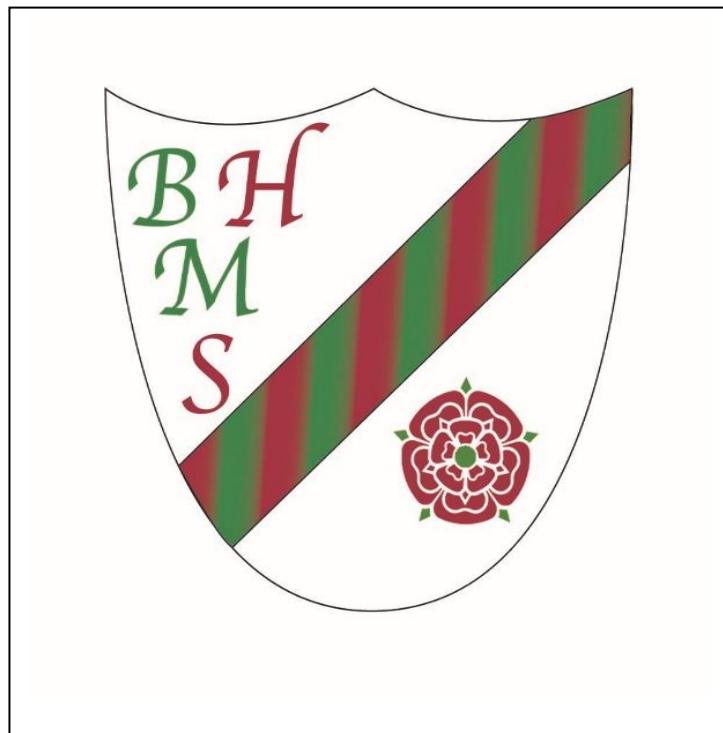


Bedford Hall Methodist Primary School Looked After Children (LAC) Policy



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| Written by: | A Burkes (Director of Education EET) |
| Reviewed by: | Lisa Draper (Head of School) |
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Version Control

Change Record

| Date | Author | Version | Reason for Change |
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| Feb 2022 | A Burkes | 1 | New policy |
| September 2023 | L Draper | 2 | Name changes Changes working with VSH due to out-of-authority LAC |
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Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Safeguarding Statement

At Bedford Hall Methodist primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Bedford Hall Methodist Vision

"I look upon all the world as my parish."
John Wesley
**Without
Limits**

"Show me your ways, Lord.
Teach me your paths." Psalm 25:4
**Learn
Without
Limits**



"Serve one another humbly in love."
Galatians 5:13
**Love
Without
Limits**

"I have come in order that you may have life
- life in all its fullness."
John 10:10
**Live
Without
Limits**

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Statement of intent

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

Barriers to their progress include a high levels of disruption and change in home and school placements, lack of motivation or involvement in extra-curricular activities.

Bedford Hall Methodist Primary School believes that the educational experience of **all** children should be positive and powerful and aims to provide a learning environment in which every Looked after Child can be successful.

Bedford Hall Methodist Primary School 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 LAC 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. Legal framework

1.1. This policy has due regard to 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'
- DfE (2021) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'

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

- Admissions Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- SEND Policy

2. Definitions

"Looked after children (LAC)" are 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-LAC (PLAC)" are 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 Local Advisory Board are responsible for:

- Ensuring the school has a coherent policy for LAC and PLAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- 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.
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and PLAC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst LAC and PLAC.
- Ensuring LAC and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.

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.
- To manage pupil premium plus for LAC. In maintained school and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the LAC and meet the needs identified in the PEP.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, 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 LAC and PLAC.
- Working with the school to ensure all LAC in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for LAC.
- Acting as a source of advice and information to help parents of PLAC as effectively as possible.
- Ensuring there are effective systems in place to:

- Maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress.
- Inform the school headteachers 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 PEP.
- Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC.
- Avoid delays in providing suitable educational provision.
- Ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
- Report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures.

