



**Watford Grammar School for Girls**

# **Policy for the Education of Children Looked After(CLA) and Previously Looked After Children(PLA)**

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## 1. Purpose, Scope and Principles

### 1.1. Policy Objective:

The purpose of this policy is to promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (PLA) on the roll of this school.

At Watford Grammar School for Girls we will ensure that children looked after (CLA) and children previously looked after (PLA) have access to excellent educational provision and are prioritised for additional support through school-based interventions to achieve as well as possible, in accordance with the *‘DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children’*. 28<sup>th</sup> February 2018.

We recognise that our school plays a vital role in providing a stable base for CLA and in promoting their academic, social and emotional development. We promote whole school staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that CLA experience and feel able to support the children discretely and confidentially, as needs arise. We understand the need to work in a ‘relationship-based’ way so that children looked after and previously looked after feel valued and a part of our school community.

Our aim is to champion the needs of CLA to ensure they make rapid educational and social progress during their period in care on the roll of this school.

#### Equality and Diversity statement

This policy is intended to be helpful for improvement in the education available for all learners but has a focus on children looked after who, statistically, experience disadvantage in education. The criteria are clear that the expectation is that all learners receive a high-quality, ambitious education; that providers are inclusive of all learners; and that all providers must be meeting their statutory duties, including those under the Equality Act 2010 and all protected characteristics therein.

An inclusive learning environment in which everybody is respected is conducive to a happy and healthy learning environment.

Attachment and Trauma Informed training will support a greater understanding of diversity and equality and is relevant to many of our pupils.

At Watford Grammar School for Girls we take a holistic approach to well-being. This helps to create an ethos where all of those working within the school feel confident in reporting and evidencing issues relating to equality and diversity. Promoting an inclusive environment is key to the well-being of all pupils as is a commitment to deepening pupils’ understanding of “democracy, individual liberty, the rule of law and mutual respect and tolerance” (Ofsted 2019).

### 1.2. Our Aims for CLA:

- to provide a safe and secure environment where educational progress and stability is always central to the planning and all adults understand the specific needs of CLA and PLA
- to narrow the gap between the attainment of CLA and PLA and their peers, ensuring **accelerated** and **rapid** progress

- that they benefit from school-based interventions, even if they do not meet the criteria for that intervention (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*) and to use the allocated Pupil Premium *Plus* (PP+) to ensure effective impact
- for all CLA to have at least termly Personal Education Planning (ePEP) meetings each academic year and for the joint planning and quality first teaching to have measurable impact on each child’s learning on a daily basis, (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*)
- for all adults to provide sensitive, child-led support, adopting a relationship-based approach and with at least one key adult with whom the child or young person has a trusted relationship and who will act as an advocate for them and take a special interest in their progress in all school activities.
- that school systems facilitate discrete support, that includes a strong relationship between schools' staff, carers and children looked after on roll.
- CLA will be advantaged within school policies and procedures, with their needs explicitly considered and provided for (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.*)
- Our Behaviour Policy maintains clear boundaries and expectations about behaviour but we understand that not all behaviour is a matter of choice. We will not enforce sanctions that shame and ostracise children looked after from their peers, school, community or family. In this school we seek to create an inclusive and positive school ethos for every pupil.
- CLA and PLA and their families will feel part of the school community; they will be actively welcomed, involved and engaged into this school community.

## 2. Legislation and Guidance

### 2.1. Legislation

The policy refers to the following legislation “Policy for Children Looked After” by Children’s Services

### 2.2. Related policies

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Safeguarding Policy
- Attendance Policy
- SEND Policy
- Equality Policy

### 2.3. Definitions

The term ‘looked after’ is a shortening of the phrase ‘looked after by the Local Authority’. It was introduced by the Children Act 1989. Children and young people are ‘looked after’ if there is a Care Order. This means that the Local Authority shares parental responsibility with one or both birth parents.

It is important not to confuse a young person’s legal status with their living arrangements. For example, a child on a Care Order can be living with:

- Foster carers
- In a children’s home
- In a residential school
- With relatives, or
- Even with parents – under supervision of Children’s Services

A previously looked-after (PLA) child is one who is no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, (which could include being placed back with parents), or has been adopted from ‘state care’ outside England and Wales.

### 3. Responsibilities

#### 3.1. The Headteacher and Trustee Body:

The Headteacher and Trustee body are committed to promoting improved educational life chances for CLA and PLA. They will ensure that the Designated Teacher for Children Looked After has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role and have at least 2 days per year training to remain fully informed. They will monitor the role of the Designated Teacher to ensure that all CLA and PLA make accelerated and rapid progress and that the whole school staff receive appropriate training.

