have equal access to admission to school, the National Curriculum, examinations, out of school learning and extra-curricular activities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- nominated a link governor to:
  - ☐ visit the school regularly;
  - ☐ work closely with the executive Headteacher and the Designated Teacher;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;

### **Role of the Executive Headteacher**

The Executive Headteacher will ensure that:

- the Looked After Children policy is implemented;
- a designated teacher is in place who is an advocate for Looked After Children;
- appropriate support and training is provided for the Looked After Children teacher;
- ensure all school personnel and parents are aware of and comply with this policy;
- all staff receive relevant training and are aware of their responsibilities;
- effective tracking procedures are in place to monitor, admissions, attendance, exclusions, progress, behaviour and support;
- data and other pupil information is in place to create an accurate record that can be handed on to the next school;
- effective behaviour management systems and measures are in place to support pupil well-being;
- children in care are given priority access to mental health assessments and are never refused care based on their placement or severity of their condition;
- there are good links with local support agencies especially Social Services;
- Looked After Children are involved in planning and decision making in regard to their education and their personal development;
- a peer support group is in place;
- work closely with the link governor and the Designated Teacher;
- provide leadership and vision in respect of equality;

### **Role of the Designated Teacher**

The Designated Teacher is a strong advocate for Looked After Children and will ensure that:

- all Looked After Children and their carers receive a positive and smooth induction into the school;
- a personal education plan is in place for all Looked After Children drawn up in consultation with the local authority;

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- an appropriate Personal Education Plan is completed within 20 days of Looked After Children joining the school or entering care;
- each Looked After Child has an identified fully trained member of staff, other than the Designated Teacher, that they can talk to;
- strong and positive home/school relationships are in place;
- Looked After Children are included in all areas of school life;
- Looked After Children are not bullied in any form by actively monitoring and preventing bullying by raising awareness through the school's anti-bullying policy;
- all staff and governors are kept up to date on all issues relevant to Looked After Children and receive the necessary training;
- all Looked After Children receive the necessary support within the school;
- strong links are in place with all agencies dealing with Looked After Children;
- urgent multi agency meetings will be convened if a Looked After Child is experiencing difficulties or at risk of exclusion;
- Looked After Children have full access to the National Curriculum;
- out of hours learning and extra-curricular activities are promoted for Looked After Children;
- procedures are in place to provide confidentiality for all Looked After Children and that access to information is on a need to know basis;
- realistic but challenging educational and personal targets should be set in consultation with the child;
- academic progress, attendance and behaviour is tracked with appropriate support given;
- all information is transferred quickly and efficiently when Looked After Children move to another school or phase;
- keep up to date with LA training;
- monitor and agree designated funding for individual looked after pupils.

### **Role of the School Personnel**

All teaching and support staff will:

- be made aware of and will be familiar with the Guidance on Looked After Children;
- liaise with the Designated Teacher to enable Looked After Children to achieve stability, success and to overcome any problems they may experience;
- on request provide relevant information for Personal Education Plans and review meetings;
- encourage Looked After Children to achieve their full educational and personal potential which will be celebrated at weekly achievement assemblies and the Annual Presentation of Awards;
- constantly endeavour to promote self-esteem;
- prevent bullying in line with the school's anti-bullying policy;
- accept a request to be a Looked After Child's named person to whom they can speak with when they feel it necessary;
- maintain Looked After Children's confidentiality;
- ensure Looked After Children are supported sensitively;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report any concerns they have on any aspect of the school community.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;

### **Role of Looked After Children**

Pupils will be encouraged to:

- be confident about themselves and to understand that they are able to achieve and reach their full potential;
- participate in discussions concerning their progress and attainment;
- work in partnership with the school by making decisions and exercising choice in relation to their educational programme;

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with school personnel

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Linked Policies**

- Special Educational Needs
- Safeguarding and Child Protection
- Inclusion

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	