

Bishop Perrin Church of England Primary School

Looked After And Previously Looked After Children Policy

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 POLICY STATEMENT

At Bishop Perrin CE Primary School we are committed to promoting the education of Looked After Children (LAC) and Previously Looked After Children (PLAC). We understand that vulnerable children are best supported with high quality teaching and whole school awareness of trauma informed practice.

We will ensure that they do not face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. We will work closely with the Local Authority and those who have day to day responsibility for the young person.

Bishop Perrin School has a Designated Teacher, who is also the school's Designated Safeguarding Lead, and who is responsible for meeting the needs of this group of pupils. The post holder is a qualified teacher and is empowered to have whole school influence.

2 WHAT DOES LOOKED AFTER CHILDREN MEAN?

Nationally, LAC significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that LAC are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents
- children who are the subjects of a care order (section 31) or interim care order.
- children who are the subjects of emergency orders for their protection.
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a children's home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a children's home or in a residential school.

All these groups are said to be 'Children Looked After' - LAC. They may be looked after by Richmond local authority or may be in the care of another authority but living in ours.

It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility for day-to-day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what if any authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed. At Bishop Perrin School, we review PR at the spring term parent consultations to make sure we hold the most up-to-date information.

3 ADMISSIONS

As a Voluntary Aided School, Bishop Perrin School sets its own admissions criteria. LAC and PLAC are given equal and first priority in our Admissions Policy. The school acknowledges that LAC and PLAC may enter the school as an in-year admission and we will work alongside carers and social workers to ensure that they receive a positive welcome and settle well into the school. Additional support and pre-entry visits may also be required.

4 AIMS

For LAC it is nationally recognised that there can be considerable educational underachievement when compared with their peers. The Governing Board of Bishop Perrin CE Primary School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes. As such, the Governing Board is committed to implementing the following principles and practices:

- To ensure that school policies and procedures are followed for LAC/PLAC as for all children
- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our LAC/PLAC and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
- To work with the Virtual School and ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment.
- To ensure that LAC pupils are involved, where appropriate, in decisions affecting their future provision.

- To fulfil our schools' role as corporate parents to promote and support the education of our LAC by asking the question, 'Would this be good enough for my child?'

5 ALLOCATION OF RESOURCES

The Governing Board will ensure that the school allocates resources to support appropriate provision for LAC/PLAC, meeting the objectives set out in this policy.

A Designated Teacher will be responsible for the care and provision of LAC/PLAC within the school. The Designated Teacher will also be the Designated Safeguarding Lead.

LAC also attract Pupil Premium funding for the school and this is tracked and monitored in the same way as Pupil Premium funding for other children.

6 MONITORING THE PROGRESS OF LAC

The social worker for the LAC should initiate a Personal Education Plan – PEP - within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each LAC's attainment on entry to ensure continuity of learning.

The school will monitor and track the achievement and attainment of all pupils at regular intervals. LAC will require their PEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be sought by the Designated Teacher and noted on the PEP.

7 RECORD KEEPING

The Designated Teacher will know who the LAC/PLAC in school are and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any LAC from other authorities. It is important that the school flags LAC status appropriately in the school's information systems so that information is readily available as required.

8 ROLES AND RESPONSIBILITIES

Designated Teacher (DT)

The role of Designated Teacher became statutory in September 2009 under the Children and Young Persons Act 2008. The DT must be a qualified teacher or a member of staff and ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC and PLAC. They need to be able to influence decisions about the teaching and learning of these children.

