

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## **CHILDREN LOOKED AFTER POLICY** **With Addendum: Children known to a** **social worker (CKSW)**

Document Date: March 2022  
Review Date: March 2023

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



**Ofsted March 2013**

*At St Margaret Clitherow School we are committed to Safeguarding Children*

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

**School Policy for the Education of  
Children Looked After (CLA) by  
Hertfordshire, Previously Looked  
After Children (PLA) and Children  
Known to a Social Worker  
(Addendum)**



**Policy Objective:**

To promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (PLA) on the roll of this school

**Name of the Designated Teacher for CLA and PLA**

Amy Schofield

**Name of the Designated School Governor for CLA and PLA**

Sally Curtis

At St. Margaret Clitherow School we will create an environment where 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, 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 staff training in their specific needs, so that all adults are sensitive to the barriers to learning that CLA experience and feel able to support the children discretely and confidentially, as needs arise.

Our school community aims to champion the needs of CLA to ensure they make rapid progress during their period in care.

**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.

The Virtual School Attachment Aware and Trauma Informed Toolkit training will support a greater understanding of diversity and equality and is relevant to many children particularly those returning to school in September 2021.

#### **Coronavirus response:**

We undertook training to understand the needs of children returning to school after periods of absence, this touched upon the Attachment Aware and Trauma Informed Toolkit (Virtual School) and the Emotional Based School Avoidance (Educational Psychology) details. 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).

#### **Our Aims for CLA:**

- to provide a safe and secure environment where education 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, by the appropriate and considered use of the Pupil Premium Plus allowance to gain maximum impact.
- for all CLA to have a minimum of three Personal Education Planning (ePEP) meetings in an academic year and for the joint planning to actively impact on each child's learning on a daily basis, to ensure accelerated and rapid progress (*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 discreet, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school
- to provide responsive and discursive support that suits the emotional need of the children, so that they can make safe relationships and know where to go for support
- that school systems facilitate discrete support, as appropriate
- 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.*)
- CLA and their foster families will feel part of the school community; they will be actively welcomed into the community in recognition of the particular needs of this group (*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 Behavior 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.

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

## **Personal Education Plans (ePEP) and CLA Self Evaluation Forms (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. The school will complete the CLASEF 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 Governing Body as the annual report.

## **Roles and Responsibilities:**

**The Headteacher and Governing 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. 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 receives appropriate training.

**The Designated Teacher for Children Looked After and Children Previously Looked After** is Amy Schofield she is a qualified teacher, and 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 which will include accessing Virtual School Designated training regularly, regardless of if there is a CLA in school
- providing and attending training and offering advice to the whole school staff
- promoting a school culture which is supportive and has high expectations for CLA and PLA
- regularly reporting to the Head and Governing 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
- completing the annual Strength and Difficulties Questionnaire (SDQ) of each CLA as requested, to inform their annual CLA health review.

**All staff** will promote improved educational life chances for CLA and PLA by:

- reading the 'school policy' and 'school policy guidance document' for CLA
- attending training, as appropriate
- providing accurate information and data when asked by the Designated Teacher
- referring to the Designated Teacher for advice

- 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

### **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 contacts the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in the attendance policy.

### **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

### **Additional Educational Needs:**

#### **All staff endeavour 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 expectation of progress each academic year, as agreed in the termly Virtual School visit, ePEP and CLASEF

### **Special Educational Needs:**

#### **All staff endeavour to secure accelerated and rapid progress for CLA who have special educational needs by:**

- having high expectation of minimum levels of progress each academic year (*in line with the expectation set out in the ePEP and CLA-SEF*)
- 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 SEN 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 SEN

Code of Practice

- ensuring that any work undertaken by non-teaching staff has teacher over- sight

### **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 2018, if there are any safeguarding concerns.

### **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 in the course of study provided by the setting
- will be monitored regularly and that ePEPs will include the school and the alternative provider

### **Exclusion:**

We have reviewed the school behaviour policy in line with the statutory guidance published in February 2018 (*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*). 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. 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*).

