Cabot Learning Federation

Children in Care and Previously Looked After Children Policy

Version 6.0 December 2024
Review Date: December 2026

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Oct 2015 V1		Document updated	Time for review
May 2018 V2		Updated onto new template. No changes made.	
Oct 2019 V3		Update to bring PLAC into policy	
March 2021 V4		Minor updates to avoid exclusive reference to Bristol LA (we work with three LAs) as well updates to reflect PLAC roles and reference to LAC as CiC	Change due to school working with greater number of Local Authorities.
June 2022		Review - No changes	
Dec 2023 V6		• Review updated policy to refer to Looked after children as Children in care throughout policy, including title • Removed reference to his/her on p5 • Clarified references to Academy Council as opposed to Governors in line with our Governance structure.	
Dec 2024 V7		Review No changes	

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1 Background

Nationally, Children in care (previously referred to as Looked after children) significantly underachieve and are at greater risk of exclusion compared with their peers. We have a major part to play in ensuring that Children in care are supported to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing. For the purpose of our policy and procedures, Children in Care will incorporate previously Looked After Children (PLAC) recognising that not all statutory functions apply to PLAC but, in the main, the barriers do.

Helping Children in Care succeed and providing a better future for them is a key priority for the school. This policy takes account of:

- Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children)(England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).
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Hans Price Academy's approach to supporting the educational achievement of Children in Care and previously Looked After Children is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- (Children in Care only) Targeted spending of Pupil Premium Plus money (with 80% spent on literacy and numeracy, as directed by Bristol Local Authority).
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to students.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- (Children in Care only) Working in partnership with carers, social workers and other professionals.
- Promoting careers support and advice.

Implications

We are committed to helping every Child in Care and Previously Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in

further and higher education. This will be measured by progress, achievements and attendance.

- Ensure a Designated Teacher for Children in Care and previously Looked After Children is identified and enabled to carry out the responsibilities set out below.

- Ensure an in date Personal Education Plan (PEP) is put in place, implemented and regularly reviewed for every Child in Care, in line with guidance on PEPs.

- Identify a Councillor from the Academy Council as Designated Councillor for Children in Care and previously Looked After Children

Responsibility of the Academy Council

- Identify a nominated Councillor for Children in Care and previously Looked After Children.
- Ensure that all Councillors are fully aware of the legal requirements and guidance on the education of Children in Care and previously Looked After Children.
- Ensure the school has an overview of the needs and progress of Children in Care and previously Looked After Children.
- Allocate resources to meet the needs of Children in Care and previously Looked After Children.
- Ensure the school's other policies and procedures support their needs.
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2 Procedures

Hans Price will:

- Monitor the academic progress of Children in Care, through an annual report created by the Designated Teacher (see below).
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Children in Care 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.
- Ensure that the school has a Designated Teacher and that the Designated Teacher is enabled to carry out their responsibilities as below.
- Support the Designated Teacher and other staff in ensuring that the needs of Children in Care and previously Looked After Children are recognised and met.

- Receive a report once a year on Children in Care setting out:

1. The number of Children in Care on the school's roll (if any)
2. Their attendance, as a discreet group, compared to other pupils.
3. GCSE results, and other qualifications achieved, as a discreet group, compared to other pupils.
4. The number of suspensions and permanent exclusions (if any).
5. The destinations of pupils who leave the school.
6. 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

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen (who) should be an advocate for Looked After Children (Children in Care) and Previously Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them".

The Designated Teacher will:

- For Children in Care, 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.
- For Children in Care, ensure that a Personal Education Plan is completed with the child, the social worker, virtual school advocate, the foster carer and any other relevant people.
- Ensure that each Child in 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 student's own wishes, often but not exclusively the pastoral House Team.
- Track academic progress and target support appropriately for Children in Care and previously Looked After Children.
- Co-ordinate any support for the Children in Care that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.

- 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 in Care.
- 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.
- Be aware that 60% of Children in Care say they are bullied, so actively monitor and prevent bullying in school.
- Check data is added to the Portal or ePEP and ensure it is updated swiftly.
- Coordinate with and oversee house teams to ensure Children in Care are being supported within school by the people that work most closely with them. This includes their involvement in the running of PEPs and day-to-day communication and procedures e.g. attendance monitoring.
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The responsibilities of all staff

All the staff will:

- Have high aspirations for the educational and personal achievement of Children in Care and Previously Looked After Children, as for all pupils.
- Maintain Children in Care's confidentiality 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 in Care to achieve stability and success within BMA.
- Promote the self-esteem of all Children in Care.
- Have an understanding of the key issues that affect the learning of Children in Care.

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