Bledington Primary School

Policy for Children in Care (CIC), Looked After Children (LAC) and Previously Looked After Children (PLAC)

Date of Ratification: **17.09.20** **23.09.21** **22.09.22** **12.10.23** **04.07.24** **08.10.25** **07.10.26**	***Written 09.09.20*** ***Revised 14.09.21*** ***08.09.22*** ***15.08.23*** ***25.06.24*** ***01.10.25*** ***08.08.26***	**Signed:** **Co-Headteachers:** *Amanda Ziebeck* **CO-CHAIRS OF GOVERNORS** *K Dainty A Hammerstein*

Safeguarding Statement
At Bledington Primary School we are committed to safeguarding and promoting the welfare of all children. We believe every child has the right to feel safe, valued, respected and supported to achieve their full potential.

Children in Care (CiC) and Previously Looked After Children (PLAC) may have experienced significant adversity, trauma, loss, separation, neglect or abuse. We recognise our duty to support their educational achievement, emotional wellbeing and personal development through effective relationships, high expectations and targeted support.

This policy should be read alongside:

Safeguarding and Child Protection Policy
Behaviour Policy
SEND Policy
Attendance Policy
Equality Policy
Anti-Bullying Policy
Pupil Premium Policy

1. Aims
Bledington Primary School aims to:

- Promote the educational achievement and wellbeing of all Children in Care and Previously Looked After Children.
- Ensure pupils have equal access to a broad, balanced and ambitious curriculum.
- Maintain high aspirations and expectations for every child.
- Provide a safe, nurturing and inclusive environment where pupils feel a sense of belonging.
- Remove barriers to learning and participation.
- Work collaboratively with parents, carers, social workers, the Virtual School and other agencies.
- Support positive transitions into, through and beyond primary education.
- Ensure children are listened to and their views are valued.

2. Definitions
Children in Care (CiC)
A Child in Care is a child who is looked after by a local authority under the Children Act 1989, including children who:

- are accommodated under Section 20;
- are subject to a Care Order;
- are subject to an Interim Care Order;
- are subject to a Placement Order.

Previously Looked After Children (PLAC)
Previously Looked After Children are children who:

- ceased to be looked after because they became subject to an Adoption Order;
- became subject to a Special Guardianship Order;
- became subject to a Child Arrangements Order;
- were adopted from state care outside England and Wales.

3. Rationale
We recognise that Children in Care and Previously Looked After Children often face additional challenges that may affect educational achievement, attendance, social relationships, emotional regulation, self-esteem and mental health.

Many children have experienced:

- attachment disruption;
- abuse or neglect;
- trauma and adverse childhood experiences (ACEs);
- family breakdown or separation;
- uncertainty and change.

These experiences can affect behaviour, concentration, confidence, communication and learning.

The school is committed to adopting a trauma-informed and attachment-aware approach which enables children to feel safe, connected and successful.

4. Principles
Bledington Primary School will:

- Treat every child as an individual.
- Promote inclusion, belonging and positive identity.
- Maintain high expectations and aspirations.
- Recognise the impact of trauma and attachment needs.
- Ensure early identification of additional needs.
- Celebrate strengths and achievements.
- Promote resilience and emotional wellbeing.
- Listen to pupils and ensure their views influence decision-making.
- Challenge discrimination, stigma and negative stereotypes.
- Respect confidentiality at all times.

5. Admissions
The school welcomes applications from Children in Care and Previously Looked After Children.

In accordance with the School Admissions Code:

- Children in Care and Previously Looked After Children receive the highest priority within oversubscription criteria.
- Mid-year admissions will be managed sensitively and efficiently.
- Appropriate support will be put in place to ensure a smooth transition.
- Information will be transferred promptly to enable effective planning.
- Where appropriate, transition visits, meetings and additional support will be arranged before admission.

6. The Designated Teacher
The Governing Body will appoint a qualified teacher to act as Designated Teacher for Children in Care and Previously Looked After Children.

The Designated Teacher will:

- Promote educational achievement and wellbeing.
- Act as an advocate for children.
- Maintain high expectations for progress and attainment.
- Ensure effective use of Pupil Premium Plus funding.
- Monitor progress, attainment, attendance and behaviour.
- Support staff understanding of attachment and trauma.
- Liaise with carers, parents, social workers and the Virtual School.
- Coordinate Personal Education Plans (PEPs).
- Support effective transitions between classes and schools.
- Maintain accurate records.
- Ensure pupils have access to a trusted adult in school.

- Provide regular reports to governors while maintaining confidentiality.
- Undertake relevant professional training.

7. Personal Education Plans (PEPs)
Every Child in Care will have a Personal Education Plan (PEP).

The school will ensure that:

- PEP meetings are attended by the Designated Teacher or appropriate representative.
- The pupil's voice is included.
- Progress and attainment are reviewed regularly.
- Attendance and wellbeing are monitored.
- Targets are specific, measurable, achievable, relevant and timebound (SMART).
- Support and interventions are clearly identified and reviewed.
- Any identified SEND needs will be addressed promptly through the school's SEND procedures.

