



Malden Oaks
School & Tuition service

Making the **MOST** of every day

**Children Looked After
&
Previously Looked-After Children
Policy**

Responsible: SX/AO

Date reviewed: Jan 2022

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Contents:

1. Introduction
2. Definitions of “Looked After” children
3. Education of Child Looked After
4. The Responsibility of the Headteacher
5. The Responsibility of the Designated Teacher
6. Personal Education Plans (PEP)
7. Roles and Responsibilities of all staff
8. Roles and Responsibilities of the Management Committee
9. Support for children and families

1. Introduction

Malden Oaks has achieved the Attachment Aware Schools Award in recognition of its good practice in relation to students who are currently, or who have previously been looked after. Malden Oaks is an attachment aware and trauma informed school committed to promoting the education of looked after children and previously looked after children. We understand that these students' needs are best supported with high quality teaching from teachers they have been able to build positive relationships with, under a whole school approach that is attachment aware and trauma informed.

Malden Oaks focuses on what students can do and building their resilience. Through The 4 As; Attachment; Autonomy; Altruism and Achievement, we seek to support our students into developing into well rounded, resilient learners who are ready for the next stage of their education. Malden Oaks doesn't dwell on what went wrong yesterday but seeks to learn from mistakes today. Consequently, each day is a fresh start and we do not operate a rewards and sanctions system, rather, we focus on creating a positive and safe learning environment for our students where they can measure their own progress and we can recognise and celebrate their achievements with them.

Malden Oaks has a Designated Teacher (DT) at each of their sites. The DT is responsible for meeting the needs of students who are currently looked after or who have been previously looked after. The DT is an experienced member of staff and part of the wider management team.

The Designated Teachers can be contacted by phone or e-mail:

KS4 & KS5 at Dukes Centre

Chenese Mead stcm@maldenoaks.rbksch.org 0208 289 4665

KS3 at Surbiton

Ayse Meliz stamz@maldenoaks.rbksch.org 0203 1372674

Norman Jackson/Medical & SEN Tuition:

Nick Smith stns@maldenoaks.rbksch.org 07496250848

This policy takes account of:

- The LA's duty under section 52 of the Children Act 2004 to promote the education achievement of Looked After Children, now known as CLA.
- Promoting the Education of Looked after Children: Statutory guidance for local authorities July 2014 (updated 2018)
- The Education (Admission of looked After Children) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*)
- Keeping children safe in education - Statutory guidance for schools and colleges September 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- The designated teacher for looked-after and previously looked-after children - Statutory guidance on their roles and responsibilities: February 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf
- Promoting the education of looked-after children and previously looked-after children - Statutory guidance for local authorities: February 2018

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Policies that might also be relevant are:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy

2. Definitions of “Looked After” children:

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups:

- (i) children who are accommodated under a voluntary agreement with their parents (section 20)
- (ii) children who are the subject of a care order (Section 31) or interim care order (Section 38)
- (iii) children who are the subject of emergency orders for their protection (Section 44 and 46)
- (iv) 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. (Section 21)

Previously Looked After Children are those who have at one time in their lives been looked after by a local authority. They may have returned to their families or have been adopted.

3. Education of Child Looked After

All students who attend Malden Oaks are disadvantaged as for one reason or another, their journey through education has been interrupted. In addition to their social, emotional and mental health (SEMH) needs, they may have experienced a sense of rejection, had to say goodbye to friends and teachers they'd established positive relationships with and/or missed out on learning opportunities. For students who fall into either LAC or PLAC categories, these circumstances may exacerbate an already difficult situation outside of school. These barriers to learning can lead to poorer outcomes for students in these categories and it is vital schools recognise the importance of ensuring these students are supported appropriately so as to be able to have the same opportunities and successes as their peers. Students in the LAC or PLAC categories are at greater risk of exclusion and becoming NEET. Schools have a major part to play in ensuring that children looked after are enabled to be healthy, staysafe, enjoy, achieve, make a positive contribution to society and achieve economic well-being Malden Oaks takes this responsibility very seriously and is committed to ensuring that appropriate support is provided to students in these categories to ensure positive outcomes for them.

