



## Corpus Christi Catholic Primary School

**Child in Care (CIC) and  
Previously Looked After Children (PLAC) Policy  
(including Designated Teacher Role)**

*Joyfully, unique in Jesus' family, we learn to use our special gifts  
to love, serve and make the world a better place.*

| <b>CIC and PLAC Policy</b> |                      |                           |                  |
|----------------------------|----------------------|---------------------------|------------------|
| <b>Approval</b>            |                      | <b>Board of Governors</b> |                  |
| <b>Chairperson</b>         | Anna Murphy-Sullivan | <b>Headteacher</b>        | Simon Lennon     |
| <b>Date of last review</b> | March 2024           | <b>Date of review</b>     | November 2024    |
| <b>Date of next review</b> | November 2025        | <b>Maintenance</b>        | SSD<br>Committee |

*Behold children are a gift of the Lord. Psalm 127:3*

At Corpus Christi Catholic Primary School we are committed to do all that we can to promote the educational achievement and well being of a child in care (CIC) and children who were previously looked after (PLAC)

**OUR DESIGNATED TEACHER FOR CIC IS :** Amy Stewart

**OUR DESIGNATED GOVERNOR FOR CIC IS :** Anna Murphy-Sullivan

CIC and PLAC

This policy describes our approach to meeting the requirements set out in:

- The Statutory Guidance of Section 52 of the Children Act 2004 (Duty on Local Authorities to Promote the Educational Achievement of Looked After Children);
- Care Matters: Time for Change 2007 Guidance (Chapter 4 “A First Class Education”);
- [The Statutory Guidance for Looked After Children and Previously Looked After Children, 2018.](#)
- The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018

In line with our school ethos and principles, and our commitment to being a ‘good corporate parent’, our policy is to identify specific roles & responsibilities within school to promote the learning, progress & well being of children in care or have previously been in care (*see Appendix 2 - Roles and Responsibilities; ‘Rationale’*).

This policy was developed with support from the Bournemouth, Christchurch and Poole Virtual School and the CIC Designated Teacher Network.

### **1. Governing Body and school commitment to enhanced support for CIC**

- The Governing Body and school will ensure that quality learning opportunities and education are provided for all our pupils.
- We will ensure equality of access to opportunities and learning outcomes for all.
- We aim to support all pupils in achieving across the five outcome areas of Every Child Matters, whatever their background or circumstances.
- At Corpus Christi School we recognise that Children in Care and Previously Looked After Children can be especially vulnerable & are sometimes ‘at risk’ in terms of their learning and well-being.

### **2. Aims for our Children in Care and Previously Looked After Learners**

Our aims in supporting Children in care and Previously Looked After Learners in school are:

- to ensure all school policies and procedures are followed sensitively for CIC and PLAC.
- to ensure that all CIC and PLAC have access to a broad, balanced & stimulating curriculum.
- to provide personalised learning & curriculum appropriate to needs and ability.
- to support and monitor social progress; ensuring key adults prioritise respectful and responsive relationship building with individual children & provide appropriate support for social development within the peer group.
- to ensure that CIC and PLAC take as full a part as possible in all school activities.
- to ensure that carers, social workers and parents (as appropriate) of Looked After and Previously Looked After pupils are involved and kept fully informed of their child’s progress and attainment

- to ensure that wherever possible children in care pupils are involved in decisions affecting their learning, the plans for progress and future provision
- to ensure that success is appropriately recognised and reinforced
- to ensure that any emerging concerns are followed up in a timely way with skill and sensitivity (e.g. changes in patterns of behaviour & attendance).

### **3. Admissions to Our School**

- The Governing Body supports BCP Council approach to admissions giving Children in Care and Previously Looked After Children the highest priority for admission to the identified school
- Our school will ensure Children in Care are named as first priority within our school written admissions criteria
- Sometimes care placement changes lead to Children in Care entering school midterm or mid year. As necessary, we will give a positive welcome, planned entry, offering additional support and pre-entry visits to help pupils settle in school
- During national lockdowns CIC and PLAC will be identified as vulnerable and will be among the first to be encouraged into school

### **4. Inclusion and Allocation of Resources**

- Our policy recognises that all pupils are entitled to a balanced, broadly based, and stimulating curriculum and learning programme
- For Children in Care and Previously Looked After Children there can often be a need to develop learning opportunities emphasising personalised planning and planned inclusive approaches
- The Governing Body will ensure our school makes all appropriate learning provision for CIC and PLAC pupils. Resources are allocated to support CIC in line with this policy and with our wider school teaching & learning policies and good practice, making best use of CIC funding

