



Children Looked After Policy

Believe, Achieve, Celebrate

Revised October 2020 – F. Nurgat
Reviewed October 2021- F.Nurgat
Reviewed October 2022- F.Nurgat
Reviewed November 2023- J Hubbard

Children Looked After Policy

Designated teacher	Jade Hubbard
Designated local academy councillor	Cathy Brown

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

1. Who are Children Looked After? (Legislation)

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 'Children Looked After' - CLA. They may be looked after by the local authority or may be in the care of another authority but living in ours.

CLA reviews, involving the school, will take place up until an adoption order has been granted.

2. School Aims

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

Thurnby Mead will -

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- Provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- Support our Children Looked After 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.
- Ensure that school policies and procedures are followed for CLA as for all children.
- To work with the Virtual School and ensure that carers and social workers of CLA pupils are kept fully informed of their child's progress and attainment.

3. Roles and Responsibilities

Thurnby Mead's approach to supporting the educational achievement of Children Looked After is based on the following:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations and raising aspiration
- Promoting inclusion
- Promoting health and well-being
- Minimising exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

Thurnby Mead will nominate a Designated teacher for Children Looked After who will act as their advocate and co-ordinate support for them. In addition, nominate an academy councillor to ensure that the needs of Children Looked After in the school are considered at a school management level and to support the Designated Teacher.

The role of the designated teacher for Children Looked After became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act).

The roles and responsibilities of the Designated teacher are they must –

- Know who all the CLA are in school
- Attend relevant training about CLA and act as the key liaison professional for other agencies and carers in relation to CLA
- Promote a culture of high expectations and aspirations for how CLA should learn.
- Help school staff understand the issues that affect the learning of CLA
- Make sure that CLA are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Remove the barriers to learning for CLA e.g devices
- Ensure that the CLA in their school have a voice in setting learning targets for themselves (PEP)
- Lead on developing and implementing the ePEP within the school. The social worker is responsible for initiating the ePEP process.
- Monitor the child's progress against the targets on the ePEP and extending these targets if they have been achieved.

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- Ensure the child makes a smooth transition to their new school and that the child's records are transferred without delay (CPOMS).
- Liaise with the Virtual School in all aspects of the CLA progress and support.
- Convene urgent multi-agency meetings if a CLA is experiencing difficulties or is at risk of exclusion.
- Promote good home-school links and the importance of education as a way of improving life chances for CLA.

For more information please see:

<https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

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

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>