

St Augustine's C.E. High School & Sixth Form

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POLICY FOR THE EDUCATION OF CHILDREN IN PUBLIC CARE

Resp. PPC Committee

Objectives

The Governing body of St. Augustine's CE High is committed to providing a quality education experience for all our pupils. It recognises that, nationally, pupils in public care have significantly underachieved compared to their peers. Through this policy, we intend to promote the inclusion, well-being and achievement of looked after pupils in our school.

The Governing Body will endeavour promote the recommendations set out in the joint guidance from the department for Education and skills (DfES) and (2000). These recommendations include:

- * Having high expectations
- * Promoting inclusion through challenging and changing attitudes
- * Working to achieve stability and continuity
- * Early intervention and priority action
- * Listening to children
- * Working closely with carers and other agencies

- * Nominating a Designated Teacher for Looked After Pupils
- * Ensuring that every looked after pupil has a Personal Education Plan (PEP)

The Role of the Governing Body

The Governing Body of this school takes its Corporate Parenting responsibilities very seriously, and will ensure that the Head Teacher and the Designated Teacher have sufficient support to carry out their responsibilities in respect of looked after pupils. It will ensure that all Governors are fully aware of the legal requirements and national and local guidance on the education of children in public care. The governors will appoint a Nominated Governor for looked after pupils to take a special interest in this area of the school's work.

There is no legal requirement to have a nominated governor, but it is considered, by DfES, to be good practice to do so (modelled on role of SEN Governor). It is recommended that the Designated Governor for Children in public Care should NOT be the SEN Governor as this gives the wrong message about the needs of looked after children.

The role of the Nominated Governor (include if appropriate)

The nominated Governor will fulfil a reporting role within the governing body, liaising with the designated teacher to secure information regarding the number of looked after pupils in school (if any) and statistical information relating to their attendance, attainment and fixed term and permanent exclusions. This information, and any other details about pupils will be collected and reported in ways that preserve anonymity and respect the confidentiality of the pupils concerned:

The Nominated Governor will also ensure that the School's other policies and procedures give looked after pupils equal access in respect of:

- * Admission to school
- * National Curriculum entitlement and entry to public examinations
- * Additional educational support where appropriate
- * Extra curricular activities
- * Work experience and careers guidance

The Role of the Designated Teacher

The guidance describes the designated teacher as, "someone with sufficient authority to make things happen... .. (who) should be an advocate for the young people in public care, accessing services and support, and ensuring that the school shares and supports high expectations for them."

The Designated Teacher will be the named contact within the school for information and communications about pupils in public care, and will act as an advisor, ensuring that staff and governors receive relevant training.

The Designated Teacher's responsibilities begin with the admission of the pupil to school, when the teacher will ensure that the child and carer are welcomed and that a smooth induction is achieved, especially if admission is other than at normal admission times (Le. Not at normal admission years or at the beginning of the academic year, when settling into school might be more difficult.).

Other responsibilities include:

- * Working with the Social Worker to complete or review a PEP as soon as possible (and within 20 days of admission), and to monitoring the regular reviewing of the PEP, ensuring that there is appropriate representation from the school at PEP meetings and Looked After Reviews (LAR)
- * Ensuring that the pupil has an identified member of staff that they can talk to (this need not be the designated teacher, or indeed a member of teaching staff at all, but should take account of the wishes of the child).

The Responsibilities of the Whole Staff

The Governing Body will ensure that all staff are made aware of the additional needs of looked after pupils, and are given some understanding of the reasons that children and young people are taken into the care of the local authority.

Given sufficient understanding and support, every member of staff will be encouraged to:

- * Have high expectations for the educational and personal achievement of looked after pupils
- * Ensure that all pupils in public care are supported sensitively, respecting confidentiality and responding positively to a pupil's request to be the named member of staff .
- * Respond promptly to the Designated Teacher's requests for information
- * Promote the self-esteem and success of looked after pupils and work towards increased stability for them, ensuring that no child in public care is stigmatised in any way

Related Policies

This policy links with other school policies, particularly:

- * Admissions Policy
- * Code of Conduct
- * Behaviour Policy
- * Discipline Policy
- * Home School Policy
- * Anti-bullying Policy
- * Equal Opportunities Policy
- * Child Protection Policy
- * Policy on Racial Harassment
- * Special Educational Need

Professional Development/Training for all Staff

The Assistant Headteacher: Professional Development will ensure that staff are briefed on the regulations and practice outlined in this policy