### **Multi-Agency Working:**

**School staff will make every effort to** engage 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.

The Hertfordshire Virtual School for Children Looked After

- *Website:* [www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool)
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# ADDENDUM

## ADDENDUM TO THE MODEL SCHOOL POLICY:

### CHILDREN KNOWN TO A SOCIAL WORKER (CKSW)



#### **Policy Objective:**

To promote the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18, so that these children make educational progress.

**At St Margaret Clitherow Roman Catholic Primary School** we will ensure that children with a social worker and those who have previously had a social worker (CKSW) have access to excellent educational provision that supports engagement and attendance so that these children are kept safe from harm and are able to reach their potential, in accordance with the DfE's *'Promoting the education of children with a social worker'* Virtual School Head role extension, June 2021.

We recognise that our school plays a vital role in maintaining high aspiration for CKSW and that providing a stable base for these children and promoting their academic, social and emotional development will level up their outcomes and narrow the attainment gap. To this end, 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 CKSW 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 these children and their families are valued as part of our school community.

Our aim is to champion the educational attendance, attainment and progress of CKSW to ensure they make rapid educational and social progress whilst on roll at 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 CKSW who, statistically, experience disadvantage in education (see p 8-9 of guidance). 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.

The Virtual School Attachment Aware and Trauma Informed Toolkit training will support a greater understanding of diversity and equality and is relevant to many children.

#### **Roles and Responsibilities:**

**The Headteacher and Governing Body** are committed to promoting improved educational life chances for CKSW through partnership work with other agencies, so that the system around these children and families prioritises education.

**All staff** will promote improved educational life chances for CKSW:

- reading this school policy addendum for CKSW
- attending relevant training, including the Virtual School toolkit 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 a school and classroom ethos so that individual needs are understood and supported.

### **Attendance:**

School attendance procedures will support regular and good attendance. Where there is a concern about attendance or punctuality the school will contact the parent, social worker and other professionals, as an early intervention, as outlined in our attendance policy.

### **Admissions/ Transitions:**

- 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 needs and support such as a staff mentor
- structured activities to secure good attachment in school with both staff and peers.

### **Additional Educational Needs:**

- having high expectations
- 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 oversight (*in line with the Lamb Report, Dec '09*)
- ensuring that progress is regularly monitored and reviewed.

### **Special Educational Needs & Disabilities:**

- ensuring that CKSW 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 oversight
- that with the school SENCO the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

### **Safeguarding:**

School policies around safeguarding are understood and that school is seen as a protective factor for CKSW, where school attendance can help keep a child safe from harm either in the home or from non-familial abuse.

### Alternative Provision:

- Any variation to a full-time provision on site is agreed with parents and social care and is time limited.
- Be full-time (25 hours) or contribute to full-time attendance and be of high quality.
- Meet the educational needs of the child.
- Will provide the opportunity to make rapid progress in the course of study provided by the setting.

### Exclusion:

We have reviewed the school behaviour policy January 2022 in line with the new duty guidance published in June 2021 (*Promoting the education of children with a social worker, Virtual School Head role extension, June 2021*).

- We will make every effort to avoid exclusion, in recognition of the increased risk this poses in terms of CKSW quickly disengaging from the 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 a child
  - Working through the Emotional Based School Avoidance Document (Educational Psychology Team Herts) to better understand the triggers for needs
  - To provide extra therapeutic care as needed
  - To work through the Ross Greene ALSUP to look for shared expectations in a way that includes the child at the centre of decision making
  - To work with the family to enable conversations around shared expectations and where there are inconsistencies or concerns
  - To use the Boxhall Profile to make sense of the behaviours that are being seen and give space of Fight, Flight, Fright reactions
  - To support building relationships with other children in the setting to be proactive in emotional support
  - To attend regular meetings with the social care team and family to ensure that communication is positive, open and true
- School procedures are in place to reduce the risk of exclusion of a child with special educational needs. Exclusion as a behaviour management action will be 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*).

### 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 outcomes of CKSW, supporting progress and enabling these children to reach their potential.

**The Headteacher and Governing Body will ensure that all staff are briefed on the guidance and practice outlined in this policy addendum.**

**Date: March 2022**

**Review date: January 2023**

The Hertfordshire Virtual School for Children Looked After

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(Based on Model policy produced September 2021 by Virtual School)