



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Emmaus Children in Care Policy
(Looked After Children)

September 2024

Emmaus School will champion the needs of Children in Care, raise awareness and challenge negative stereotypes in order to ensure that all children reach their full potential.

Nationally, Children in Care significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Children in Care are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Emmaus School believes that we have a special duty to safeguard and promote the education of all Children in Care.

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 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 (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- 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).

“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. They may be looked after by our local authority or may be in the care of another authority but living in the school's LA".

The term Looked After Children (LAC) has now been replaced by Children Looked After (CLA)

CLA reviews, involving the school, will take place up until an adoption order has been granted. However, Pupil Premium Plus funding will continue for CLA until they are 16 years old.

Aims of this Policy

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children in Care and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
- To ensure that school policies and procedures are followed for CLA as for all children.
- To ensure that carers and social workers of CLA pupils are kept fully informed of their child's progress and attainment.
- To encourage students to be fully involved in extracurricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school e.g. school council, E Cadets.
- To ensure that the children know there is someone they can approach if ever they have a problem or just want to talk (this could be either the Designated Teacher or another member of staff).
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the child's education and development.

Emmaus School's approach to supporting the educational achievement of Children Looked After is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action

- Listening to children
- Promoting health (mental and physical) and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

Confidentiality

- Information on CLA will be shared with school staff on a “need to know basis”
- The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting.
- Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Pastoral Support

To ensure Children Looked After continue to receive an appropriate level of support the designated teacher for CLA will:

- ensure that staff are aware of any CLA in school, know who the carer is, and whether parents have parental rights so they know who should receive copies of letters, reports etc;
- ensure staff are aware of key people who have authorisation to collect the child from school in order to safeguard the child;
- liaise effectively with other agencies involved with the child and attend review meetings;
- work in partnership with carers, parents and others with parental responsibility to ensure that looked after children receive their entitlement;
- ensure that records and plans are kept and maintained appropriately;
- provide information to the Governing Body and LA about the progress and outcomes of CLA on the school roll.

Designated Teacher

The Designated Teacher will:

- Be a champion for Children in Care within the school and ensure that they are receiving special provision.
- Maintain a register of CLA.
- Ensure that Children in Care are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of CLA, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.

- Ensure CLA receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that CLA receive a smooth induction into the school, with the obtaining of all relevant past history.
- Keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
- Ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem e.g. behaviour issues, poor effort, SEND, mental health needs etc.
- To develop strategies for pupils who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- Guarantee that everything possible is being done to raise the achievement and attainment of Children in Care by ensuring that:
 - *pupils are following an appropriate curriculum
 - *pupils know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better
 - *the school's data tracking show on at least a termly basis if a pupil is underachieving with monitored intervention strategies then being put into place
 - *any pupils on the Special Educational Needs register receive all possible support to meet their needs
 - *more able students have access to the school's More Able provision
 - *all possible support is given at times of transition (EYFS-KS1 KS1-KS2, KS2-KS3)
 - *pupils are completing homework on time and of good quality and that intervention takes place if this is not the case.

The role and responsibility of the governing body:

- Support the local authority in its statutory duty to promote the educational achievement of Children in Care
- Ensure that the DT is given the appropriate level of support in order to fulfil their role.
- In partnership with the Head teacher, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of CLA.
- Governing bodies and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting CLA to achieve.
- The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

For more information please see:

‘The role and responsibilities of the designated teacher for looked after children’ – Statutory guidance for school governing bodies.

<http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF>

‘Improving the Educational Attainment of Children in Care’ (Looked after Children)

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf>

‘Improving the attainment of looked after children in primary schools – Guidance for Schools’

<http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009.pdf>

<http://publications.teachernet.gov.uk/eOrderingDownload/01048-2009.pdf>

This policy links with a number of other school policies:

Behaviour Policy

Anti-bullying Policy

Home/School Agreement Policy

Equality Policy

Equality Objectives and Action Plan

Accessibility Plan

Safeguarding Policy

Special Educational Needs and Disability Policy

Gifted and Talented Policy

The Designated Teacher for Children in Care is:

Carol Yates (temp) (c.yates@emmaus.liverpool.sch.uk)

Job description for the post of Designated Teacher for Children Looked After (CLA):

The purpose of this job is:

- To be a champion for CLA within the school each individual is maximised.
- To monitor the academic, social, emotional and personal progress of CLA and to set up intervention and support where necessary.

Core Tasks

The Designated Teacher will:

- Ensure that the Looked After Children are aware of who the Designated Teacher is
- Maintain a register of CLA.
- Ensure that teachers who need to know are aware of who are CLA, and ensure that the staff treat the information confidentially.

- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure CLA receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement and attainment of CLA.
- To ensure that CLA receive a smooth induction into the school, with the obtaining of all relevant past history.
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school (CPOMS).
- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To review CLA pupils regularly with staff to and intervene quickly to address any issues e.g. behaviour issues, poor effort etc.
- To draw up strategies for children who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To encourage pupils to be fully involved in extracurricular and extension activities both in and outside school.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk (the Designated Teacher or another member of staff).
- To ensure that pupils are receiving praise and rewards via the school's systems and to intervene when this seems not to be the case.
- To liaise with carers, keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
- To make provision for specific mentoring or counselling as needed.
- To be vigilant for any child protection issues and also to check carefully for any signs of bullying.
- To ensure that the School Nurse/Health Visitor is aware of the child's medical history if appropriate.