



POLICY FOR THE EDUCATION AND WELFARE OF CHILDREN WHO ARE LOOKED AFTER (CLA) and  
THOSE WHO HAVE BEEN PREVIOUSLY LOOKED AFTER (PLA)

	<b>Name of School</b>	<b>Corbets Tey School</b>
	<b>Reviewed</b>	<b>Autumn Term 2021</b>
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	<b>Reviewed by</b>	<b>Governor Name: Phil Brimson</b> <b>Governor Signature:</b> 

**Policy for the Education and Welfare of Children who are Looked After (CLA)  
and those who have been Previously Looked After (PLA)**

**Equality Impact Assessment**

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

At Corbets Tey School, we believe that all Children who are Looked After should have equitable access to excellent educational provision and achieve at a similar level to all other Havering children. We, as a community, aim to be champions for Children who are Looked After and take a proactive approach to support their success, recognising that we have a vital role to play in promoting children and young people’s social and emotional development.

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## 1. Introduction

### In supporting Children who are Looked After we will:

- Create a whole school ethos in which *all staff* understand their role and accept their responsibility as a Corporate Parent;
- Provide a *safe and secure environment*, which values learning and believes in the abilities and potential of all children;
- Strive to bring the educational attainment of Children who are Looked After in line with those of their peers;
- Make sure that the child or young person has access to education appropriate to their age and ability which includes a broad and balanced curriculum;
- Identify our schools' role to promote and support the education and learning of our Children who are Looked After always asking 'Would this be good enough for my child?'
- Have a *Designated Teacher* for Children who are Looked After *who will act as their advocate* and coordinate support for them, liaise with carers, parents (as appropriate), social workers and school staff on a wide variety of educational, emotional and care issues;
- Promote and support "Every Child Matters" outcomes:

Be Healthy	help learners adopt healthier lifestyles, build self-esteem, eat/drink well
Stay Safe	safe from bullying, harassment and other dangers
Enjoy & Achieve	enable learners to make good progress in their work and personal development & enjoy learning
Make a Positive Contribution	understanding rights and responsibilities, are listened to and participate in the life of the community
Achieve Economic Well Being	gaining the skills and knowledge needed for future employment.

All staff and governors are committed to ensuring improved educational life chances for Children who are Looked After and who have been Previously Looked After by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities, and also by establishing and maintaining appropriate reporting and monitoring procedures both within the school and with other agencies.

## 2. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children, who will act as their advocate, actively engage in coordinating support within the school/staff in promoting the best opportunities for these children or young people
- A suitable school governor is appointed to ensure that the needs of Children who are Looked After within the school community are taken into account at a school leadership level and to support the Designated Teacher in the execution of their duties
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for
- The designated teacher is supported in carrying out their role by making time available and ensuring that they attend training provided by the Local Authority (LA) and other agencies on Children who are Looked After

### 3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.

It also takes into account section 20 and section 20A of the Child and Young Persons Act 2008.

### 4. Definitions

**Children who are Looked After** are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours
- Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act where the short breaks exceed a total of 17 days per placement/75 days per 12-month period and/or take place in more than one setting.

**Children who have been Previously Looked After** are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
  - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
  - A special guardianship order
  - An adoption order
- They appear to the governing board to have:
  - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
  - Ceased to be in that state care as a result of being adopted

For the purposes of this policy, the term Children who are Looked After includes Children who have been Previously Looked After.

### 5. Identity of our designated TEACHER

The name of the Designated Teacher for Children who are Looked After and Children who have been Previously Looked After is **Mrs Sue Hillier**.

**The Designated Teacher needs to:**

- Be a qualified teacher (usually experienced) or the Headteacher;
- Be a person who has been working in the school or setting for at least six months
- Maintain a register of all Children who are Looked After including those within the Local Authority and those placed outside Havering;
- Maintain up-to-date records of individual Children who are Looked After including:
  - Status i.e. care order or accommodated;
  - Type of Placement e.g. foster, respite, residential, adoptive;
  - Name of social worker and contact details;
  - Ensure statutory documentation is kept up-to-date and is relevant to the child's needs and ability through the Electronic Personal Education Plan (ePEP);

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- Daily contact and telephone numbers of those who need to be contacted in an emergency or for any other concerns e.g. name of child, name of parent or carer or key worker in the children's home;
- Share Child Protection / Disability information (if not appropriate to share, indicate the confidential nature of the information);
- Relevant health information;
- Baseline information and all test results;
- Named Officers in the local authority with regard to exclusion, attendance and transition issues such as the Virtual School Headteacher;
- The child's entitlement to decide who attends their Children who are Looked After Statutory Reviews (6 monthly). If the school does not attend it must submit a written report that promotes the continuity and stability of their Personal Education Plan;
- Participate in appropriate Designated Teacher training and joint agency training where available;
- If there are safeguarding concerns for a looked after child, contact and advice should be sought from Education Safeguarding Team at Havering Schools Improvement Services (HSIS) on 01708 433813 .

