

Bishop Challoner Catholic College



**Next Review**

December 2022

**Review Period**

1 year

**Reviewed**

December 2021

**Governor Link**

Mrs A Gillbride

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January 2022

**Current Status**

Complete

**Staff Owner**

E. Breen

**Government/DfE Requirement**

**Statutory**

**Bishop Challoner Catholic College  
Looked After and Previously Looked After Children Policy**

## **Looked After and Previously Looked After Children Policy**

### **Definition**

For the purpose of this policy, a young person 'looked after by a local authority', is one who is looked after within the meaning of section 22 of the 'Young Person's Act' (1989).

A previously looked after young person is one who is no longer looked after because s/he is the subject of an adoption, special guardianship or young person arrangements order, which includes arrangements relating to with whom the young person is to live, or when the young person is to live with any person, or has been adopted from 'state care' outside England.

"A previously looked after young person potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these young people, who are a particularly vulnerable group." (KSCIE 21, DfE paragraph 178).

Bishop Challoner Catholic College recognises that 'Looked After Children' and 'Previously Looked After Children' may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

### **School Commitment**

Nationally, 'Looked After Children' (LAC) and 'Previously Looked After Children' (PLAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Helping LAC and PLAC succeed and providing a better future for them is a key priority of school.

Bishop Challoner Catholic College recognises that LAC and PLAC can experience specific and significant disadvantage within a school setting and are committed to ensuring they reach their potential in all areas. We are aware that LAC and PLAC may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Bishop Challoner Catholic College is committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Having high expectations for the young person and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring and improving the academic achievement of the young person in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.

- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the young person's life and listening to the young person.
- Maintaining and respecting the young person's confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of a looked after young person.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for looked after children and previously looked after children.
- All LAC will have a Personal Education Plan (PEP) drawn up between the school, the young person and the young person's social worker, which will identify the young person's individual needs and the support they require.

## **Roles and Responsibilities Governing**

### **Body**

- Ensure that all Governors are fully aware of the legal requirements and education of LAC and PLAC.
- Ensure the school has an overview of needs and progress of LAC and PLAC.
- Allocate resources to meet the needs of LAC and PLAC.
- Ensure that the school has a Designated Teacher for LAC and PLAC.
- **Mrs Eileen Breen** is the Designated Teacher for LAC and PLAC.
- **Mrs Angela Gilbride** is the designated Governor for LAC.
- Receive a report, once a year setting out:
  - The number of LAC and PLAC students on the school's roll.
  - Their attendance, as a discrete group, compared to other pupils.
  - Their Teacher Assessment, as a discrete group, compared to other pupils.
  - The number of fixed term and permanent exclusions (if any).
  - The destinations of pupils who leave the school.

### **Principal**

- Identify the Designated Teacher for LAC and PLAC, whose role is set out below.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of LAC and PLAC to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **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 LAC and PLAC assessing services and support, and ensuring that the school shares and supports high expectations for them.' **Mrs Eileen Breen** is the Designated Teacher and is a member of the Senior Leadership

Team.

Bishop Challoner Catholic College requires our appointed Designated Teacher to undertake the recommendations set down in the statutory guidance entitled 'The Designated Teacher for Looked After and Previously Looked After Young Children' Statutory Guidance on their Roles and Responsibilities February 2018.

In this context, the Designated Teacher will:

- Attend relevant update training and cascade information for staff development and updating regarding LAC.
- Become the central point of contact at the school for all professionals and agencies working with and supporting the individual looked after young person on roll.
- Ensure a welcome and smooth induction for the young person and their carer, using the Personal Education Plan to plan for that transition in consultation with the young person's social worker.
- Ensure that a Personal Education Plan is completed with the young person, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan Reviews.
- Ensure that each LAC and PLAC has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the young person's own wishes.
- Track academic progress and target support appropriately.
- Coordinate any support for the LAC and PLAC that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage LAC and PLAC 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 LAC and PLAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the transfer of information between individuals, agencies and if the pupil changes school - to a new school.
- Be aware that LAC and PLAC may state that are experiencing bullying, so the designated teacher will actively monitor and prevent bullying in school.

## **Staff**

All members of our staff will:

- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all students.
- Maintain LAC and PLAC confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable LAC and PLAC to achieve stability and success within school.
- Promote the self-esteem of all LAC and PLAC.
- Have an understanding of the key issues that affect the learning of LAC and PLAC.