Begbrook Primary Academy

Cabot Learning Federation

Children in Care and Previously Looked After Children Policy

Date Adopted: January 2026

Implementation: January 2026

Approved by: Academy Council

Review Date: January 2027

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
January 2026 V1	Whole document	Creation of Policy	
March 2026	Whole document	Creation of document for BPA	

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1. Background

Children in Care (CIC) (previously called Looked After Children) often have to face and overcome significant barriers and instability in their lives**.** Nationally, Children in care significantly underachieve and are at greater risk of exclusion compared with their peers. Schools and academies have a major part to play in ensuring that Children in Care are supported to be healthy, stay safe, enjoy, achieve, make a positive contribution to their school and to society, and achieve economic wellbeing.

For the purpose of our policy and procedures, we will also incorporate Previously Looked After Children (PLAC), recognising however, that not all statutory functions apply to them but, in the main, the barriers do.

Begbrook Primary Academy recognises that CIC and PLAC pupils are likely to have experienced trauma and a high number of adverse childhood experiences (ACEs). ACEs are highly stressful, and potentially traumatic, events or situations that occur during pregnancy, childhood and/or adolescence and can have an impact on physical and mental health throughout life.

We recognise that CIC and PLAC pupils may have a range of professionals in their lives and may have had to endure a number of changes in home and in the people who support them. For these reasons, it is particularly important that the Academy provides them with a safe and secure environment with a range of trusted adult relationships.

We recognise that the needs of CIC and PLAC pupils can easily be overlooked and that they can feel marginalised and different from their peers, and so we will prioritise their safety and well-being in all of our strategic and operational work on Equality, Diversity and Inclusion.

2. Definitions

A Child in Care is one who has been in the care of their Local Authority (LA) for more than 24 hours.
In England, the legal definition of CIC is derived from Children Act 1989 whereby a child is legally defined as 'looked after' by a LA if he or she:

- is provided with accommodation for a continuous period for more than 24 hours
- is subject to a care order; or
- is subject to a placement order
- children on remand or in overnight respite placements more than 75 days and/or in more than one setting are subject to the same duties and regulations as looked after children

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 Order 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 of England and Wales.

3. Statutory Guidance and Requirements

This policy should be read in conjunction with current statutory guidance. The Designated Teacher and Principal will have fully read the statutory guidance and will implement requirements as necessary.

Provision for CIC/PLAC will also be reflected in all other policies in the Academy.

This Policy takes account of:

- Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies *(Supporting Looked After Learners: A Practical Guide for School Governors).*

4. Statement of Principles

Our aspiration for CIC and PLAC pupils is for them to achieve their full potential through academic, personal, social, emotional development and to feel they belong in our school and wider community. They will have a clear pathway for moving through their educational career with high aspirations for the future.

However, we also recognise that due to likely adverse childhood experiences, CIC and PLAC pupils may underachieve in both their academic, developmental and social progress without significant and robust levels of targeted interventions and support.

We recognise that we may need to adjust procedures such as our Behaviour Policy or Suspensions Guidance for individual pupils to reflect the trauma that CIC or PLAC pupils may have faced.

Begbrook Primary Academy's approach to supporting the educational achievement of CIC and PLAC is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Targeted spending of Pupil Premium Plus money for CIC
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to students
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

BPA will specifically support CIC pupils by:

- Ensuring that the school has a Designated Teacher for CIC
- Identify a Councilor from the Academy Council as Designated Councilor for Children in Care and previously Looked After Children
- Ensuring that each CIC has a high-quality Personal Education Plan (PEP) in line with statutory requirements, implemented and regularly reviewed for every Child in Care, in line with guidance on PEPs
- Supporting the Designated Teacher and other staff in ensuring that the needs of CIC and PLAC pupils are recognised and met

5. Roles and Responsibilities

The Principal will:

- Ensure the needs of CIC and PLAC pupils are a priority within strategic planning in the Academy.
- Identify the Designated Teacher for CIC and PLAC, and ensure that the appropriate person has the capacity, support and training to complete the role (set out below).
- Ensure that should the Designated Teacher leave the school or take sick leave then another person is identified to hold the role immediately.
- Ensure that appropriate support and supervision for the Designated Teacher is in place to promote their wellbeing.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any suspensions or exclusions of CIC and PLAC pupils and that timely actions are put in place if concerns arise.
- Ensure that all staff in the Academy receive appropriate training and are aware of their responsibilities under this Policy and related guidance.
- Ensure that Pupil Premium funding for CIC is used appropriately, evidenced and monitored within the PEP/Education plan and agreed with all parties.
- Work to prevent any suspension or exclusions of CIC or PLAC pupils.

The Academy Council will:

- Identify a nominated Councillor for CIC and PLAC
- Ensure that all Academy Councillors are fully aware of the legal requirements and guidance on the education of CIC and PLAC pupils.
- Ensure the Academy Council has an overview of the needs and progress of CIC and PLAC pupils.
- Ensure that resources are allocated to meet the needs of CIC and PLAC pupils and monitor the targeted Pupil Premium spend, ensuring the money is effectively allocated to individual pupils.
- Ensure that when other Academy policies and procedures are reviewed, the needs of CIC and PLAC pupils are considered.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Ensure that the Principal allocates appropriate resources and staff capacity to meet the needs of CIC and PLAC.
- Support the Principal, the Designated Teacher and other staff in ensuring that the needs of CIC and PLAC pupils are recognised
- Receive an Annual Report setting out:

    - The number of CIC and PLAC students on the school's roll.
    - Their attendance, as a discreet group, compared to other pupils.
    - Their progress, attainment, SEND and inclusion data compared to other pupils
    - The number of Suspensions and permanent exclusions (if any)
    - The destinations of pupils who leave the school.
    - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned

Our Designated Teacher:

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen (who) should be an advocate for Looked After Children (Children in

Care) and Previously Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them".

The Designated Teacher will:

- Prepare the Annual Report and termly updates for the Council.
- For CIC, ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with their social worker.
- For Children in Care, ensure that a Personal Education Plan is completed with the child, the social worker, virtual school advocate, the foster carer and any other relevant people.
- Check data is added to the Portal or ePEP and ensure it is updated swiftly.
- Coordinate with pastoral staff and the Safeguarding Team to ensure CIC and PLAC pupils are being supported within the Academy by the people that work most closely with them. This includes their involvement in the running of PEPs and day-to-day communication and procedures e.g. attendance monitoring.
- Ensure that each Child in Care has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the student's own wishes
- Track academic progress and target support appropriately for CIC and PLAC pupils.
- Co-ordinate any support for CIC pupils that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.
- Act as an advisor to staff and Academy Councillors, raising their awareness of the needs of CIC and PLAC pupils.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.

All Academy staff will:

- Have high aspirations for the educational and personal achievement of CIC and PLAC, as for all students.
- Maintain CIC and PLAC pupils' confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Promote the self-esteem of all CIC pupils.
- Carry out any actions necessary as agreed in the PEP/Education Plan.
- Have an understanding of the key issues that affect the learning of CIC pupils.

6. Monitoring and Review

This Policy will be reviewed at least every three years by the Designated Teacher in the light of any changes to legislation and Guidance and will be taken to the Academy Council for approval.