4. The Responsibility of the Headteacher

- Identify a Designated Teacher for CLA and PLAC
- Ensure cover arrangements are put in place should the Designated Teacher not be available to carry out these legal duties
- Ensure that procedures are in place to monitor and track the admission, progress, attendance (and suspensions/exclusions) of CLA and PLAC and that appropriate action is taken where outcomes fall below expectations
- Report on the progress, attendance and conduct of CLA and PLAC

- Ensure that all staff receive relevant training and are aware of their responsibilities under this policy and related guidance
- Ensure that all staff are briefed on the regulations and practice outlined in this policy. These duties are delegated to the Designated teacher
- Allocate resources to meet the needs of CLA.
- Ensure the school's other policies and procedures support their needs.

5. The Responsibility of the Designated Teacher

- To act as an advocate for Children Looked After and Children Previously Looked After
- To champion an attachment aware and trauma informed school, promoting high quality, inclusive teaching.
- To ensure that the educational achievement of each looked after child is monitored, tracked, promoted and where relevant accelerated
- To ensure the school follows DfE Guidance on Exclusions for vulnerable children and understand the importance of school stability for this group.
- To have a good working knowledge of the SEND code of practice
- To track and monitor attendance of Looked After Children and Previously Looked After Children
- To ensure all staff are aware of the barriers for looked after children and understand the need for systems and strategies to support them e.g. pre and over learning, emotion coaching, safe place to be etc
- To liaise with other relevant professions in the network around the child. For example; social worker, foster carer, independent reviewing officer.
- To chair PEP meetings for all Looked After Children each term having gathered progress updates from across the staff.
- To advise on the most effective use of the Pupil Premium+ in liaison with relevant professionals in the PEP meeting e.g. reference to Education Endowment Foundation; Sutton Trust.
- To set learning based targets for students at PEP meetings and ensure these are implemented to a high standard and in time frame
- To ensure that they are aware of children who are previously looked after, including those who have a Special Guardianship Order, to improve awareness of the vulnerability and needs of previously looked-after children. This should include promoting good practice, identifying and meeting their needs, and guidance on effective use of the PPG.
- To report to the Management Committee annually on the outcomes of Looked After Children.
- To attend Designated Teacher forum and training and disseminate this information to the wider school community and maintain a good knowledge of research recommendations for this group.

5a. Personal Education Plans (PEP)

Designated Teachers are responsible for Personal Education Plans for all Children Looked After. They should organise PEP Meetings, inviting the student, carer, Social Worker and Virtual School, as well as any other stakeholders. The PEP is a record of the child's education and forms part of the overall Care Plan. It provides a clear and shared understanding about the teaching and learning provision to ensure their academic progress. The PEP document should set clear objectives or targets which relate to academic achievement as well as out of school activities and wherever necessary any developmental

targets. If a child moves school, the PEP should be forwarded, as a matter of urgency, to the new school when known.

In relation to Previously Looked After Children, although they no longer required a PEP, the designated teacher should continue to consider their educational needs. The Designated Teacher should maintain links with Head Teachers who must make advice and information available, in order to promote the educational achievement of this group of students.

6. Roles and Responsibilities of all staff

- To work within the framework of an attachment aware and trauma informed school.
- To support students with their emotional development through strategies such as emotion coaching
- To ensure that Looked After and Previously Looked-After Children are supported sensitively and confidentiality is maintained
- To be familiar with this policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- To have high aspirations for the educational and personal achievement of looked after and previously looked after children with an aim to close the attainment gap between this group and their peers
- To attend Designated Teacher whole school training and apply techniques to include looked after and previously looked after children within the lessons and school community.

7. Roles and Responsibilities of the Management Committee

- To ensure the Committee has a named member responsible for looked after children - Jill Braun
- To be aware of how many Looked After Children are on roll at our school- reported on in the termly Safeguarding Report
- To ensure that there is a Designated Teacher for Looked After Children
- To support the Headteacher, Designated Teacher and other staff to ensure the needs of this group are met and that the school is an Attachment Aware, inclusive learning environment.
- Attend relevant training
- To annually review the effective implementation of this policy

8. Support for children and families

Additional support that is offered to students and their families is outlined and detailed in the Pupil Premium report. This academic year, Pupil Premium is contributing to KS3 Transition Support, KS4 Mentoring Project, Pet Therapy and Targeted Support Worker sessions- all of which directly support students who are looked after or who were previously looked after. Ayse Meliz is responsible for Pupil Premium.