### **5. Monitoring the Progress of CIC and PLAC**

- Progress for CIC pupils in school is monitored and supported via best practice guided by school policies for teaching and learning
- We will monitor and track the achievement and attainment of CIC and PLAC pupils at regular intervals.
- We will ensure that the school makes an assessment of the pupil's needs and attainment on entry, to ensure continuity of learning
- The Virtual School will initiate a Personal Education Plan in partnership with our Designated Teacher for CIC. This takes place within 20 days of the pupil joining the school or entering care
- We will ensure that the statutory Personal Education Plan (PEP) processes are supported systemically delivered within appropriate timescales
- Each PEP will be reviewed according to the needs of the pupil, but at least every term (initiated by the Education Caseworker)
- The pupil's views are actively and sensitively sought by the appropriate key partner (Designated Teacher, Social Worker, Carer, Education Caseworker)
- The views of the pupil and Carers are noted within the PEP Form and shared sensitively at the meeting. The pupil is as actively involved as possible in selecting appropriate targets and with decisions relating to school and learning

- PEPs for Previously Looked After Children are managed by the Designated Teacher and remain within school. These are initiated when appropriate and take place two or three times per academic year.

## **6. Record Keeping and Information Sharing**

- Our Designated Teacher will coordinate record keeping for all CIC and PLAC in school.
- Records will include individual learning plans, up to date progress and attainment records, PEP planning records and personalised information relating to care context as appropriate.
- CIC status is appropriately 'flagged' in school information management systems, ensuring information and planning records are readily available as required
- We will ensure there is ready access to information and up to date contact details for Carers, Parents (where appropriate), and Social Workers
- All appropriate records will be forwarded to the receiving school promptly if there is a transfer to another school
- Sensitivity is a priority in sharing information with members of the school staff team. We are guided by best practice and on the 'need to know'. Wherever possible pupils' wishes are taken into account in sharing information within the staff team

## **7. Staff and Governors' Development and Training**

- All staff and governors are encouraged to develop via reflective processes. We encourage ongoing engagement with relevant CPD to maintain and extend individual and team expertise in supporting Children in Care and Previously Looked After Children to progress
- Our Designated Teacher makes particular efforts to develop good awareness and understanding of issues, guidance and developments associated with the Children in Care and Previously Looked After Children context. The Designated Teacher disseminates knowledge and skills to colleagues in school as appropriate and necessary. Partnership working and collaboration with the LA & Virtual School for CIC is essential here
- Our designated Governor and designated Teacher will attend appropriate briefings, networks and relevant development opportunities provided by the LA and Virtual School for CIC

## **8. Partnership Working**

- Our school values the views of Carers and Parents. We firmly believe in developing strong partnerships with Carers/Parents and Residential Care Workers to enable pupils to achieve their potential.
- We will develop close relationships and collaborative work to promote the learning and well being of individual children, both in and out of school.
- PEP meetings, other school liaison and consultation processes and informal day to day dialogue are all seen as good opportunities to enhance our partnerships
- We recognise the essential contributions that external support services make in supporting Looked After and Previously Looked After Children. We commit to developing positive partnerships with all involved Our partnerships with community partners are extensive; some of our key partners for Children in Care include:

*-CIC Team (Social Workers, Family Support Workers, Education Caseworkers);*

*-Educational Psychologists;*

*-SEND Team;  
-Medical Officers;  
-School Nurses;  
-CAMHS;  
--Social Care Sessional Staff/ Community Care;  
-Worker/ Residential Care Staff;  
-Youth Offending Service;  
-Independent Review Officers;  
-Advocacy Services.  
-Local Authority - BCP Council*

#### **9. School CIC Policy Review and Evaluation**

- Our CIC and PLAC policy is of highest importance
- We will undertake a review of both policy and relevant best practices each year
- The outcomes of this review are linked directly to school development processes and the School Improvement Plan



## **Appendix 1 Corpus Christi Catholic Primary School**

### **WHO ARE CHILDREN IN CARE AND PREVIOUSLY LOOKED AFTER CHILDREN?**

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. Children in Care may fall into one of the following groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 44 and 46)
- Children who are compulsorily accommodated - this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

