



**ANSFORD ACADEMY**  
LEARNING TOGETHER TO LEAD OUR LIVES

# Safeguarding and Personnel Policy Suite

## LOOKED AFTER CHILDREN POLICY

<b>Status:</b>	<b>Statutory</b>
<b>Governors Adopted:</b>	<b>November 2022</b>
<b>Renewal Period:</b>	<b>Yearly</b>
<b>Review Date:</b>	<b>November 2023</b>

This policy has been written and reviewed Equality Impact Assessment in line with our Equality Policy and the Equality Act (2010).

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy

## **Definition**

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority.

They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents
- Children who are the subjects of a care order (section 31) or interim care order
- Children who are the subjects of emergency orders for their protection
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

The term ‘in care’ refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children’s home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are ‘accommodated’ by the local authority under section 20 of the Children Act – they may live in foster care, in a Children’s home or in a residential school.

All these groups are said to be ‘Looked after children’ – LAC and from KCSiE 2021 Previously Looked After children also form part of this group. Looked After Children may be looked after by the local authority or may be in the care of another authority but living in ours. All schools have a designated officer for Looked After Children and Previously Looked After Children.

## **Ansford Academy’s commitment to Looked After Children**

The governing body, staff and stakeholders of Ansford Academy are committed to providing quality education for all its students, based on equality of opportunity, access and outcomes.

We recognise that, nationally, there is educational underachievement of Looked After Children, when compared with their peers, and we are committed to implementing the principles and practice, as outlined in the statutory guidance, “The roles and responsibilities of the Designated Teacher for Looked after Children” and “The Children and Young Persons Act 2008”, the “Designated Teacher Regulation 2009 and the guidance of “Improving the attainment of looked after young people in Secondary Schools” (2018). The Children Act places a duty to safeguard Looked After Children, to promote their educational achievements and to ensure that they are able to “achieve to and reach their full potential”.

## **Aims**

At Ansford Academy, we aim to:

- Promote high aspirations for the child to reach their full potential.
- Ensure equal access to a balanced and broadly based education.
- Record, monitor and improve the academic achievement of each child.
- Prioritise reduction in exclusions and promote attendance.
- Ensure an appropriately trained Designated Teacher is appointed, who will advocate for each child and be responsible for the co-ordination and liaison with all contacts in “the team around

the child". The Designated Teacher will report to the governing body annually on attendance, attainment and exclusions of Looked After Children.

- Promote good communication between all those involved in the child's life.
- Maintain and respect the child's confidentiality wherever possible.
- Ensure staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children.
- Appoint a named governor for Looked After Children.
- Ensure that all Looked After Children will have a Personal Education Plan drawn up between the academy, the child, the carers and social workers/virtual school which will identify the child's individual needs and the support he or she requires. Ansford Academy will advocate for the child and involve the SENDCO for additional resources when required.

### **Roles and Responsibilities**

The Designated Teacher will undertake the recommendations set down in the statutory guidance entitled: The Role and Responsibilities of the Designated Teacher for Looked After Children 2009.

In this context the **Designated Teacher will:**

- Be the central point of contact at this academy for all professionals and agencies working with, and supporting, the individual Looked After Children we have on roll;
- Take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan.
- Attend relevant update training and cascade information for staff development and updating regarding Looked After Children;
- Ensure that personal information is handled carefully and sensitively and that the child's wishes and preferences are taken into account;
- Establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews;
- Provide support and sanctuary to help settle a Looked After Child into the academy, and at other times; ensure every looked after child feels safe, knows who to trust and who to go to if they feel the need for support;
- Ensure the transfer of records if a Looked After Child moves school;
- Provide written information to assist planning, reviews and reporting as required;
- Seek and prioritise meetings with, and referrals to, appropriate external agencies in situations that require external support.

**Teaching and Support staff will:**

- Ensure the appropriate sensitivities and confidentiality are maintained;
- Be familiar with, and respond appropriately to, requests for progress and/or attainment information in order to compile the PEP and other documentation necessary for reviews;
- Understand the reasons which may underpin a Looked After Child's behaviour, making reasonable adjustment where appropriate, attending all appropriate training and

development opportunities to ensure they have the level of understanding needed to support each child and enable them to achieve their goals.

- Each Looked After Child will be allocated a Key Worker. Other staff will respond positively to any request by a child to be the trusted adult they want to talk with;
- Ensure that no child in care becomes the victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated;
- Positively promote the self-esteem of Looked After Children;
- Convey high aspirations for their educational and personal achievement
- Have the level of understanding required of them with regards to the role of social workers, virtual schools, local authorities and how education and the function of the PEP fits into the wider care.

**The Senior Leadership Team will:**

- Build an inclusive ethos which results in raising expectations for the achievement of looked after children.
- Acknowledge that reasonable adjustment may be required in the application of academy policy.
- Monitor and evaluate the impact of academy provision, teaching and learning and support for looked after children.

**The Governing Body will:**

- Ensure that the admission criteria and practice prioritises Looked After Children according to the DfE Admissions Code of Practice
- Ensure all Governors are fully aware of the legal requirements and guidance for Looked After Children.
- Ensure there is a Designated Teacher for Looked After Children. The appointment of a Designated Teacher in accordance with the Regulations is a core function of the governing body. The guidance referred to earlier sets out what the school governing body collectively will need to do in order to fulfil its duty under Section 20 of the 2008 Act and the Regulations.

**Monitoring and Review**

This policy will be updated yearly and will be reviewed at least every four years.

**Links with other policies**

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs Policy