



**Bexhill**  
Academy

**CLA**  
(Children Looked After)  
**POLICY**

Updated: January 2018

Next Review: January 2019

## CLA Policy – Bexhill Academy

### CLA – Children Looked After

**CLA definition** – A child is looked after by a local authority if s/he is in their care by reason of a care order or is being provided with accommodation under section 20 of the 1989 Act for more than 24 hours with the agreement of the parents, or of the child if s/he is aged 16 or over (section 22(1) and (2) of the 1989 Act).

**Policy Influence:** West Heath School, Kent

**Care leaver** – when CLA reaches 18 years of age typically

No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development of this policy is noted at the beginning of this policy. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

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

Bexhill Academy's approach to supporting the educational achievement of CLA is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to students.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

### Implications

As for all our pupils, Bexhill Academy is committed to helping every CLA to achieve the highest standards they can, including supporting aspirations to achieve in further education. This can be measured by improvement in their achievements and attendance.

Bexhill Academy is committed to providing quality education for all pupils and will:

- Ensure a Designated Teacher for CLA is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every CLA, in line with the relevant local authority guidance.
- Identify a Governor as a Designated Governor for CLA.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of CLA when reviewing them:

- Promoting Positive Behaviour Policy
- Anti-bullying Policy
- Equality Policy
- Safeguarding Policy

The school will champion the needs of CLA, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

### **RESPONSIBILITY OF THE PRINCIPAL**

- Identify a Designated Teacher for CLA, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children Looked After. OFSTED now select a number of CLA's, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **RESPONSIBILITY OF THE GOVERNORS**

- Identify a nominated Governor for CLA.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA.
- Ensure the school has an overview of the needs and progress of CLA.
- Allocate resources to meet the needs of CLA.
- Ensure the school's other policies and procedures support their needs.

### **Procedures:**

- Monitor the academic progress of CLA, through an annual report (see below).
- As with all students at Bexhill Academy, work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure CLA achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Principal, the Designated Teacher and other staff in ensuring that the needs of Children Looked After are recognised and met.
- Receive a report once a year setting out:

1. The number of looked-after pupils on the school's roll (if any).
2. Their attendance, as a discreet group, compared to other pupils.
3. Their SAT scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other pupils.
4. The number of fixed term and permanent exclusions (if any).
5. The destinations of pupils who leave the school.
6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

## THE ROLE OF THE DESIGNATED TEACHER

- Government Guidance says that the Designated Teacher should be *“someone with sufficient authority to make things happen [who] should be an advocate for CLA, assessing services and support, and ensuring that the school shares and supports high expectations for them.”*
- Governors should be aware that all schools are already required to have a designated teacher for CLA. Governors should also be aware that OFSTED will focus on CLA monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people.
- Ensure that each CLA has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. *Members of staff who take on this role may need to be supported by someone from the school's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Teacher for Child Protection.*
- Track academic progress and target support appropriately
- Co-ordinate any support for the CLA that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage CLA to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of CLA.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of CLA say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.

## THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of LAC, as for all pupils.
- Maintain LAC's confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable LAC to achieve stability and success within school.
- Promote the self-esteem of all LAC.
- Have an understanding of the key issues that affect the learning of LAC.
- Be aware that 60% of LAC report they are bullied so work to prevent bullying in line with the School's policy.