### **6. Identity of our designated GOVERNOR**

The name of the Designated Governor for Children who are Looked After is **Mrs Julie Lamb**

#### **What every Designated Governor for Children who are Looked After and Children who have been Previously Looked After needs to know:**

- The current number of Children who are Looked After on school roll;
- That all the Children who are Looked After have up-to-date ePEPs;
- The overall attainment of Children who are Looked After in the school and their performance compared to their peers;
- The number of Children who are Looked After with SEN and Statements;
- The authorised and unauthorised absence levels of Children who are Looked After;
- The number of Children who are Looked After who have been excluded in previous six months with reasons for exclusions;
- How the LA supports educational achievement of Children who are Looked After.

#### **The Governing Board will:**

- Ensure the Designated Teacher has opportunities to attend training and that school staff and governors are aware of the DfE Statutory Guidance;
- Have knowledge of the Duty on Local Authorities to promote the Educational Achievement of Children who are Looked After, under Section 52 of the Children's Act 2004;
- Make certain that there is a dedicated governor or committee to champion and monitor the work of the school in supporting its Children who are Looked After as part of a larger group of vulnerable children;
- Take a proactive approach in coordinating with, and supporting, the relevant local authority with regard to the education of Children who are Looked After attending the school;
- Ensure that the Designated Teacher and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Headteacher.

### **7. Supporting both Children who are Looked After and Children who have been Previously Looked After**

### 7.1 Whole School Approach:

- The voice of the Child who is Looked After will be listened to and acted upon having access to counselling if required;
- We will celebrate the achievements of Children who are Looked After;
- Our staff will have high expectations of the child, encouraging achievement and ambition;
- Our Children who are Looked After will have a special, trusted adult in school that is able to take time to listen to them and have access to support and counselling in school if required;
- There will be clarity in relation to who is and is not allowed to collect our Children who are Looked After from school;
- Training will be provided so that all our staff understand the needs of Children who are Looked After in order that they actively promote the child's best interest. That they are aware of a variety of issues that may undermine the child's ability to engage in the learning process including feelings of:
  - Loss
  - Rejection
  - Anger
  - Isolation
  - Confusion and
  - Low self-esteem
- Adults in our school will be sensitive to the child's wishes over what is known and by whom regarding their case status;
- We will ensure that effective assessment, recording and reporting practices are established;
- There will be appropriate information sharing about individual Children who are Looked After keeping staff up to date and informed;
- Our Designated Teacher will ensure that positive messages about behaviour and achievement are shared within our school and between school, carers, parents (as appropriate), social workers and outside agencies. They will also ensure that high educational expectations are maintained;
- We will actively support and encourage the engagement of Children who are Looked After in out of school hours learning;
- Our school will work in partnership with carers, agencies and parents (where appropriate);
- We will support carers to value educational achievement and improve attendance;
- Our staff will help Children who are Looked After to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis;
- Our staff will be aware that being or becoming 'Looked After' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given;
- We will make certain that our staff are aware of possible unresolved feelings the child may have about their own families and siblings, in addition to insecurity over their current homes and carers.

### **7.2 Special Educational Needs:**

- Any special educational needs will be quickly identified and appropriate provision will be made;
- We will have systems in place so that we can identify and prioritise when Children who are Looked After are underachieving and have early intervention to improve this. Contact must be made with the Children who are Looked After Team as soon as concerns are raised;
- If a child has an Education, Health and Care Plan (EHCP), we will ensure the annual review coincides with one of the six monthly care planning reviews (dates can be obtained from the social worker).

### **7.3 Admissions and Transitions:**

We will:

- Prioritise Children who are Looked After within our own admissions procedures and admit children/students as quickly as possible recognising the importance of re-establishing school stability for Children who are Looked After;
- Ensure a warm welcome to our school by providing appropriate induction for all Children who are Looked After so that there is a smooth and successful transition which includes carers and parents where appropriate;
- Make sure that on admission or transfer all relevant information is obtained from the outset;
- Forward appropriate documentation, in a timely manner, to any receiving school at the point of transition where the receiving school is made known;
- Make every effort to provide continuity of schooling, learning and educational experience.

