



## Introduction

The Staff and Governing Body of King's Leadership Academy are committed to providing quality education for all our pupils. We recognise that, nationally, the educational achievement of Children in Public Care, as a group, remains unacceptably low and we wish to ensure that Children in Public Care who attend King's Leadership Academy make excellent educational progress and achievement.

The Children Act 2004 provides the legislative framework for developing effective and accessible services focused on the needs of children, young people and their families. Section 52 of this Act places a duty on Local Authorities to promote the educational achievement of Looked After Children. We intend, through this policy, to promote the inclusion, well-being and achievement of Children in Public Care at King's Leadership Academy.

The staff and Academy Trust is committed in particular to implementing the joint guidance from the Department for Education and the Department of Health on the education of young people in public care.

This sets out five principles:

1. Prioritising education
2. Having high expectations
3. Promoting inclusion through challenging and changing attitudes achieving stability and continuity early intervention and priority action listening to children achieving stability and continuity
4. Early intervention and priority action
5. Listening to children

The guidance introduced two key measures to improve the educational life chances for children in public care:

1. Designated Teachers for every Academy
2. Personal Education Plans for all pupils in public care



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## Role of the Designated Teacher

The Academy Trust will ensure that the Academy has a Designated Teacher and that the Designated Teacher is able to carry out his or her responsibilities effectively. The Designated Teacher is the Lead Practitioner Ms Louise France (until an Inclusion Leader is appointed)

D.f.E and Department of Health Guidance says that the Designated Teacher should be:

‘Someone with sufficient authority to make things happen ... and should be an advocate for the young people in public care, accessing services and support and ensuring that the academy shares and supports high expectations for them.’

## Our Designated Teacher will ensure:

- A welcome and smooth induction for the child and their carer.
- That a Personal Education Plan (PEP) is completed as soon as possible (and within 20 days of the pupil joining the Academy).
- That the PEP and other records are kept up to date and available in time to inform review meetings.
- That each student in public care 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, selected from a list of specifically approved and trained staff.
- Co-ordination of any necessary support within the Academy.
- Confidentiality for individual students, sharing personal information on a ‘need to know’ basis.
- That the Academy calendar is checked regularly for proposed visits, residential and other extra-curricular activities requiring funding, so to ensure sufficient time to allow carers to apply to appropriate agencies.
- Encouragement for students in public care to join in extra-curricular activities and ‘out of school’ learning as far as possible, attendance at planning and review meetings.
- That staff in the Academy receive relevant training and act as an advisor to staff and to the governing body.
- The set-up of urgent meetings with relevant parties where the student is experiencing difficulties in the Academy or is at risk of exclusion.
- The speedy transfer of information between individuals, agencies and – if the student changes school – to a new school.

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## Responsibility of all staff

### All our staff will:

- Have high aspirations for the education and personal achievement of young people in public care.
- Ensure that students in public care are supported sensitively
- Respond positively to a request to be trained specifically, such that they could be on the list of named members of staff available for students to select whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.
- Work to collaboratively to enable students in public care to achieve stability and success within the academy.
- Promote the self-esteem of all students in public care; maintain confidentiality; and ensure that no child in public care is stigmatised in any way.

## Responsibility of the Academy Trust

### The Academy Trust will:

- Ensure that the academy has a Designated Teacher and that the Designated Teacher is enabled to carry out his or her responsibilities.
- Support the Principal, the Designated Teacher and other staff in ensuring that the needs of students in public care are recognised and met.
- Ensure that all members are fully aware of the legal requirements and guidance on the education of students in public care.
- Nominate a governor to take a special interest in this area of the Academy's work.

## Responsibility of the Nominated Governor

The nominated governor, will liaise with the Designated Teacher and report on the following to the governing body on an annual basis:

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- The number of students in public care in the Academy (if any).
- Their attendance as a discrete group, compared with other pupils.
- The SAT scores and GCSE results, as a discrete group, compared with other pupils.
- The number of fixed term and permanent exclusions (if any).
- The destinations of pupils who leave the Academy.

The information for this report will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned. The Nominated Governor will also ensure that the Academy's other policies and procedures give students in public care equal access in respect of:

- Admission to the Academy.
- The National Curriculum and public examinations.
- Additional educational support where needed.
- Extra-curricular activities.
- Work experience and careers guidance.

## Training

The Principal, through the Designated Teacher and HR Director, will ensure that all staff are briefed on the regulations and practice outlined in this policy.

This policy links with a number of other Academy policies, particularly:

- Admissions Policy
- Attendance Policy
- Behaviour Policy and Procedures
- Inclusion Policy
- Home / Academy Agreement Policy
- Anti-bullying Policy
- Equal Opportunities / Racial Equality Policy
- Child Protection Policy
- Special Educational Needs Policy
- Safeguarding Policy
- More Able Students policy

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## Equal Opportunities

In implementing this policy all members of staff must take into account the School's Equal Opportunities policy. Staff must ensure that no student is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief

## Monitoring, Evaluation and Review

Great Schools for All Children will review this policy at least every two years and assess its implementation and effectiveness.



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