The Role of the Designated Teacher:

- To act as an advocate for LAC and PLAC
- To champion an attachment aware school, promoting high quality, inclusive teaching.
- To ensure Bishop Perrin School complies with the Admissions Code to ensure priority for LAC and PLAC
- To ensure that the educational achievement of each LAC and PLAC is monitored, tracked, promoted and where relevant accelerated
- To ensure the school follows DfE guidance on exclusions for vulnerable children and understands the importance of school stability for this group.
- To have a good working knowledge of the SEND Code of Practice
- To track and monitor attendance of LAC and PLAC
- To ensure all staff are aware of the barriers for LAC and PLAC and understand the need for systems and strategies to support them e.g. pre- and over-learning, emotion coaching, safe places.
- To liaise with other relevant professions in the network around the child. For example; social worker, foster carer, independent reviewing officer.
- To chair PEP meetings for all LAC and PLAC each term, or as required, having gathered progress updates from appropriate members of staff.
- To advise on the most effective use of the Pupil Premium+ in liaison with relevant professionals in the PEP meeting e.g. reference to Education Endowment Foundation; Sutton Trust.
- To set learning-based targets for pupils at PEP meetings and ensure these are implemented to a high standard and in a relevant time frame
- To ensure that they are aware of children who are PLAC, including those who have a Special Guardianship Order, to improve awareness of the vulnerability and needs of PLAC. This should include promoting good practice, identifying and meeting their needs, and guidance on effective use of the PPG.
- To report to the Governing Board (termly/annually) on the outcomes of LAC and PLAC.
- To attend Designated Teacher Forum meetings and training and disseminate this information to the wider school community and maintain a good knowledge of research recommendations for this group.

Members of School Staff

- Follow school procedures.
- Keep the DT informed about a LAC/PLAC's progress
- Have high expectations of the educational and personal achievements of LAC/PLAC
- Positively promote the raising of a LAC/PLAC's self esteem

- Ensure any LAC/PLAC is supported sensitively and that confidentiality is maintained
- Be familiar with the school's policy and guidance on LAC/PLAC and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the DT where a LAC/PLAC is experiencing difficulties or where they consider the principles and practices for LAC/PLAC's outlined above are not being followed
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers as appropriate

The Governing Board will:

- Designate a Governor to be responsible for LAC/PLAC and to liaise regularly with the DT to ensure that the school's LAC/PLAC Policy is being followed. The Governor with responsibility for LAC/PLAC will be the nominated Governor with responsibility for Safeguarding
- Support the Headteacher, Designated Teacher and other staff to ensure the needs of this group are met and that the school is an Attachment Aware, inclusive learning environment.
- Ensure that the admission criteria and practice prioritises LAC/PLAC according to the DCFS Admissions Code of Practice
- Ensure all Governors are fully aware of the legal requirements and guidance for LAC/PLAC
- Ensure there is a Designated Teacher for LAC/PLAC
- Liaise with the Designated Teacher and all other staff to ensure the needs of LAC/PLAC are met
- Receive regular reports from the Designated Teacher regarding LAC/PLAC
- Ensure that the school's policies and procedures give LAC/PLAC equal access in respect of:
 - ✓ admission to school
 - ✓ National Curriculum and examinations, both academic and vocational
 - ✓ out of school learning and extracurricular activities
- Regularly review the effective implementation of the school policy for LAC/PLAC

9 STAFF DEVELOPMENT

Part of the DT's role is to develop awareness of issues associated with LAC/PLAC and attend courses when appropriate and disseminate to other members of staff.

10 PARTNERSHIPS WITH PARENTS/CARERS AND CARE WORKERS

At Bishop Perrin School we firmly believe in developing a strong partnership with parents/carers and care workers to enable LAC/PLAC to achieve their

potential. The school will also work in partnership with any professional agencies supporting the child.

11 SUPPORT FOR LAC/PLAC AND FAMILIES

Bishop Perrin School will look to help and support LAC/PLAC and their families at every stage of their education. In doing so, and where appropriate, discussions and forward planning will be held with parents and carers to make effective use of any Pupil Premium Plus funding accompanying the LAC/PLAC. Guidance and advice from the Virtual School will also be sought in making best use of Pupil Premium Plus funding.

Interventions and strategies (although not exhaustive and not limited to the list below) that can be considered to help and support LAC and PLAC include;

- Emotional Learning Support Assistant
- Play therapy or Dance Movement Psychotherapy
- Priority access to at least one extra-curricular club per academic year

12 REVIEW AND EVALUATION OF THIS POLICY

This policy will be reviewed regularly and updated accordingly unless there is a change in legislation or guidance, in which case it will be updated immediately.