



**BOWERHAM PRIMARY & NURSERY SCHOOL
&
BABY UNIT**



**The Education Of Looked After Children And Previously Looked
After Children Policy**

DATE: July 2025

Review date: July 2026

Stand tall, reach high, love learning

*The Bowerham School community is proud to nurture aspiration,
inspire love for life-long learning and prepare children for a
changing society.*

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Within our Bowerham Baby Unit we follow all Bowerham Primary & Nursery School's policies and procedures. Any wording highlighted in blue within the policies are specific additions only applicable to our Baby Unit.

Definition:

A *child looked after by a local authority* is one who falls under the provisions of:

- Section 22 of the *Children Act 1989*, or
- Part 6 of the *Social Services and Well-being (Wales) Act 2014*, as amended by the *Children and Families Act 2014* and the *Children and Social Work Act 2017*.

Children Looked After (CLA) are those in public care. They may be:

- Subject to a **Care Order** or **Interim Care Order**, residing either at home or elsewhere. In such cases, the local authority holds parental responsibility, which is shared with the birth parents in a prescribed manner.
- **Accommodated** by the local authority, often with friends or relatives, in foster care, or residential homes—while parents retain full parental responsibility.
- **Remanded into care.**

Children living with friends or relatives under a **private arrangement** are not considered looked after, as this does not constitute public care.

A **previously looked-after child** is one who is no longer looked after in England or Wales because they are:

- Adopted,
- Under a **Special Guardianship Order (SGO)**,
- Covered by a **Child Arrangements Order** relating to residence,
- Or adopted from “state care” outside of England and Wales.

A child is in *state care* outside England and Wales if they are in the care of or accommodated by a public authority, a religious organisation, or another organisation whose primary purpose is to benefit society.

Aims:

The school is committed to the concept of the **corporate parent** and aims to support Children Looked After and previously looked-after children by:

- Providing **stability, safety, continuity**, and positive individual care and experiences.
- Becoming an **attachment-aware school**, embedding strategies to mitigate the effects of trauma on emotional and mental health.
- Ensuring **good progress in learning** for all pupils.

The school will follow statutory guidance including:

- *Promoting the Education of Looked After and Previously Looked After Children*, DfE (Feb 2018)
- *The Role of the Designated Teacher for Looked After and Previously Looked After Children*, DfE (Feb 2018)

Rationale:

Nationally, educational outcomes for Children Looked After and previously looked-after children remain significantly lower than their peers. These pupils often face barriers that require **additional support** and **positive discrimination** to ensure they can reach their potential.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Appoint a **Designated Teacher** (a qualified teacher) with the responsibility to promote educational outcomes for looked-after and previously looked-after children.
- Ensure the Designated Teacher has appropriate seniority, training, and support.

- Guarantee these children are a **priority for school admissions**.
- Oversee the effective use of **Pupil Premium Plus** funding to support academic progress, wellbeing, and engagement.
- Ensure school policies reflect the needs of these pupils.

Headteacher and Leadership Team

The Headteacher and senior leaders will:

- Provide an **annual report** on the progress and provision for looked-after and previously looked-after children to the Governing Body.
- Ensure that all staff understand these pupils are a **school priority**.
- Support the Designated Teacher with appropriate **time, resources, and authority**.
- Ensure **pupil voice** is central to meeting their needs.
- Monitor the effective use of **Pupil Premium Plus**.
- Demonstrate **personal engagement** with looked-after and previously looked-after children.
- Challenge **negative stereotypes** and maintain **high expectations**.
- Ensure staff receive **CPD on attachment, trauma**, and related issues.
- Collaborate with the **Virtual School**, Children's Social Care, and other relevant agencies.

Designated Teacher

The Designated Teacher will:

- Champion the educational needs of looked-after and previously looked-after children.
- Ensure all relevant staff know which pupils are CLA, while maintaining **strict confidentiality**.
- Offer tailored academic and pastoral support.
- Ensure **Personal Education Plans (PEPs)** are up-to-date and occur once per term, with full participation from the child, carers, and social workers.
- Monitor and support:
 - Curriculum access and subject choices
 - Target setting and regular progress feedback
 - Participation in assessments and public examinations
 - Literacy, numeracy, and SEN support
 - Gifted and Talented opportunities
 - Transitions between Key Stages and school moves
- Facilitate smooth school **induction** with access to relevant records.
- Maintain accurate and confidential records, passed on when pupils move.
- Meet regularly with each pupil and maintain ongoing communication with teaching staff.
- Monitor **attendance weekly**, and intervene early where concerns arise.
- In secondary settings, guide post-16 planning and social skills development.
- Develop and monitor **individual strategies** for underperformance, poor behaviour, or attendance.

- Promote inclusion in **extracurricular activities**, school trips, and student leadership roles.
- Arrange **mentoring, counselling**, or pastoral support where needed.
- Engage and support carers in becoming **active partners** in their child's education.
- Ensure pupils receive **fair praise and recognition** through the school's rewards systems.
- Be vigilant about safeguarding and bullying.
- Liaise with the **School Nurse** and **Children Looked After Health Support Team**.
- Work closely with the **Virtual School Team** to:
 - Report concerns,
 - Request support,
 - Share general progress,
 - Flag issues with carers not supporting education.

Teachers and Support Staff

All teaching and support staff will:

- Be aware of who is looked after or previously looked after in their classes.
- Provide these pupils with **understanding, encouragement, and appropriate support**, applying positive discrimination where needed.
- Preserve **confidentiality** and approach pupils' circumstances with **sensitivity and care**.