**The Headteacher, Designated Teacher and Trustee Body will ensure that all staff are briefed on the Statutory Guidance and practice outlined in this policy.**

**Name of the Designated School Trustee for CLA and PLA:** Mrs Camilla Woods

#### 3.2. The Designated teacher:

**Name of the Designated Teacher for CLA and PLA:** Ms J. Shrimpton (Miss Tai in her absence)

The designated teacher will promote improved educational life chances for CLA and PLA by:

- ensuring that the CLA or PLA has access to quality first teaching
- tracking the progress of CLA and PLA across the curriculum using data, teacher reports and book looks
- ensuring that the PP+ is used effectively and efficiently
- performing a coordinating role with school staff and outside agencies
- ensuring effective communication with the school's assigned Education Adviser from the Virtual School
- developing expertise in the field of CLA, including attachment theory, and trauma informed practice
- delivering the Virtual School training: 'An introduction to Attachment Aware and Trauma-Informed Practice' to the whole school
- providing and attending training and offering advice to the whole school staff
- promoting a school culture which is supportive, relationship-based and has high expectations for CLA and PLA
- regularly reporting to the Headteacher and Trustee Body on the attainment of CLA and PLA and school resource and staff training needs for working with this group
- prioritising CLA for school-based additional support, even when the young person does not meet the criteria (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).
- ensuring that CLA and PLA are not overlooked for positions of student responsibility within the school because of their care status

#### 3.3. Teaching and Support Staff

It is for those with parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence / child arrangement orders) to decide if they wish to self-declare their children's PLA status to schools. PLA status may not be known, and information may be made public to staff as required.

- **All staff** will promote improved educational life chances for CLA and PLA by:
- reading this 'school policy' for CLA
- attending relevant training, including the Virtual School training on 'Attachment Aware and Trauma-Informed Practice' (to be found on the Virtual School website: [www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool))
- playing their part in creating an attachment and trauma-informed 'CLA-friendly' culture and securing rapid progress for CLA by ensuring that they benefit from any additional school-based support available

#### **Staff teaching CLA or PLA pupils:**

- providing accurate information and data when asked by the Designated Teacher
- referring to the Designated Teacher for advice

## **4. Educational Planning for Children Looked After**

### **4.1. Personal Education Plans (ePEP) and Progress Report for Trustees (formerly CLASEF):**

The school will ensure that every CLA on roll has a Personal Education Planning (ePEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals. In any one school year there will be at least 3 PEP meetings for each CLA, The school will complete the all sections of the CLASEF to share our plan for improvement and development in school for disadvantaged children and also to inform the Hertfordshire Virtual School of the school's policy and practice, to account for the efficient and effective spend of the PP+ funding and to inform the school Trustee Body as the annual report.

### **4.2. Attendance:**

**School attendance procedures** reflect the specific needs of CLA and PLA to ensure good school attendance. Where there is a concern about attendance or punctuality the school will contact the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in our attendance policy.

### **4.3. Admissions/ Transitions:**

**School procedures to support CLA during admission and transition include:**

- prioritising CLA and PLA at the point of admission
- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of staff mentor and peer buddy
- additional support and planning for CLA and PLA at times of transition
- structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

### **4.4. Additional Educational Needs:**

**All staff will work creatively to secure accelerated and rapid progress for CLA and PLA with additional educational needs by:**

- having high expectations
- ensuring that they are prioritised for additional school-based support, even if they do not meet the criteria (*in line with the DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher over-sight (*in line with the Lamb Report, Dec '09*)
- ensuring that progress is regularly monitored and reviewed, against the targets set as agreed in the termly Virtual School visit, ePEP and Progress report for Trustees

### **4.5. Special Educational Needs:**

**All staff will work creatively to secure accelerated and rapid progress for CLA who have special educational needs by:**

- having high expectation of progress each academic year (*in line with the expectation set out in the ePEP and Progress report for Trustees*)
- ensuring that they are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (*in line with the SEND Code of Practice*)

- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEND Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher over-sight
- with the school SENCO ensuring the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

#### 4.6. Safeguarding:

**School staff will be vigilant for any safeguarding issues which can impact particularly on CLA by:** familiarising themselves with the ‘*School Policy Guidance for Children in Care*’ and following the school’s child protection policy and the ‘*DfE: Keeping Children Safe in Education*’ (All staff) September 2023, if there are any safeguarding concerns.

#### 4.7. Alternative Provision:

**We will make every effort to ensure that any arrangements for provision alternative to daily attendance at school will be:**

- a plan that will retain the CLA on the roll of the school or clarify in writing which educational establishment will be responsible for essential reporting and accountable for the PP+
- an agreed part of the overall ePEP for the student
- full time (25 hours) or contribute to full time attendance and be of high quality
- meet the educational needs of the CLA or PLA
- will provide the opportunity to make rapid progress during study provided by the setting
- will be monitored regularly and that ePEPs will include the school and the alternative provider

#### 4.8. Exclusion:

- We have reviewed the school behaviour policy (September 2023) alongside the Behaviour in Schools Guidance 2022 and the new Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement, guidance (2022). In force from 1st September 2022, replacing the 2017 guidance.
- We will make every effort to avoid excluding a CLA, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School.
- If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.
- We will use the following methods to avoid excluding children looked after or previously looked after. The following may be appropriate:  
 Discussing what happened, establishing the concern and the need to change.  
 Informing parents/carers to help change the attitude and behaviour of the child.  
 Applying a sanction, in line with the school behaviour policy.  
 Providing appropriate education about the consequences of inappropriate behaviour.
- School procedures are in place to reduce the risk of exclusion of CLA and PLA. CLA and PLA with special educational needs should have exclusion as a behaviour management action as a last possible resort (*Regulation 4(1)(c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made*).

#### 4.9. Multi-Agency Working:

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and PLA.