NERROLS
PRIMARY SCHOOL
AND NURSERY

Nerrols Primary & Nursery School

Children Looked After Policy

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We believe every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress and become confident individuals.

All pupils are entitled to learn in a safe and supportive environment in line with our school vision and values.

1. Policy Name

Children Looked After (CLA) Policy

2. Definitions

- A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well- being (Wales) Act 2014.
- 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, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person3, or has been adopted from 'state care' outside England and Wales; and
- A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

3. Policy Statement

We recognise, nationally, pupils in public care have significantly underachieved compared with their peers. We intend, through this policy, to promote the inclusion, wellbeing and achievement of looked after children. The Governing Body is committed to implementing the joint guidance from the DFE and Department of Health on the education of young people in public care. This sets out six principles:

- Prioritising education,
- Having high expectations,
- Promoting inclusion through challenging and changing attitudes,
- Achieving stability and continuity,
- Early intervention and priority action, and
- Listening to children.

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

- Designated teachers for every school, and
- Personal Education Plans for all pupils in public care.

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. National attainment data for looked-after and previously looked-after children shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-looked-after children.

The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning.

4. Roles and Responsibilities

4.1 The Role of the Designated Teacher

The Designated Teacher should be "someone with sufficient authority to make things happen … (who) should be an advocate for the young people in public care, accessing services and support, and ensuring that the school shares and supports high expectations for them".

Our Designated Teacher will:

- Take lead responsibility for promoting the educational achievement of looked-after children.
- Ensure a welcome and smooth induction for the child and their carer.
- Be a central point of initial contact within the school in order to minimise any disruption to a child's learning.
- In conjunction with the child's social worker, ensure that a Personal Education Plan is completed within 12 weeks of the child joining the school
- In conjunction with the social worker ensure that the Personal Education Plan is reviewed every 6 months.
- Ensure each pupil in public care has an identified member of staff they can talk to.
- Promote the educational achievement of looked-after and previously looked-after children on the school's roll.

- Promote a whole school culture where the personalised learning needs of looked-after and previously looked-after children matters and their personal, emotional and academic needs are prioritised.
- Work alongside Virtual School Heads (VSHs) and the Local Authority to provide a wide range of support to promote educational achievement.
- Co-ordinate any support necessary within the school.
- Encourage pupils in public care to join extra-curricular activities and out of school learning.
- Ensure as far as possible attendance at planning and review meetings.
- Set up urgent meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure staff receive relevant training, and act as an advisor to staff and to governors.
- Ensure transitions to the next phase of child's education are supported effectively including transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Promote good home-school links.

4.2 The Responsibilities of All Staff All our staff will:

- Have high aspirations for the educational and personal achievement of young people in public care.
- Ensure all pupils in public care are supported sensitively.
- Show sensitivity about who else knows about their looked-after or previously looked-after status.
- 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 pupils in public care to achieve stability and success within school
- Promote the self-esteem of all public care; maintain confidentiality; and ensure that no child in public care is stigmatised in any way.
- Be 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.
- Appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and the child's own understanding of how they are being supported.

4.3 Responsibilities of the Governing Body

The Governing Body will:

- Ensure the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities effectively.
- Support the Head, the Designated Teacher and other staff in ensuring the needs of pupils in public care are recognised and met.
- Ensure all Governors are fully aware of the legal requirements and guidance on the education of pupils in public care.
- Ensure the school's other policies and procedures give looked after children equal access in respect of admission to school; the National Curriculum and public exams; additional educational support where this is needed and extracurricular activities.
- Through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the Pupil Premium + grant is used) and their level of progress.
- Nominate a Governor to take special interest in this area of the school's work.

4.4 Responsibility of The Nominated Governor

The Nominated Governor will liaise with the Designated Teacher and report to the Governing Body on an annual basis:

- The number of looked after pupils in school.
- Their attendance as a discreet group, compared to other pupils.
- The progress made as a discreet group compared to other pupils.
- The number of fixed term and permanent exclusions.
- The destinations of pupils who leave the school.

The information for this report will be collected and reported in ways that preserve the confidentiality of the pupils concerned.

5. Policy Principles

5.1 Training

The Head Teacher/Designated Teacher/Staff Development will ensure all staff are briefed on the regulations and practice outlined in this policy.

6.Related Policies & Procedures

- Admission arrangements
- The Staff Code of Conduct
- Behaviour Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy

7. Further Reading

- DfE The designated teacher for looked-after and previously looked-after children. Statutory guidance on their roles and responsibilities (2018)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2024)
- Information Sharing Advice for safeguarding practitioners (2018)
- The Children's Act 1989
- The Children and Young Persons Act 2008.
- Special Educational Needs and Disability Code of Practice: 0 to 25 year
- DfE Promoting the education of looked-after and previously looked-after children.
- Statutory guidance for local authorities.

7.1 UNCRC References

Article 2 – non-discrimination
Article 3 - best interests of the child
Article 4 – protection of rights
Article 6 – survival and development
Article 9 – separation from parents
Article 12 - respect for the views of the child
Article 19 - protection from all forms of violence
Article 20 – children deprived of family environment
Article 21 – adoption
Article 25 – review of treatment in care
Article 26 – social security
Article 28 - right to education
Article 29 - goals of education
Article 31 – leisure, play and culture
Article 33 - drug abuse
Article 34 - sexual exploitation
Article 36 - other forms of exploitation
Article 39 – rehabilitation of children