

Mode Training Ltd

www.modetraining.co.uk



Looked After Children Policy

Copies of all Mode Policies and procedures can be obtained in large print. Please call 0151 709 4640 to request a large print copy or alternatively e-mail admin@modetraining.co.uk

To be read and understood by staff, learners, work experience providers, school mentors and all relevant partners.

Contents

Section 1 Policy Statement

1. Rationale
2. Definition
3. Legal Framework
4. Objectives

Section 2 Roles and Responsibilities

1. Alerting staff to a lockdown

Section 3 Arrangements

Section 4 Signatures

Section 1

Policy Statement

1. Rationale

Providers are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Providers can also provide a source of continuity and “normality” for learners who may have been subject to emotional distress, abuse, and disruption. Provider can be the place where learners maintain friendships and a place where they feel safe and can be themselves.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and Providers play a pivotal role in this.

2. Definition

The term “looked after” was introduced by the Learners Act 1989. This refers to a learner who is either accommodated (whereby the local authority provides for the learner 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 to protect and promote a learner’s welfare). Learners 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.

Furthermore, the term “looked after”, which is widely used in social services is synonymous with the term “in public care”, which has been adopted by the DfES in their publication, “The Education of Young People in Public Care”.

3. Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires providers to have effective policies for supporting and promoting the education of looked after children.

Providers must:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all looked after children
- Ensure there is a Designated Safeguarding Lead to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

4. Objectives

We will:

- Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place.
- Provide a climate of acceptance and challenge negative stereotypes.
- Ensure all learners who are looked after have the same opportunities to participate fully in the curriculum, careers guidance, extra curricular activities, work experience, and enjoy the Provider experience fully in line with corporate parenting principles.
- Ensure discretion when addressing a learner's care status and ensure there is sensitivity to the background of learners who are looked after, especially surrounding work on family.
- Ensure that a clear protocol for sharing of information will be followed both within Provider and with outside agencies.
- Endeavour to support all looked after children educated in this Provider to achieve to their fullest possible academic potential.

Section 2

Roles and Responsibilities

Many looked after children do not want provider staff to be aware of their care status because it makes them feel “different”. Therefore, we will negotiate with the learner to identify who should be aware of their care status. However, we do acknowledge that in some cases, such as if the learner has a severe learning difficulty, this may not be possible. The Designated Safeguarding Lead along with the Safeguarding Team, also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

Centre Manager will:

- appoint the Designated Safeguarding Lead
- ensure that the Designated Safeguarding Lead has received appropriate training
- be responsible for all systems to support looked after children.

The Designated Safeguarding Lead

The designated safeguarding lead will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the Provider. This includes serving as an advocate for all looked after children in the Provider. They will report to the SMT on an annual basis on the following:

- the number of looked after pupils in the Provider
- the achievement of LAC
- the attendance of LAC
- the level of fixed term and permanent exclusions, compared to other pupils

The Designated Safeguarding Lead will help establish and maintain the ethos regarding looked after children of the provider by:

- maintaining and respecting confidentiality of all looked after children and ensuring information is shared on a strictly ‘need to know’ basis
- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- acting 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 chances

The Designated Safeguarding Lead will set up systems to monitor and record the progress of all looked after children. S/he will:

- have an overview and co-ordinating role for gathering and holding all information regarding learners who are looked after
- maintain records regarding all looked after children, including legal status and information regarding who should be contacted regarding matters concerning the learner
- establish a system for contacting and forwarding educational records to new Providers to facilitate a smooth and speedy transfer

- 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 Provider or internal truancy, or other similar concern

The Designated Safeguarding Lead will facilitate effective communication by:

- building positive home-Provider relationships between parents/carers with regular opportunities for dialogue
- being proactive and participating in setting goals for the learner's PEP
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children
- helping co-ordinate education and PEP meetings
- serving as the named contact for colleagues in social services and education
- ensuring effective communication between all relevant parties
- inviting the responsible social worker to all meetings, and liaising with this social worker regarding the development of Personal Education Plans (PEP).

The Designated Safeguarding Lead will monitor each learner's achievement and ensure that they have the support they require within Provider:

- by meeting with the looked after children to discuss who needs to know they are looked after and to ensure that the young person is informed of their role
- by ensuring each learner has a named member of staff who can provide advice and/or practical help on academic or pastoral issues (this maybe the class teacher in a primary Provider)
- by ensuring each learner has a Personal Education Plan
- by encouraging all learners to continue on to further or higher education
- by ensuring all looked after children are made to feel a part of the Provider environment

Section 3

Arrangements

Personal Education Plans

Each learner will have a Personal Education Plan (PEP), which their social worker will take the lead in developing. However, the provider's role in this plan is crucial and at least one member of staff who knows the learner well will attend the meeting to establish and subsequently review this. Other staff will contribute in writing, as appropriate.

The PEP will consider:

- the learner's strengths and weaknesses
- interests, both in and out of Provider
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the learner
- It will also identify targets that will be reviewed during the next PEP meeting.

Admission/Induction Arrangements

On admission, the learner will meet with the designated safeguarding lead and their named member of staff. They will discuss any relevant issues, academic or pastoral, and ensure the learner is made to feel comfortable in our provider. Records will be requested from the learner's previous provider and as soon as practicable after they are received a meeting will be held with the carer/parent, social worker, and other relevant professionals, and learner as appropriate. This will provide information to inform the learner's new Personal Education Plan, and ensure that communication systems are established early. In the first PEP meeting, we will seek clarification from the social worker as to who requires provider reports and who may give permission for provider trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed.

Section 3

Signatures

This policy was produced by Debbie Carney and Emma Sinnett on behalf of Mode Training Limited and will be reviewed annually.

Signed:

Dated:

Debbie Carney
Company Director

Signed:

Dated:

Emma Sinnett
Designated Safeguarding Lead

Policy Review

Date of review	Review completed by	Overview of any updates
10/02/2020	Emma Sinnett	No changes required. Policy is still fit for purpose.
01/04/2021	Emma Sinnett	No changes required. Policy is still fit for purpose.
01/04/2022	Emma Sinnett	No changes required. Policy is still fit for purpose.
30/03/2023	Emma Sinnett	No changes
08/01/2024	Emma Sinnett	No changes

Section 4

Policy Communication and Consultation

Where possible, this policy has been written in conjunction with staff, learners and employers feedback.

Staff should sign below once you have read and understood the policy. You should provide any feedback immediately to the producer of the policy, if you feel any changes should be considered. This can be done by internal e-mail.

Name	Date	I have read and understood this policy Y/N	Signature
Les Calvert			
Debbie Carney			
Amanda Clarke			
Mike Chatterton			
Gemma Doyle			
Louisa Fay			
Michael Flood			
Kelly Coughlin			
Alan Robinson			
Emma Sinnett			
Wesley Tagoe			
Summer Waters			
Zara Worswick			