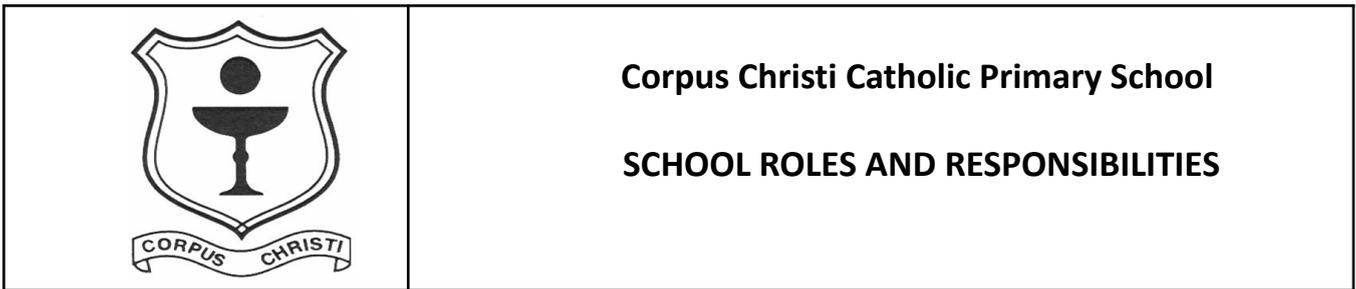
The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989; they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act; they may live in foster care, in a Children's home or in a residential school. All these groups are said to be Children' in Care (CIC). They may be Looked After by BCP Council, or may be in the care of another local authority, but living in or attending a school in our authority.

A Previously Looked-After Child is:

- one who is no longer looked after in England and Wales 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, or has been adopted from 'state care' outside England and Wales;
- one in 'state care' outside England and Wales if s/he is in the care of, accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

## Appendix 2



Children in Care are one of the most vulnerable groups in society and it is widely recognised that they underachieve in education & learning contexts compared to their peers. Evidence strongly suggests that poor outcomes and qualifications impact significantly on subsequent life chances. They experience:

- high level of instability, disruption and change in school placements
- poor involvement in extracurricular activities/positive activity out of school
- inconsistent attention paid to out of school learning & homework.

This can often result in:

- poor attainment, exam success and qualifications gained in comparison with the general population
- underachievement in further and higher education
- low self-esteem and confidence, disengagement from learning, training and subsequent employment.

Many children who remain in care are there because they have suffered abuse or neglect. To date the outcomes achieved by CIC have been unacceptably poor. Government, BCPCouncil and schools are committed to addressing this disparity. Our role as corporate parents means that in school we all have a part to play mindfully applying the principles of good parenting by:

- Prioritising learning and achievement, and raising standards.
- Ensuring we have high expectations and aspirations for each Looked After Child.
- Skilled listening to children, ensuring Looked After Children involvement in decision making.
- Promoting inclusion and personalised approaches to learning.
- Providing stability, continuity, consistency and building meaningful relationships across school and home contexts.
- Taking our corporate responsibilities seriously.
- Intervening early to support success and solve difficulties.
- Promoting good practice in early years learning experience.
- Celebrating success, reinforcing achievements, providing timely incentives and rewards.

## **HEADTEACHER & SLT ROLES/RESPONSIBILITIES:**

To ensure that provision / outcomes for Children in Care are specifically recorded or mentioned in:-

- School Development Plan
- All appropriate school policies and procedures
- Any issued reports on :  
behaviour, sanctions, exclusions; praise and rewards; public examinations and SATs (analysis and entries); student progress in relation to targets & FFT; extra curricular; activities and successes; attendance; admissions; student voice activities/school council; complaints; student destinations; CPD for staff.
- To provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.
- To make it clear to staff and other school stakeholders that many Looked After Children require sensitivity and positive personalised planning above and beyond most peers, and that school policy clearly supports this approach.
- To give the Designated Teacher for CIC the time and facilities to carry out his/her job description fully and effectively, and to support them at all times in their work.
- To show a personal commitment and involvement with Children in Care in the school.
- To challenge negative stereotypes of Looked After Children, and to insist on the highest of expectations in terms of Children in Care achieving their potential.
- To give Children in Care the highest priority, in terms of admissions to the school even when there is oversubscription.
- To provide CPD for staff on issues pertaining to Children in Care and Previously Looked After Children and to ensure that the Designated Teacher attends regular network meetings and training.