The headteacher is responsible for:

- Appointing the designated teacher for LAC and PLAC.
- The Designated Teacher at Bedford Hall Methodist Primary School is *Mrs Lisa Draper*. The Pastoral Team, Inclusion Manager and Pupil Premium Lead support the Designated Teacher in fulfilling this role effectively.
- Ensuring the designated teacher (and supporting team) for LAC and PLAC has received the appropriate training.
- Ensuring all staff receive relevant training and support to enable them to work sympathetically and productively with Children Looked After, including those who are underachieving or at risk of underachieving or who have additional needs.
- Allowing the designated teacher and pastoral team the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the School's Local Advisory Board annually on the following:
 - The number of LAC and PLAC in the school
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of LAC and PLAC, 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 LAC is a key priority.
- Ensuring PP+ for PLAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of LAC.

The designated teacher for LAC and PLAC 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 LAC and PLAC.
- Promoting the educational achievement of LAC and PLAC 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 LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that LAC 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 Inclusion Manager to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding LAC and PLAC 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 DSL is responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH.
- Promoting amongst staff the importance of recognising and reporting safeguarding concerns around LAC and PLAC 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 Wigan LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The Inclusion Manager is responsible for:

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

Staff are responsible for:

- Being aware of LAC and PLAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards LAC and PLAC.
- Being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of LAC and PLAC.

4. Personal education plan (PEP)

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

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.

Bedford Hall Methodist Primary 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 Wigan 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:

- 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 Wigan 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.
 - 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 LAC or PLAC'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)

Bedford Hall Methodist Primary School will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers or residential social workers.

The school will coordinate their review meetings; for example, hold their annual review of LAC 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 LAC and PLAC.

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 LAC and PLAC and pastoral team will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the designated teacher and pastoral team, 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 (alongside pastoral team and Inclusion Manager) will communicate with the VSH and agree on how pupil premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress.

PP+ for PLAC will be allocated directly to, and managed by, the school.

School will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or PLAC, 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 LAC who are absent without authorisation.

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

6. Training

The designated teacher and other school staff involved in the education of LAC and PLAC have received the appropriate training, this includes information about the following:

- School admissions arrangements
- SEND
- Attendance
- Exclusions
- Homework
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting pupils to be aspirational for their future education
- Safeguarding

6.2 All training will ensure staff are equipped with the skills, knowledge and understanding necessary to keep LAC and PLAC safe.

7. Safeguarding

Bedford Hall Methodist Primary School recognises that many LAC or PLAC 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 LAC and PLAC as soon as possible.

Where a LAC or PLAC 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 ensure appropriate pastoral support is in place within school to ensure that the welfare of LAC and PLAC 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 LAC or PLAC in line with the processes outlined in the school's 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 LAC or PLAC 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

LAC and PLAC are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers 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 LAC and PLAC, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst LAC and PLAC 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 LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

The Boxall Profile (or other emotional wellbeing assessment) may be used for the assessment of a child's social, emotional and behavioural development.

9. Exclusions

Past experiences of LAC and PLAC will be considered when designing and implementing school's Positive Behaviour Policy.

The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any LAC.

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

Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

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

Permanent exclusion will only occur where there has been serious and/or persistent breaches of Bedford Hall Methodist's Positive Behaviour Policy or where allowing the pupil to remain in

school would seriously harm the education or welfare of others. If a LAC is at risk of permanent exclusion the CEO of the Epworth Education Trust will be informed in the first instance.

10. Pupils with SEND

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

The Inclusion Manager, 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 PLAC.

The designated teacher and Inclusion Manager will ensure that LAC and PLAC with SEND are supported in line with the school's SEND Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for LAC, e.g. where LAC are in residential care and, thus, will have their EHC plans taken care of by Wigan 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 LAC and previously-LAC are understood and met.

The arrangements set out include:

- Who has access to information on LAC and previously LAC 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

This policy will be reviewed on an annual basis by the Headteacher.

The next scheduled review date for this policy is September 2024.