### **7.4 Attendance (see School Attendance Policy):**

We will:

- Ensure that attendance data is readily available for monitoring through Welfare Call;
- Establish a first day of absence procedure where attendance is identified as a problem;
- Make sure that when a child is absent for three consecutive days or more, the social worker will be informed via email or phone call;
- Inform the carer, Student Services, social worker, parents (if appropriate) if there are any concerns about attendance and/or punctuality;
- Acknowledge attendance in any educational meetings, celebrate success and set realistic targets if it is a concern including regular and punctual attendance of lessons during the school day.

**7.5 Exclusion** (also see Behaviour Management Policy and Exclusions Policy):

We will:

- Identify any Child who is Looked After who is at risk of exclusion and contact the Social Worker, Virtual School Headteacher and relevant professionals to put proactive strategies in place to avoid the Child who is Looked After missing days from school;
- Ensure that in the case of a fixed period (or permanent) exclusion, the carer (or person holding parental responsibility) and the Social Worker have:
  - been spoken to;
  - within one day a letter has been sent specifying the period and reason/s for the exclusion;
  - been informed of the date of return;
  - outlined the rights of carers to make representations to the governing body, where appropriate and
  - detailed arrangements made to enable the excluded child/young person to continue his/her education.
- Make sure that in the event of any exclusion, contact has been made with the Social Worker and the Virtual School Headteacher, with details of the exclusion outlining the reasons why the child has been excluded so that appropriate responses can be made. The Havering contact is Paul Tinsley [Paul.Tinsley@havering.gov.uk](mailto:Paul.Tinsley@havering.gov.uk) or [VSHT@havering.gov.uk](mailto:VSHT@havering.gov.uk) or phone 01708 433994.
- Guarantee that our school will follow DfE Guidance: [Exclusion from maintained schools, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017.](#)

**7.6 Multi-agency Liaison:**

- We will support the child/young person to engage fully in planning and decision making;
- The Designated Teacher will liaise closely with carers, parents (if appropriate) and the student's social worker on a variety of issues including homework, kit and equipment required and any trips to be attended. It is important that positive messages about behaviour and achievement are shared;
- There will be a well-planned and coordinated approach to meeting the child's educational and social needs where, for example, potentially disruptive changes in school can be prevented;
- There will be a clear understanding about the role and responsibility of staff in relation to the child/young person and the roles and responsibilities of the other professionals involved;
- Our staff will share positive perceptions and high expectations of the child with other professionals and especially with the child;
- We will be aware of and sensitive to the appropriate role of the parents;
- Our Designated Teacher will ensure that requests from the Local Authority for statistical or other information held by the school are completed and returned on time to comply with statutory obligations;
- We will encourage each of our Children who are Looked After to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning.

### **7.7 Electronic Personal Education Plans (ePEPS):**

We will:

- Hold a PEP meeting each term that involves the social worker, foster carer, the child/young person and parent/s if appropriate. Additional attendees may include, for example, Educational Psychologist, Education Welfare Officer (EWO), Virtual School Headteacher (VSH), etc. We will seek the views of the child/young person as to appropriate attendees in line with the statutory guidance.
- Have an ePEP for each looked after child which includes appropriate targets. This will be compatible with the timing of the child's Care Plan. Other school documents e.g. Pupil Achievement Profile (PAP), EHCP, Transition Plan, Behaviour Support Programme will feed into and form part of the PEP;
- Contribute to the process whereby all Children who are Looked After have a high quality Electronic Personal Education Plan (ePEP in place within 20 days of starting school). This will include SMART (Specific, Measurable, Achievable, Realistic, Time bound) educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child;
- Make certain that following the writing of a ePEP, any educational recommendations will be adhered to by our staff in order that all our Children who are Looked After have the opportunity to fulfil and achieve the targets set;
- Ensure that all Children who are Looked After must have a clear statement of pupil premium allocation (PPA) spend and expected impact. This should be used to address underachievement, support extra-curricular opportunities and ensure wider learning opportunities. This will be agreed in discussions at PEP meetings;
- Ensure that a date is agreed and set for the next PEP meeting and the ePEP is completed and available for the Virtual School Headteacher for Havering within five days of completion.

### **8. Monitoring arrangements**

This policy will be reviewed annually by the Parent Partnership Lead Teacher. At every review it will be approved by the full governing board.

### **9. Links with other policies:**

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Exclusions Policy
- Home School Agreement
- Racial Incidents Policy
- Teaching and Learning Policy

**The Headteacher and/or the Designated Teacher will be responsible for briefing all staff on the regulations and practice outlined and referred to in this policy.**

A signed copy of this policy is sent to:

The Virtual School Headteacher, L.B. Havering  
Children & Young People's Services  
9<sup>th</sup> Floor, Mercury House  
Mercury Gardens  
Romford, RM1 3SL

Or email: [vsht@haverling.gov.uk](mailto:vsht@haverling.gov.uk)