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ACHIEVEMENT

Date of Stakeholder STEEP workshop: 13 September 2017

Focus of STEEP analysis: Target group of looked after pupils, all of whom have been additionally identified as falling behind in behaviour, attendance, and achievement.

Factor	Barriers	Solutions	Who and When?
Social	<ol style="list-style-type: none">1. CLA having problems establishing and maintaining positive social relationships with their peers2. CLA not participating fully in wider opportunities including clubs3. Foster families not participating in family learning or informal opportunities in the schools, thereby missing	<ol style="list-style-type: none">1. Develop a programme to support CLA in relationship building. Develop a peer mentoring programme.2. Ask CLA what clubs and activities they would like and offer these, using Pupil Premium Plus (PPP) if necessary. Greater partnership working with local voluntary sector groups (including the local boxing club and street dance group with high levels of pupil involvement) to better join-up the school's approach to gang culture (cross-referenced to 'Social' factors)3. Develop a protocol for enhanced invites for foster families to these events	<ol style="list-style-type: none">1. Designated Teacher to organise training 2 x HLTA (Higher Level Teaching Assistant) in the NCB Relationships Matter programme for CLA by Dec 2014 with first group to begin January 15. Assistant Head for Inclusion to establish a peer mentoring programme by April 2015.2. Assistant Head for extracurricular opportunities to survey CLA by 1st November 2014. Deputy Head teacher and Virtual School Head to map the relevant voluntary local bodies (including the local boxing club and street dance group with high levels of pupil involvement) by end of November 2014. New activities in place January 2015

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	<p>out on support opportunities</p> <p>4. Persistent poor attendance amongst children living in residential care</p>	<p>4. Develop closer working relationships with the senior staff at the care home. Prioritising CLA housed there for phone calls on every day of unexplained absence</p>	<p>3. DT and Deputy Head (DH) to establish key person programme by November 2014. All key persons then responsible for enhanced invite to Foster Carer, monitored by DT.</p> <p>4. Head teacher (HT) to write to care home by 1st October 2014. DH to follow up with a call one week later to the care manager. DT and DH to meet with care home staff by 15th October 2014 to agree working protocols.</p>
Technical	<p>1. Several instances of CLA placing themselves at risk on line including Facebook and Twitter feuds.</p> <p>2. Level of carer understanding of good practice in ICT</p>	<p>1. Offer all CLA online safety course e.g. CEOP Think you know</p> <p>2. Offer all Foster Carers the NSPCC Keeping Children Safe Online course. Liaise with VSH re payment for the course</p> <p>3. Establish a 6 week intervention to teach research skills to CLA run by the librarian at lunchtime using materials including those from teach-nology.com. All CLA to be</p>	<p>1+2. DT to establish these courses as part of the core offer for all CLA, in liaison with the VSH. CLA to be supported with the Think you know course by the IT technicians as part of their induction to the school. Catch up to be run through ICT homework club beginning 1st October 2014</p> <p>3. Assistant Head in charge of Learning Resource Manager/Librarian to work with the librarian to develop a research skills programme by 1st November 2014.</p>

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Factor	Barriers	Solutions	Who and When?
	<p>safeguarding and access to information</p> <p>3. CLA lack research skills in terms of using information sources</p>	<p>offered the course on a rolling programme with active support from the library staff</p>	<p>Librarian to invite all CLA to the lunchtime club, along with others who would benefit (reducing identification of CLA) beginning January 2015</p>
<p>Educational</p>	<ol style="list-style-type: none"> 1. CLA unable to participate appropriately in collaborative learning activities 2. Volunteer Learning Mentor (VLM) scheme losing momentum 3. Poor take up of 1:1 tuition by CLA 4. Poor homework completion rates 	<ol style="list-style-type: none"> 1. Run 2 x twilight sessions for staff on developing effective collaborative learning, with specific reference to the support that CLA will need. Cross reference social: Relationships Matter course 2. Identify a key person in school for all CLA to ensure continuity and stability of relationships. Offer Volunteer Learning Mentors to other students, who have short term needs. Establish business mentors for year 9 CLA onwards through Chamber of Commerce programme 3. Involve carers and social workers in encouraging the pupils to attend 1:1 	<ol style="list-style-type: none"> 1. Learning walks by DT and HT to establish baseline practice by October 15th 2014. DH to put training into calendar to be completed by Feb 2015. Impact to be evaluated through school programme of learning walks by DT and SMT 2. DT and DH to establish key person programme by November 2014. Heads of Year to identify pupils suitable for VLM at regular pupil support panel meetings with re allocation by Dec 1st 2014. Teaching Alliance co-

