

# Caroline Haslett Primary School & Faraday Club



## The Education of Looked-After and Previously Looked-After Children Policy

**Date of Issue:** June 2021

**Date of next review:** June 2022 (or earlier in the event of legislation changes)

**Approved by the Headteacher on:**

**Signed:** \_\_\_\_\_ (Headteacher)      **Date:** \_\_\_\_\_

**Approved by the Governing Board on:**

**Signed:** \_\_\_\_\_ (Chair of Governors)      **Date:** \_\_\_\_\_

# **The Education of Looked-After and Previously Looked-After Children Policy**

## **1. Introduction**

The governing board of Caroline Haslett Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing board recognises that, nationally, there is considerable educational underachievement of children who are looked-after or previously looked-after, when compared with their peers, and is committed to implementing the principles and practice, as outlined in 'Promoting the education of looked-after children and previously looked-after children' [Statutory Guidance February 2018], Section 52 of the Children Act 2004 and Section 4 of the Children and Social Work Act 2017: The duty of a local authority to safeguard and promote the welfare of a child looked-after, or previously looked-after by them, includes in particular a duty to promote the child's educational achievement.

## **2. Background**

### **Looked after children**

Under the Children Act 1989, a child is 'looked-after' by a local authority if s/he is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

- in care,
- remanded,
- detained,
- accommodated

### **In care**

A child is in care only if a court has granted a Care Order, which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

### **Remanded/detained**

A child can be remanded or detained when the following are in place:

- an emergency protection order,
- a child has been removed by police using their powers of protection,
- a child has been remanded by a court following criminal court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

### **Accommodated [section 20]**

This is a voluntary arrangement because parents are ill, missing, unable to cope or it is part of a child protection plan negotiated with the family. Parents retain parental responsibility.

### **Previously looked-after children**

A previously looked-after child is one who is no longer looked after in England and

Wales because s/he is the subject of an adoption. They may also be no longer looked after because of a Special Guardianship Order [SGO] or Child Arrangement Order [formerly Residence Order], which include arrangements relating to with whom the child is to live, or when the child is to live with any person. A child is also no longer looked after if they have been adopted from 'state care' outside England and Wales.

### **3. Characteristics**

Looked after children and previously looked-after children may (or may not) have some or all the following issues:

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/ cognitive development
- be bullied or bully others
- be prone to mental health issues
- be isolated with few friends
- behaviour issues
- poor attachments to others
- have a need to be very private

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing board of Caroline Haslett Primary School is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- Designated teacher for looked-after and previously looked-after children
- Personal Education Plans for all looked-after children
- Staff who have a clear understanding of confidentiality and issues that affect looked-after and previously looked-after children
- Strategies to support the education of this vulnerable group

### **4. Pupil Premium Plus [PP+]**

Looked after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers.

All pupil premium spending takes account of the specific needs of eligible pupils. The extra funding provided by the PP+ reflects the significant additional barriers faced by looked-after and previously looked-after children.

For looked-after children, the designated teacher liaises with the Virtual School Head when decisions are made about how the PP+ will support improving the child's educational outcomes.

For previously looked-after children, the designated teacher encourages parents' and guardians' involvement in deciding how the PP+ is used to support their child as well as the class teacher and SENDCO where appropriate.

### **5. Role and responsibility of the designated teacher**

The designated teacher should:

- be an advocate for looked-after and previously looked-after children when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
- ensure they satisfy themselves that previously looked-after children are eligible for support by asking the child's parents/carers for evidence of their previously looked-after status. Where parents/carers are unable to provide clear evidence of the child's status, the designated teacher will use their discretion and discuss eligibility with the Virtual School Head [VSH];
- ensure that for looked-after children a Personal Education Plan (PEP) is completed as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months. A flow chart showing PEP completion is found at the end of this policy;
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- ensure that each child (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher);
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- ensure staff receive relevant information and training and act as an advisor to staff and governors;
- provide information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- ensure staff have high expectations of the child's learning and set targets to accelerate educational progress;
- ensure the child is prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support;
- ensure staff are aware of the emotional, psychological and social effects of loss and separation [attachment awareness] from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences and how this might affect the child's behaviour;
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive;
- understand the importance of involving the parents or guardians of previously looked-after children in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school;
- encourage the child to participate in extra-curricular activities and out of hours learning, where feasible;
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded;
- ensure that any returns on looked after children are completed – as requested by the LA.

The designated teacher will ensure that parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to receive Pupil Premium+.

## **6. Roles and responsibilities of all staff**

- ensure that the child is supported sensitively and that confidentiality is maintained;
- be familiar with the policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to the child's request to be the named person that they can talk to when they feel it is necessary;
- contribute to the designated teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no looked-after/previously looked-after child is stigmatised in any way;
- provide a supportive climate to enable the child to achieve stability within the school setting;
- as with all children, have high aspirations for the educational and personal achievement of the child
- positively promote the self-esteem of the child

## **7. Role and responsibility of the governing board**

The governing board of Caroline Haslett School will:

- ensure all governors are fully aware of the legal requirements and guidance for looked after and previously looked-after children;
- be aware of whether the school has looked-after and previously looked-after children and how many (no names);
- ensure that there is a named designated teacher for looked-after and previously looked-after children who is enabled to carry out her/his responsibilities in relation to those children;
- support the head teacher, designated teacher and other staff in ensuring the needs of looked-after and previously looked-after children are met;
- nominate a governor who links with the designated teacher, receives regular progress reports, and provides feedback to the governing board. (These reports should not include any names of individual children for child protection and confidentiality reasons);
- review the effective implementation of this policy termly, by the Governor responsible for Safeguarding, and annually by the Governing Board.

## **8. Confidentiality**

Information on looked-after and previously looked-after children will be shared with school staff on a 'need to know' basis.

The designated teacher will discuss what information is shared with which school staff at PEP meetings. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

## **9. Training**

The head teacher or the designated teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

This policy will be reviewed annually.



## **Personal Education Plan (PEP) completion**

Social worker informs school of a child becoming looked-after (or a looked-after child entering the school)

Date is set for the completion of a Personal Education Plan (PEP).

A copy of the form is sent to the school to enable completion of educational data

PEP meeting takes place within 20 days, involving the social worker, designated teacher ( or other appropriate staff), carer, representative from the Virtual School and young person if appropriate.

A date is set for the next PEP meeting

Personal education Plan is taken to the child's statutory review and discussed within the wider context of the child's life.

PEP sent by the designated teacher to the LAC team