



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

Policy Document
Status: Approved
Confidentiality level: Public

Looked After Children Policy

Policy Ref No. PLAC 01

'I have come that they may have life and have it to the full'

John 10:10

The Ethos of St Peter and St Paul

"Our academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Contents

Contents	3
Introduction	4
Aims.....	4
Responsibilities	4
Admission Arrangements	5
Complaints	5
Appendix 1	5

Introduction

The Governing body of St Peter and St Paul Catholic Voluntary Academy is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers. It is committed to implementing the principles and practice as outlined in: Section 52 of the Children Act 2004 (educational achievement and PEP's); the joint DfES/DOH Guidance May 2000 (designated teachers and key duties); Section 106 of the Education Act 2005 (Admissions) and adhering to the North Lincolnshire Protocols, Procedures and Guidance for Improving the Education and Health of Children in Care "Creating Success for Children in Care".

Aims

To ensure that all Looked After Children (See Appendix 1) expect and experience the same outcomes as their peers – that they should:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being
- To promote and prioritise the achievement, attendance and general well-being of each 'looked after' child.

Responsibilities

Governors

There should be a designated governor who should ensure that information regarding looked after children is collated. The governor should report periodically to the governing body regarding looked after children and their achievement.

The designated governor is *Mr Richard Mellows*.

The Designated Governor will:

- ensure the school has a current policy for looked after children
- ensure looked after children have equal access to all areas of the curriculum
- present the Governing Body with an annual report regarding all looked after children in the school

The Headteacher will:

- designate a teacher to take responsibility for the welfare and education of looked after children.
- ensure that the designated governor and the designated teacher attend all appropriate training
- ensure that accurate attendance records are maintained for each looked after child and that regular liaison with the Education Welfare Service takes place as required.

The Designated Teacher will:

- ensure that any looked after child is made to feel welcomed and valued
- act as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life

'I have come that they may have life and have it to the full'

John 10:10

chances.

- attend the PEP meeting and will ensure that the commitment made by the school is carried out in line with the Lincolnshire PEP Format
- ensure that all necessary meetings take place, attending and contributing to them as necessary.
- ensure that parents /carers receive all appropriate information and invitations to all relevant meetings.
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern.
- keep a secure file with all relevant information for each child / young person. This file will be transferred promptly to the relevant new school if the child / young person moves educational establishment.
- link closely with the class teacher/Form Tutor/Head of Year as appropriate
- ensure that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and that they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.
- Provide, where necessary, additional support to allow looked after children to access the curriculum effectively and catch-up on any work missed.

Admission Arrangements

Looked After Children are a priority for admission and, as such, we will follow the Local Authority published admission criteria.

Complaints

- These will be dealt with under the complaint's procedures

Appendix 1

The ways in which Children and Young People become Looked After

The term 'looked after' was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for a child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives or even with parents on a part or full time basis.

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.

Section 20 - Children who are accommodated under a voluntary agreement with their parents.

Section 38 - Children who are under the subject of a care order or an interim care order.

'I have come that they may have life and have it to the full'

John 10:10

Section 31 - Children who are subject to a care order made by the courts. For the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one.

Section 44 – Emergency Protection Order .

Section 46 – Police Protection Order.

With Section 44 and section 46 the Local Authority specifies contact arrangements during the period of the order.

Section 21 - Children who are compulsory accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.