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Factor	Barriers	Solutions	Who and When?
		<p>session. Initiate certification and celebration of 10 sessions. Review of effectiveness of 1:1 tuition</p> <p>4. Ensure homework policy and procedures are understood by pupils, Parents and Carers. Set up a supervised homework club and invite children to attend. Involve carers in supporting children to complete homework on time</p>	<p>coordinator to establish contact with Chamber of Commerce business mentor volunteer co-ordinator by 1st October 2014. DT to liaise with Teaching Alliance co-ordinator to identify the needs of CLA with mentoring starting January 2015</p> <p>3. One to one tuition co-ordinator to conduct internal review of programme as per school calendar (March 2015). Co-ordinator to establish certification programme by end of September 2014. DT to facilitate contact between Foster Carers, Social Workers and co-ordinator to encourage pupils to attend 1:1</p> <p>4. Senior Leader for teaching and learning to review policy & procedures & share with staff and pupils by December 14. Homework club after school launched January 15. DT to</p>

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			liaise with Head of Years (HOY) to target pupils. DT & form tutors meet with Foster Carers to share practical strategies for supporting homework completion
Environmental	<ol style="list-style-type: none"> 1. Lack of suitable spaces for learning for CLA. 2. Some Foster Carers lacking confidence in supporting learning at home. 3. Lack of community engagement by CLA. 	<ol style="list-style-type: none"> 1. Introduce all CLA to the library staff. Highlight opening times of library to all CLA and Foster Carers. Include in every newsletter and add to school website. Personal postcard invitation sent home by librarian where homework completion is an issue, and personal follow up in school 2. When the CLA joins the school offer Foster Carers the Making the Difference leaflets from the Scottish Government. Enhanced invitation to parent/ carer taster lessons 3. Establish a Rotary Club Interact Club for the Achievement for All pupils. http://www.rotary-ribi.org/clubs/page.php?PgID=289945&ClubID=1390 	<ol style="list-style-type: none"> 1. DT to include introductions and information sharing as induction CLA offer. Bursar to ensure details on website by 1st October 2014. DT to alert librarian to any CLA that need inviting to use the learning space from 1st October 2014. 2. DT to include leaflets in info pack. Send to all current FC's by 15th October 2014. Key persons to do enhanced invitation from 1st December 2014. 3. Teaching Alliance Co-ordinator to establish contact with local Rotary club. Assistant Head in charge of wider opportunities to work with 2x HLTA to establish the club by February 2015

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Factor	Barriers	Solutions	Who and When?
Psychological	<ol style="list-style-type: none"> 1. High rates of mental health problems 2. Behaviour management is not always sufficiently aware of the impact of attachment, trauma and loss on CLA 3. CLA seem to be especially susceptible to peer pressure 4. CLA frequently both victim and perpetrators of bullying 	<ol style="list-style-type: none"> 1. Refresh the school's relationships with Child and Adolescent Mental Health Services (CAMHS) with a named contact for both organisations. Employ a therapist in school for 3 hours per week, using PPP. 2. Re run attachment, loss and trauma training for staff using 3 x meeting slots. Embed training on being an attachment friendly school into all staff induction. 3. Cover 'dealing with peer pressure' in the Relationships Matter programme (cross reference Social). Establish lunchtime drop in sessions with HLTA's or volunteers as a 'safe haven' for CLA and others. 4. Ensure that the school policy on bullying and discrimination is up to date with latest guidance. 	<ol style="list-style-type: none"> 1. HT to write to Head of CAMHS by 1st October 2014, with follow up phone call one week later by DH. Initial meetings to be held with CAMHS no later than end of January 2015. DT and Middle Leaders to examine the use of data to identify and track pupils at risk or experiencing mental and/or emotional difficulties by January 2015. Evaluate the potential use of SDQ as a screening mechanism by December 2014. 2. DH to put training into the calendar to be completed by April 2015. Impact to be evaluated through school programme of learning walks by DT and pastoral staff. Amend behaviour policy in light of evaluation. 3. Designated Teacher to organise training 2 x HLTA in the NCB Relationships Matter programme for CLA by December 2014 with first group to begin January 15.

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Factor	Barriers	Solutions	Who and When?
			<p>Finance and Premises committee to determine whether a room can be regularly made available for 'drop-in sessions'. Committee to report to the Full Governors Meeting on November 4th 2014. PHSEE co-ordinator and the Policy and Curriculum Committee to work with local community groups to identify possible (relevant and experienced) facilitators for drop-in sessions. PHSEE co-ordinator and the Policy and Curriculum Committee to report to the Full Governors Meeting on November 4th 2014</p> <p>4. Head teacher and PHSEE co-ordinator to review policies relating to bullying and discrimination. First draft of new policies and plans for improved teaching to be presented to the Full Governors Meeting on November 4th 2014.</p>

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4.2 Whole school audit to evaluate, monitor and develop good practice

Based on DCSF (2009). *The role and responsibilities of the designated teacher for looked after children: Statutory guidance for school governing bodies.* Nottingham: Author

