



# Child Looked After Policy

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Aquinas Church of England Education Trust





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# Child Looked After

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## Statement of Intent

Educational achievement and subsequent life chances for children looked-after and previously looked-after are of real concern. Pupils who are looked after often require additional support and attention in order to improve their situation.

**AQUINAS Church of England Education Trust** (the 'Trust') endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils.

With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for CLA realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

### 1. **[UPDATED]** Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000



- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- **[UPDATED]** DfE (2022) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- **[UPDATED]** DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Behaviour Policy
- Anti-bullying Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Safeguarding and Child Protection Policy
- Special Education Needs and Disabilities (SEND) Policy

## 2. Definitions

**"Child Looked-After (CLA)"** is defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

**"Previously CLA (PCLA)"** is defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).



### 3. Roles and responsibilities

The **Trust Board** is responsible for:

- Ensuring the school has a coherent policy for CLA and PCLA.
- Reviewing the trust's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst CLA and PCLA.
- Ensuring CLA and PCLA have equal access to all areas of the curriculum and reasonable adjustments are made, if necessary.
- Reviewing the progress of children looked after and previously looked after and having the necessary strategies in place to support the educational achievement and welfare of children looked after registered at academies within the Trust.
- Reviewing annually information from the academies in relation to children looked after and previously looked after.
- Evaluating the effectiveness of the policy on an annual basis.

The **Trust Board** has delegated to the **Headteacher** of each academy the following responsibilities:

- Appointing the **Designated Teacher** for CLA and PCLA.
- Ensuring the **Designated Teacher** for CLA and PCLA has received the appropriate training.
- Allowing the **Designated Teacher**, the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to Education Directors on the following:
  - The number of CLA and PCLA in the school
  - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of CLA and PCLA, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting CLA is a key priority.
- Ensuring that staff have the skills, knowledge and understanding to keep CLA and PCLA safe.
- Ensuring Pupil Premium Plus (PP+) for PCLA is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of CLA.
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
  - Legal status (i.e., whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and



contact arrangements with birth parents or those with parental responsibility.

- Care arrangements and the levels of authority delegated to the carer by the LA.

The **Virtual School Head (VSH)** is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CLA, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the Designated Teachers understand the support available to CLA and PCLA.
- Working with the school to ensure all CLA in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CLA.
- Acting as a source of advice and information to help parents of PCLA as effectively as possible.
- Managing the school's allocation of Pupil Premium Plus (PP+) for CLA.
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the CLA who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the **Headteacher** and **Designated Teacher** if they have a pupil on roll who is looked after by the LA.
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's personal education plan (PEP).
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all CLA.
  - Avoid delays in providing suitable educational provision.
  - Ensure the education achievement of CLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of CLA through the authority's corporate parenting structures.

The appropriate **VSH** can be contacted at:

- [virtual.school@bromley.gov.uk](mailto:virtual.school@bromley.gov.uk) (London Borough of Bromley).
- [csvirtual.school@eastsussex.gov.uk](mailto:csvirtual.school@eastsussex.gov.uk) (East Sussex County Council).



The **Designated Teacher for CLA and PCLA** is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the **VSH** understand the support available to CLA and PCLA.
- Promoting the educational achievement of CLA and PCLA at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring CLA are involved in setting their own targets.
- Advising staff on teaching strategies for CLA.
- Ensuring that CLA are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the **SENCO** to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding CLA and PCLA due to their increased vulnerability to harm, and reporting these to the **DSL** as soon as they arise.
- Working with the child's **VSH** and social worker to develop and implement their PEP.
- Working with the **VSH** to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.

The **Designated Safeguarding Lead (DSL)** is responsible for:

- Keeping up-to-date records of CLA's respective social worker and **VSH**.
- Promoting amongst staff the importance of recognising and reporting safeguarding concerns surrounding CLA and PCLA as soon as possible due to their increased vulnerability to harm.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The **SENCO** is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA and PCLA
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PCLA.

**Staff** are responsible for:

- Being aware of CLA and PCLA and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.



- Being vigilant for any signs of bullying towards CLA and PCLA.
- Being vigilant for any signs of safeguarding concerns surrounding CLA and PCLA due to their increased vulnerability to harm, and reporting any concerns to the **DSL** as soon as possible.
- Promoting the self-esteem of CLA and PCLA.

#### 4. **[UPDATED]** Personal education plan (PEP)

All CLA must have a care plan; PEPs are an integral part of this care plan.

**[UPDATED]** The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. The PEP will be reviewed regularly.

The school, with other professionals and the child's carers, will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

The PEP will address the pupil's full range of education and development needs, including:

- **[Primary only]** Access to nursery provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

The **VSH** and the **Designated Teacher** will ensure that information is included within a CLA or PCLA's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment.

Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

#### 5. Working with agencies and the Virtual School Head (VSH)

The school will ensure that copies of all relevant reports are forwarded to the CLA social workers, in addition to carers or residential social workers.





The school will coordinate their review meetings; for example, schools may want to hold their annual review of CLA with their statutory care review.

The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard CLA and PCLA.

Behaviour management strategies will be agreed between the **VSH** and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The **Designated Teacher** for CLA and PCLA will communicate with the **VSH** and child's social worker to facilitate the completion of the PEP.

Through the **Designated Teacher**, the school will work with the **VSH**, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay. The **Designated Teacher** will communicate with the **VSH** and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.

PP+ for PCLA will be allocated directly to, and managed by, the school. The school will work with the **VSH** to manage allocation of PP+ for the benefit of our cohort of CLA, or PCLA, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

The **Designated Teacher** will ensure consistent and strong communication with the **VSH** regarding CLA who are absent without authorisation.

The school will share their expertise on what works in supporting the education of CLA and PCLA.

## 6. Training

The **Designated Teacher** and other school staff involved in the education of CLA and PCLA will receive the appropriate training, including information about the following:

- School admissions arrangements.
- SEND.
- Attendance.
- Exclusions.
- Homework.
- **[Secondary only]** GCSE options.
- Managing and challenging behaviour.
- Promoting positive educational and recreational activities.
- Supporting pupils to be aspirational for their future education, training and employment.
- Safeguarding.

The **Headteacher** will ensure that staff are equipped with the skills, knowledge and understanding necessary to keep CLA and PCLA safe through training.



## 7. Safeguarding

The school recognises that many CLA and PCLA have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

**All staff** will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst CLA and PCLA as soon as possible.

Where a CLA or PCLA has a social worker, this will inform decisions about safeguarding, e.g., responding to unauthorised absence or missing education where there are known safeguarding risks.

The **Headteacher** will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of CLA and PCLA can be adequately protected to the extent that reflects their increased vulnerability.

**Staff** will be encouraged to report to the **DSL** any concerns they have over CLA or PCLA in line with the processes outlined in the Child Protection and Safeguarding Policy.

Staff will be regularly encouraged to look for signs of bullying and report to the **Designated Teacher** if they believe a CLA or PCLA is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

## 8. Pupil mental health

CLA and PCLA are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The **Designated Teacher** will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

The **Designated Teacher** will work with the **VSH** to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on CLA and PCLA, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst CLA and PCLA may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the **Designated Teacher** will ensure that they, and all staff who maintain regular contact with CLA or PCLA are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

A strengths and difficulties questionnaire may be used to help social workers and other relevant professionals to form a view about CLA and previously-CLA's current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.



The school's **Senior Mental Health Lead** will work alongside the **Designated Teacher** to promote the wellbeing and mental health of CLA and PCLA, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, **SENCO**, or **DSL**.

## 9. [UPDATED] Suspension and exclusion

Past experiences of CLA and PCLA will be considered when designing and implementing the school's Behaviour Policy and Suspension and Exclusion Policy.

[UPDATED] The school will have regard to the DfE's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)' and recognises that suspending or excluding CLA can make them more vulnerable to harm due to not having the protection and opportunities school provides. The **Headteacher** will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration.

Where the school has concerns about an CLA's behaviour, the **VSH** will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of an CLA to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

[NEW] As part of the regular review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion.

Suspension or permanent exclusion will only be used as a last resort. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's **Behaviour Policy** or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

[NEW] Where a CLA is likely to be subject to a suspension or permanent exclusion, the **Designated Teacher** will contact the **VSH** as soon as possible. The **VSH** will work with the **Designated Teacher** and other relevant individuals to consider what additional assessment and support need to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion.

The school will inform parents that they can seek the advice of the **VSH** on strategies to support their child to avoid exclusion.

## 10. Pupils with SEND

Support for CLA with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.



The **SENCO**, class teacher, **Designated Teacher** and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the **VSH** will be invited to comment on proposed SEND provision for PCLA.

The **Designated Teacher** and the **SENCO** will ensure that CLA and PCLA with SEND are supported in line with the SEND Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for CLA, e.g., where CLA are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

## 11. Information sharing

Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CLA and PCLA are understood and met. The arrangements set out include:

- Who has access to information on CLA and PCLA and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

## 12. Monitoring and review

**[UPDATED]** This policy is reviewed on an **annual** basis by the **Education Scrutiny Committee** and **Chief Executive**. Monitoring is conducted through the Trust's programme of quality assurance and that undertaken by the individual Academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is **October 2024**.