## **DESIGNATED TEACHER ROLE/RESPONSIBILITIES:**

- To be an advocate for CIC and PLAC within school.
- To be aware and build relationships with all CIC and PLAC in school and ensure the availability of all relevant details/records from school record-keeping systems as required.
- To attend relevant CPD and Networks about CIC.
- To act as the key liaison professional for other agencies and carers in relation to CIC, seeking advice from the CIC Team and other professionals as appropriate.
- To ensure that CIC and PLAC receive a positive welcome on entering school, especially mid-year and, if necessary, offer additional support and pre-entry visits to help the new pupil settle.
- To support CIC and PLAC to succeed and aspire to further and higher education or highly skilled jobs
- To encourage CIC and PLAC to be able to take ownership of their learning and have opportunities to discuss their progress
- To enable CIC and PLAC to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner
- To ensure that all CIC have an appropriate PEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan.
- To keep PEPs and other records up to date and review PEPs at transfer and at termly intervals
- Where appropriate, to complete PEPs for children who were Previously Looked After.
- To convene an urgent multi-agency meeting if a CIC is experiencing difficulties or is at risk of exclusion
- To ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.

- To act as the key adviser for staff and governors on issues relevant to CIC and PLAC.
- To ensure that care and school liaison is effective including invitations to meetings, parents evenings and other school events.
- To actively encourage and promote out of hours learning and extracurricular activities for CIC and PLAC.
- To ensure a speedy transfer of information, records and coursework, where appropriate, when a CIC transfers to another educational placement.
- To contribute information to CIC reviews when required.
- To report to the Governing Body on CIC in the school and inform of relevant policy and practice development.
- Reports to governors to include:
  - the number of CIC on roll
  - the number that have a Personal Education Plan
  - attainment and progress of individuals/group of CIC
  - comparisons of attainment and progress to others in school
  - interventions implemented to address gaps/difficulties
  - their attendance compared to other pupils
  - their attainment (SATs) compared to other pupils
  - the number of fixed term and permanent exclusions
  - the destinations for pupils who leave the school.
- To agree with the social worker the appropriate people to invite to parents' evenings etc
- To attend governor meetings as appropriate e.g. admission, disciplinary and exclusion of CIC.
- To arrange a mentor or 'befriender' (adult and /or pupil) to whom the young person can talk, e.g. school mentor or through the learning mentor scheme particularly when the pupil is new to school
- To ensure that any Special Educational Needs or Disabilities are addressed and in accordance with the Code of Practice for SEND 2014. CIC are 6-8 times more likely to have an Education Health Care Plan than other pupils in school.
- To ensure the best use of CIC funding.

#### **SCHOOL STAFF ROLES/RESPONSIBILITIES:**

- To follow school procedures, policies and best practice in line with school mission and principles.
- To keep the Designated Teacher informed about a CIC or PLAC's progress.
- To have high expectations of the educational and personal achievements of CIC and PLAC.
- To positively promote the raising of a CIC's and PLAC's self esteem.
- To ensure any CIC is supported sensitively and that confidentiality is maintained.
- To be familiar with the school's policy and guidance on CIC and PLAC and respond appropriately to requests for information to support PEPs and review meetings.
- To liaise closely with the Designated Teacher where a CIC or PLAC is experiencing difficulties.
- To contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- To keep appropriate records and maintain appropriate confidentiality; to make these available to the Designated Teacher, other professionals, parents/carers and young person as appropriate.

## **SCHOOL GOVERNING BODY ROLES/RESPONSIBILITIES:**

- To use official exclusions only as the very last resort and in line with the school's exclusion policy, and relevant national guidance, being mindful of difficulties this may create in the care placement. CIC should have 'first day' provision following any exclusion.
- To ensure that the admission criteria and practice prioritises CIC according to the latest Admissions Code of Practice
- To ensure all governors are fully aware of the statutory duties and requirements to promote learning and achievement for CIC/PLAC.
- To ensure that an appropriately qualified and experienced Designated Teacher for CIC is appointed and has a job description in line with the Statutory Guidance for Designated Teachers
- To liaise with the Head teacher, Designated Teacher and all other staff to ensure the needs of CIC and PLAC are met.
- To nominate a governor with responsibility for CIC who liaised regularly with the Designated Teacher.
- To read and respond appropriately to regular reports from the Designated Teacher.
- To ensure that the school's policies and procedures give CIC equal access in respect of: admission to school, National Curriculum and examinations (academic and vocational), out of school learning and extra curricular activities, work experience and careers guidance.
- To review the effective implementation of the school policy for CIC and PLAC annually.
- To ensure that the Designated Teacher is invited to any exclusion meetings of CIC and PLAC.