

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



Policy for the Education of Looked After and Previously Looked After Children

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Changes History

Version	Date	Description	Changes
2	July 2022	Key contacts added	Page 2
2	July 2022	Introduction and Aims updated	Page 2
2	July 2022	Linked policies added	Page 6
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Introduction

This policy should be considered alongside the statutory guidance.

The Designated Teacher for Looked-after and Previously Looked-after Children – Statutory Guidance on their Roles and Responsibilities. DfE, February 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

Looked After Children (LAC) and previously Looked After Children are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational under achievement when compared to other groups.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this. Bedford High School is committed to ensuring that all children receive access to a broad and balanced curriculum which motivates and inspire them to learn. The gaps in CLA, and PLAC learning are likely to have become significant barriers to their progress, the school therefore carries out careful planning, monitoring and evaluation to ensure the best possible outcomes for our CLA, and PLAC students.

At Bedford High School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Key Contacts

Role	Name	Telephone	Email
Head teacher	Paul McCaffery	01942 909009	P.McCaffery@bedford.wigan.sch.uk
Designated Safeguarding Lead (DSL) Designated Teacher for Looked After (CLA) and Previously Looked After (PLAC) Children	Rebecca Ramsden	01942 909009 (Ext. 1211)	R.Ramsden@bedford.wigan.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Bridget Moss Paul McCaffery	01942 909009	B.Moss@bedford.wigan.sch.uk P.McCaffery@bedford.wigan.sch.uk
Safeguarding Mentor	Sue Critchley	01942 909009	S.Critchely@bedford.wigan.sch.uk

Pastoral Managers	Scott Lycett (Y7) Amy Duffy (Y8) Tom Rowe (Y9) Amy Duffy (Y10) Zoe Anders (Y11)	01942 909009	S.Lycett@bedford.wigan.sch.uk A.Duffy@bedford.wigan.sch.uk T.Rowe@bedford.wigan.sch.uk A.Duffy@bedford.wigan.sch.uk Z.Anders@bedford.wigan.sch.uk
Nominated Governor	Mrs J Coop	N/A	
Chair of Governors	David Whitehead	N/A	

AIMS

Bedford High School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. This policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children and previously Looked After Children under section 52 of the Children Act 2004.

DEFINITIONS

For the purposes of this policy the following definitions apply:

Looked After Children (CLA)	<p>A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.</p> <p>Looked after children are:</p> <ul style="list-style-type: none"> • living with foster parents • living in a residential children's home or • living in residential settings like schools or secure units.
Previously Looked After Children (PLAC)	<p>Previously looked-after children are those who are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of:</p> <ul style="list-style-type: none"> • an adoption • special guardianship • child arrangements order • were adopted from 'state care' outside England and Wales. <p>'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.</p>
A child in care returning to birth family	A child who has returned home to live with birth parent(s), having been in care (as defined by the Children Act 1989 or

	Part 6 of the Social Services and Well-being (Wales) Act 2014), is not defined as a previously looked-after child.
Children	Any person under the age of 18 years

THE ROLE OF THE GOVERNING BODY

The Governors will carry out their role in line with statutory guidance. The governing body of Bedford High School is committed to providing high quality education for all its students, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for CLA and PLAC, and is committed to improving outcomes for them. The governing body is committed to ensuring that CLA and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Governor for CLA and PLAC
- A Designated Teacher for CLA and PLAC
- Personal Education Plans (PEPs)
- The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CLA and PLAC.
- All staff in school will have a clear understanding of the issues that affect CLA and PLAC; their learning needs; how to support them in school and issues relating to confidentiality.

The Governing body will monitor how the school supports CLA and PLAC students, including:

- How the Student Premium Plus (PP+) is used
- The level of student progress

THE ROLE OF THE DESIGNATED TEACHER

The Designated Teacher will carry out their role in line with statutory guidance. The Designated Teacher is the central point of initial contact within Bedford High School. By developing and implementing effective policy and procedures, the Designated Teacher will ensure a consistent whole school approach to best support CLA and PLAC students.

The Designated Teacher will take lead responsibility for ensuring school staff understand how the whole school supports the educational achievement of these students. The Designated Teacher will ensure all staff:

- Have high expectations of children's learning and set targets to accelerate educational progress.
- Are aware of the emotional, psychological and social effects of loss and separation (attachment awareness and trauma informed practice).
- Understand how important it is to see children as individuals.
- Appreciate the central importance of the CLA's PEP.
- For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The Designated Teacher, safeguarding mentor and pastoral managers will have a direct and day-to-day role in promoting the educational achievement of CLA and PLAC. They will:

- Ensure the student premium plus is used effectively within school to have the greatest positive impact on children's learning. This includes: ensuring parents and guardians of PLAC are reminded that they need to inform the school if their child is eligible to attract PP+.
- Ensure CLA and PLAC are prioritised for support; listened to; encouraged to participate; and believe they can achieve through an ethos of aspiration.
- Facilitate the Personal Education Plan (PEP) process and ensure there are accurate records of discussions and decisions, so that each child has access to the support they need to achieve. These meetings are facilitated by the pastoral managers and take place a minimum of three times per academic year to review support and deploy effective resources. The Designated Teacher oversees this process and leads on quality assurance and continued professional development linked to this.
- The Designated Teacher will closely monitor school attendance and exclusions. When a child is at risk of either a fixed term exclusion or permanent exclusion, the Designated Teacher - working with the VSH, social care and the child's carers - will be asked to consider what additional assessment and support is needed to address the cause of the child's behaviour and prevent the need for suspension.

THE ROLE OF THE HEADTEACHER AND LEADERSHIP TEAM

- Provide an annual report on the provision for, and progress of, CLA and PLAC, to the Governing body.
- Ensure staff are aware that the provision to support CLA and PLAC is a key school priority.
- Give the Designated Teacher for CLA and PLAC, the time and facilities to carry out his / her job description and to support them at all times in their work.
- Ensure the voice of CLA and PLAC is a vital part of successfully understanding and meeting their needs.
- Ensure Student Premium Plus is allocated and used for the benefit of CLA and PLAC to support progress, attainment, engagement and well-being.
- Provide continuing professional development for staff on issues pertaining to CLA and PLAC, such as Attachment and Trauma.
- Work in partnership with the Virtual School, Children's Social Care and other relevant services to share information and promote progress and achievement.

ALL SCHOOL STAFF WILL

- Have high expectations of and aspirations for CLA and PLAC's learning and set targets to accelerate educational progress.
- 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.
- Understand how important it is to see CLA and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their legal status.
- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;

- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

Linked Policies

Behaviour, Rewards & Anti-Bullying Policy

Safeguarding, Child Protection & Early Help Policy

SEND Policy