8. Pupil Premium Plus (PPP)
The school will use Pupil Premium Plus funding strategically to improve outcomes for individual pupils.

Funding may be used for:

- Academic interventions.
- Emotional wellbeing support.
- Therapeutic interventions.
- Enrichment opportunities.
- Educational resources.
- Transition support.
- Attendance support where required.
- The impact of funding will be reviewed regularly through the PEP process and school monitoring systems.

9. Attendance
Excellent attendance is essential for positive educational outcomes.

The school will:

- Monitor attendance closely.
- Work proactively with carers, parents, social workers and the Virtual School.
- Identify concerns at the earliest opportunity.
- Provide support and intervention where necessary.
- Recognise and celebrate good attendance.
- Barriers to attendance will be explored using a supportive and child-centred approach.

10. Behaviour and Exclusions
The school recognises that children who have experienced trauma may communicate distress through behaviour.

Staff will:

- Use restorative and relational approaches.
- Consider underlying causes of behaviour.
- Apply school behaviour expectations fairly and consistently.
- Make reasonable adjustments where appropriate.
- Seek advice and support from relevant professionals.

The school is committed to reducing suspensions and exclusions wherever possible.

Where exclusion is being considered:

- The Designated Teacher will be informed immediately.
- Relevant professionals will be consulted.
- Alternative strategies and support measures will be explored.
- A reintegration meeting will be held following any suspension.

11. Emotional Wellbeing and Mental Health

The school recognises the importance of supporting emotional wellbeing and mental health.

We will:

- Provide a nurturing environment.
- Promote emotional literacy and resilience.
- Identify emerging needs early.
- Provide pastoral support.
- Access external support services where appropriate.
- Work with families and professionals to secure additional support.
- Every child should have access to a trusted adult in school.

12. Special Educational Needs and Disabilities (SEND)

Children in Care and Previously Looked After Children may have additional learning needs.

The school will:

- Monitor progress carefully.
- Assess needs at the earliest opportunity.
- Work closely with the SENDCo.
- Ensure appropriate provision is in place.
- Seek specialist advice where required.

Support will be coordinated to ensure the child's educational, social and emotional needs are met effectively.

13. Pupil Voice

The school is committed to ensuring pupils are listened to and involved in decisions affecting them.

Children will be encouraged to:

- Share their views.
- Contribute to PEP targets.
- Discuss support arrangements.
- Express their aspirations and ambitions.
- The child's voice will be central to all planning and decision-making.

14. Confidentiality and Data Protection
The school recognises the sensitive nature of information relating to Children in Care and Previously Looked After Children.

We will:

- Respect confidentiality at all times.
- Share information only on a need-to-know basis.
- Store information securely.
- Comply with UK GDPR and Data Protection requirements.
- Ensure discussions regarding care status are conducted sensitively.
- Staff will avoid drawing unnecessary attention to a child's care status.

15. Working with Other Agencies
The school recognises the importance of effective multi-agency working.

We will work closely with:

- Parents and carers.
- Social workers.
- Virtual School staff.
- Educational psychologists.
- SEND services.
- Health professionals.
- Mental health services.
- Early Help services.
- Other relevant agencies.

Strong partnerships help ensure children receive coordinated and effective support.

16. Responsibilities of the Governing Body
The Governing Body will:

- Appoint a named governor with responsibility for Children in Care and Previously Looked After Children.
- Ensure compliance with statutory requirements.
- Monitor implementation of this policy.
- Ensure appropriate resources are available.
- Support the work of the Designated Teacher.
- Receive anonymised reports regarding outcomes and provision.

The Governing Body will monitor:

- Attendance.
- Attainment and progress.
- Inclusion.
- Behaviour and exclusions.

- Use of Pupil Premium Plus funding.
- Transition arrangements.

17. Responsibilities of All Staff

All staff will:

- Maintain high expectations.
- Understand the impact of trauma and attachment difficulties.
- Promote positive relationships.
- Support emotional wellbeing.
- Maintain confidentiality.
- Be alert to safeguarding concerns.
- Challenge stigma and stereotypes.
- Liaise with the Designated Teacher where concerns arise.
- Participate in relevant professional development.

All staff share responsibility for promoting the achievement, wellbeing and life chances of Children in Care and Previously Looked After Children.

18. Equality, Inclusion and Belonging
Bledington Primary School is committed to ensuring that Children in Care and Previously Looked After Children feel valued, respected and included within the school community.

We will:

- Promote equality of opportunity.
- Remove barriers to participation
- .Celebrate diversity and achievement.
- Foster a culture of belonging.
- Ensure all pupils can participate fully in school life.

Monitoring and Review
This policy will be reviewed annually by the Governing Body or sooner if:

- legislation changes;
- statutory guidance is updated;
- local procedures change; or
- monitoring identifies the need for rev