	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
Planning					
Raising the attainment of Children Looked After is included in the school improvement plan					
The school has developed policies that encourage collaboration with other agencies and services e.g. health professionals, CAMHS, school attendance services					
All staff receive timely professional development in relation to vulnerable children, including CLA					
The school assists local authorities with requests to provide data on attendance, attainment and exclusions					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
Raising staff awareness					
The school has safeguards in place for sharing sensitive information about individual Children Looked After with relevant staff members					
The school has effective procedures for liaising with carers/residential children's homes and social services to ensure that the school has relevant information about a child's care history					
The school communicates the child's achievements to the carers					
Admissions					
Applications outside of usual admission arrangements are appropriate for CLA					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
Arrangements are effective for welcoming new (looked after) pupils and take into account that Looked After children (perhaps arriving mid-term) may have additional support needs					
The school ensures that new admissions are well supported by their peers					
The school provides information to carers and social workers about the school's admission and appeal process					
The Designated Teacher, or equivalent, liaises with other agencies to ensure that an education placement works					
Record keeping and transfer					
The DT, or equivalent, keeps the child's PEP up-to-date					
School records are updated with current addresses of carers, birth parents, social worker, etc.					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The school has effective procedures to prepare information for transfer if a looked after child changes school					
Promoting inclusive schooling and good home-school communication					
The school records who is entitled to a child's report, receives invitation to parents' evenings and other school events, and this information is rigorously adhered to					
Carers given a named person, such as the Designated Teacher, to contact if they have concerns					
Carers are asked to sign the home school agreement even when their child may be placed temporarily in the school					
The school takes effective steps to ensure that carers have understood and signed the home school agreement					
The school charging policy ensures take up of trips among CLA					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The full range of study support and out-of-school opportunities such as homework clubs, careers guidance and work experience are available to looked after children even if they join school mid-year					
Promoting inclusive schooling: curriculum and options					
The needs of Children Looked After have been considered in the school's curriculum policy					
The school always consults relevant professionals, the young person and his or her carers when consider an alternative curriculum at KS4					
Flexible, personalised learning available to looked after children					
The school has a good baseline of information – informed by transfer of school records and thorough assessments – so that barriers to learning are quickly identified and actions are put in place to secure each pupil's progress					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The school timetable is flexible with regard to outside fixed activities such as contact meetings					
Promoting high expectations and achievement					
School targets for Children Looked After are ambitious					
The school includes measures of individual children's progress					
The school is clear about the specific barriers to achievement facing CLA and takes effective action to address these					
The school works very effectively with Foster Carers and children's homes so that they are actively supporting children's learning					
Where CLA fall behind their peers, this is rapidly identified and help is provided					
The school celebrates the educational successes of CLA					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
Regular access to a key, consistent person in school is available to all CLA, that the pupil likes, trusts and respects					
Revision support is made available for examinations and CLA are encouraged and supported to attend these					
CLA are encouraged and supported to access taster activities for further and higher education					
CLA are engaged in the gifted and talented programme					
SEN					
The school ensures prompt identification of special educational needs of CLA					
Carers are informed that the child has special educational needs and offered support from Parent Partnership Service					
Carers/social workers are involved in assessments and reviews					
Young people are involved in reviews and target setting					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The level of support given to CLA with special educational needs is sufficient considering their status					
Staff training needs in connection with meeting the needs of CLA are addressed					
Exclusions					
The Head teacher and the governing body refer to the Secretary of State's guidance on exclusion, <i>Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units</i>					
Trends in exclusion rates of CLA are identified and addressed					
The school has effective strategies to avoid exclusion of vulnerable children including CLA					
The appeal process fully explained to social workers and Foster Carers when a CLA is excluded					
Young people in care encouraged to attend governors' hearings which are reviewing their exclusion					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The Head teacher's letter of exclusion always signposts Foster Carers to the ACE exclusion helpline http://www.ace-ed.org.uk/ or similar					
The appropriate person/team in the Local Authority with responsibility for children missing education are always notified of a child's exclusion					
The school gives places to vulnerable children, such as Children Looked After, who have been excluded from other schools					
The reintegration arrangements for looked after children who have been excluded are effective					
Other agencies working with the child deliver the necessary support e.g. clinical psychology/CAMHS					
Where a looked after child is at risk of exclusion, his or her PEP includes pastoral support provision					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
Promoting health					
The needs of CLA are considered in health-promoting schemes such as cycling to school; cycling proficiency training; 'walking buses'; study support and out of school hours activities					
The citizenship and PHSE curricula take full account of including children whose experiences and understanding of 'family' may be different					
Pastoral support					
The school has targeted interventions that focus on groups of children who have known risk factors, such as being in care					
The school behaviour policy pre-empts escalating behavioural problems					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The school ensures that initiatives such as lunchtime clubs and anti-bullying work include specific vulnerable groups such as looked after children					
The school has procedures for contacting relevant professional help for specific problems, e.g. local authority Behavioural Support Team, CAMHS, educational psychologist					
Carers are contacted on the first day of any unexplained absence					
Carers are aware of the school's anti-bullying policies					
Study support					
The study support programme is flexible enough to cater for the needs of CLA					
The school regularly consults with carers and CLA about study support activities					

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	1: fully embedded	2: in place	3: partly in place	4: not in place	Actions
The school is in contact with the local authority study support co-ordinator to discuss ideas					
One-to-one tuition is provided for every CLA					