

# Balfour Infant School

## Drug and Alcohol Policy



Date Written: September 2025

Next Review: September 2027

## **Balfour Infant School**

### **Children who are Looked After Policy**

**Date: September 2025**

**Review Date: September 2027**

**Designated Teacher: Miranda Forbes      Designated Governor: Sue Moon**

**Helping children who are looked after succeed and providing a better future for them is a key priority for Balfour Infant School. Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. We believe that Balfour Infant School has a major part to play in ensuring that Looked After Children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals by providing a positive, safe and stimulating environment where all are included and achievements are celebrated. This can be measured by improvements in their achievements, their well-being and attendance.**

#### **The Definition**

##### **Looked After Children (LAC) are defined as:**

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents or respite care.

##### **Previously - Looked After Children (PLAC) are defined as:**

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

#### **School Responsibilities**

Balfour Infant School School's approach to supporting the educational achievement of children who are looked after/previously looked after 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 children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

**Balfour Infant School will:**

- Ensure access to a balanced and broadly based education to children who are looked after/previously looked after.
- Prioritise recording and improving the academic achievement of all children who are looked after/previously looked after.
- Prioritise, address and measure the improvements in social skills and mental health of pupils who are looked after/previously looked after.
- Prioritise a reduction in the number of exclusions and truancies for all children who are looked after/previously looked after.
- Ensure there is a designated teacher to advocate for the rights of children who are looked after/previously looked after.
- Ensure the voice of the looked after/previously looked after child is heard.
- Develop systems of communications and protocols.
- Promote the attendance of children who are looked after/previously looked after.
- The designated teacher has access to appropriate training.
- Ensure that staff are appropriately trained and supported by the designated teacher to meet the needs of looked after and previously looked after children.
- The designated teacher has the appropriate experience and seniority to support looked after/previously looked after pupils.
- Work in partnership with other agencies and carers, including the Virtual Schools Headteacher and possible SEND agencies, to identify, respond and address the needs of looked after/previously looked after children

**Responsibility of the Headteacher**

- Identify a Designated Teacher for children who are looked after/previously looked after, 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 children who are looked after/previously looked after and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of children who are looked after/previously looked after. OFSTED now select a number of children who are looked after, 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 children who are looked after/previously looked after.
- Ensure that all governors are fully aware of the legal requirements and guidance on the education of children who are looked after.
- Ensure the school has an overview of the needs and progress of children who are looked after/previously looked after.
- Allocate resources to meet the needs of children who are looked after/previously looked after.
- Ensure the school's other policies and procedures support their needs.
- Ensure children who are looked after/previously looked after are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to children who are looked after/previously looked after in their oversubscription criteria.
- Ensure a Designated Teacher for LAC 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 child who are looked after, in line with Medway's guidance on Personal Education Plans.

### *Procedures: The Governing Body will:*

- Monitor the academic progress of children who are looked after/previously looked after, 3 times a year through the data presented to the Learning and Development Committee
- Ensure that children who are looked after are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure children who are looked after/previously looked after 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.

- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of children who are looked after are recognised and met.
- Receive a report three times a
  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 data compared to other pupils.
  4. The number of fixed term and permanent exclusions (if any).
  5. 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**

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, at least two weeks before the Care Plan reviews.
- Ensure that each child 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. They should also be alert to any disclosures that pupils may make and will follow the school's child protection procedures and policy.
- Track academic progress and target support appropriately
- Co-ordinate any support for the children who are looked after that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.
- Encourage children who are looked after 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 children who are looked after.
- 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.
- 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 children who are looked after/previously looked after, as for all pupils.
- Maintain confidentiality of children who are looked after/previously looked after 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 children who are looked after/previously looked after to achieve stability and success within school.
- Promote the self-esteem of all children who are looked after/previously looked after.
- Have an understanding of the key issues that affect the learning of children who are looked after/previously looked after
- Be aware that bullying is a reported concern for children who are looked after /previously looked after and so work to prevent bullying in line with the school's policy.

This policy takes account of:

- The Local Authority's duty under Section 52 of the Children Act 2004 to promote the educational achievement of children who are looked after(LAC).
- The Education (Admission of children who are looked after) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).
- *Promoting the Education of Looked After Children Statutory Guidance for Local Authorities July 2014*
- *Children and Families Act 2014*
- *Children's Home Regulations 2015*
- *Designated Teacher for Looked After Children and Previously Looked after Children Feb 2018*

This policy links with a number of other school policies:

- Oversubscription criteria.
- The School Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Child Protection Policy.
- Special Educational Needs Policy.