

Kingsland CE Primary School

Policy for Children Looked After and Post Children Looked After



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

September 2026

Kingsland CE Primary School

Policy for Children Looked After (CLA) and Post Children Looked After (PCLA)

Date for full implementation:
Review Date:

September 2026
September 2027



This policy takes into account the principles of the school's [Attachment Aware Behaviour Regulation Policy](#) and [Developing a Relational Approach to School Behaviour September 2022](#).

Objective

To promote the educational achievement and welfare of Children Looked After (CLA) and Post Children Looked After (PCLA).

The Name of the Designated Teacher for CLA: Mrs S Green

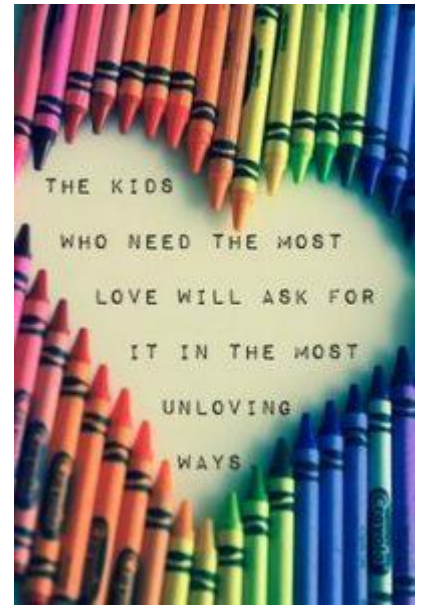
The Name of the Designated Teacher for PCLA: Mrs S Green

Principles

Kingsland CE Primary School acknowledges that children who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18 (e.g. trauma and loss) including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, have increased levels of vulnerability. The school implements Attachment Aware principles and procedures, with a focus on relational and inclusive approaches.

A relational approach to behaviour and trauma-informed practices

Although behaviour policies based on rewards and sanctions can work for the majority of children and young people, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children and young people who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, approaches that heavily rely on punitive approaches to unwanted behaviour often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.



This policy promotes a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and sanctions (punishments) linked to behaviour, towards a more, relational and universal approach, which is inclusive for all, and can benefit the whole school community. This policy also promotes the view that **attachment is everybody's business**.

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children do better in school and life than others. Attachment is central to our well-being and affects us all.

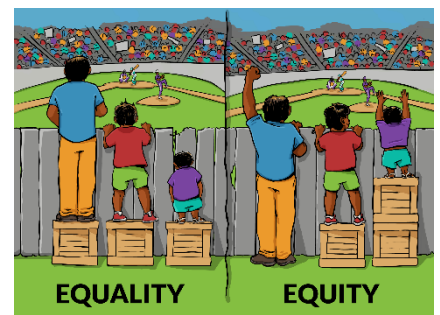
This policy is based on a number of key values and which include:

- A non-judgemental, curious and holistic stance when trying to understand behaviour
- A belief in the importance of mediation and reparation, especially following exclusions

The policy also warns against certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbally - including the use of sad faces against names on classroom boards). See Appendix 2.

This policy promotes some key attachment-aware principles to a relational approach to behaviour and trauma-informed practices:

- **Be fair** - this is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- **Behaviour is a form of communication** - an assumption that behaviour has underlying social and emotional causes, reflected in the use of the term Social, Emotional, and Mental Health (SEMH) difficulties
- **Taking a non-judgmental, curious and empathic attitude towards behaviour** - we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour,



rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

- **Developing relationships** - positive relationships come from a school ethos that promotes and values strong relationships between staff, children and young people and their parents/carers. This type of positive school culture fosters connection, inclusion, respect and value for all members of the school community.
 - We all need to feel safe and cared for
 - In school pupils need to have a sense that they belong and are valued
 - Relationships are key to achieving well-being and academic progress for all pupils.
- **Maintaining clear boundaries and expectations around behaviour** - to help children people feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all staff, within the context of a safe and caring school environment. However, we do advocate “connection before correction” and promote strong relationships to support children and young people to learn how to regulate their own behaviour.
- **Not all behaviours are a matter of ‘choice’** - not all factors linked to the behaviour of children and young people are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not helpful, and for some children, a zero-tolerance approach will ultimately end in the escalated use of consequences without the desired effect. All children want to do well and do well if they can. Those who are not succeeding either academically or emotionally and socially are likely to have unmet needs.
- **Behaviour is viewed as arising within the context of important relationships** (i.e. as occurring between people rather being the result of an internal problem in the children).
- **Encouraging parental / carer engagement** - family involvement is absolutely crucial when addressing and planning support for children’s social and emotional needs.
- **A whole school approach and relationship-based ethos** - creating an inclusive and positive school ethos around behaviour which is endorsed by, and embedded across, the whole school community is critical.
- **Natural and logical consequences** – the school aims to use natural and logical consequences where possible rather than overly punitive actions.

Staff should be aware that pupils experiencing high levels of anxiety may present as avoidant, noncompliant, rude or sullen. They may demonstrate disruptive or challenging behaviours as a means of reducing the high levels of emotional and physiological arousal they feel. Their behaviour could be a means to control their environment and those around them, and to orchestrate a situation they feel more comfortable with (e.g. reduce or avoid challenge).

Behaviour may not always appear as an emotional ‘meltdown’. Children may appear to know what they are doing is wrong, but may have got themselves into a situation where they cannot see a positive way out for themselves. With support to self-

regulate and problem-solve, children can be helped to behave in more socially acceptable / appropriate ways.

The school aims to adopt the **PACE approach** (Dan Hughes):

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes,

feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child.

Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

The Role of the Designated Teacher for Children Looked After:

Within School Systems

- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children Looked After and understand the need for positive systems of support to overcome them;
- to inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.
- to act as an advocate for Children Looked After;
- to develop and monitor systems for liaising with carers, Children's Services and the Virtual School (Personal Education Plan – EPEP)
- to hold a supervisory brief for all Children Looked After e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- to monitor the educational progress of Children Looked After in order to inform the school's development plan;
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy;
- to ensure that specific Local Authority CLA funding is spent appropriately to maximise the impact on learning;
- to act as an advocate for post Looked After Children – children adopted from care whose needs continue as if there are CLA

Work with Individual Children Looked After:

- to enable the child to make a contribution to the educational aspects of their care plan;
- to help ensure that each pupil has a Personal Education Plan (EPEP). The statutory guidance states that the EPEP should be initiated by the young person's social worker. In Herefordshire, social workers are assisted by the Virtual School team;
- to ensure that the home-school agreement is signed by the primary carer

Liaison:

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- to help co-ordinate education and Children Looked After review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- to attend, arrange for someone else to attend, or to contribute in other ways to Children Looked After care planning meetings e.g. via the Virtual School team;
- to be the named contact for colleagues in the Virtual School and Children's Social Care;
- to ensure the speedy transfer of information between agencies and individuals.

Training:

- to develop knowledge of procedures for Children Looked After in Herefordshire by attending training events organised by the Local Authority;
- to cascade training to school staff as appropriate

The name of the Governor with special responsibility for Children Looked After: Mrs Wendy Maddocks**The role of that Governor**

The named governor will ensure that there is a report to the Governing Body on an annual basis (where numbers allow anonymity):

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions; and
- individual pupil destinations.

The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- the national curriculum;
- public examinations;
- careers guidance;
- additional (educational) support;

- extra-curricular activities; and
- work experience.

Responsibility for Children Looked After in School

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Children Looked After. It is appropriate for non-teaching staff to have knowledge that the young person is being looked-after only when directly involved with the young person.

All staff need to respect the confidentiality and sensitivity of such information.

Admission Arrangements

On admission, records (including the ePEP) will be requested from the pupil's previous school. An appropriate school induction will take place. A meeting to review the Personal Education Plan will be held.

Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances and that their contribution is sought. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the carer and parent(s). The social worker is responsible for advising a school whether reports should be sent to parents.

Schools, the Virtual School, Children's Social Care and the SEN Team should endeavour to co-ordinate their review meetings.

Children's Social Care, the Virtual School and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

When information is shared electronically, it should be sent securely via Anycomms or only using a child's initials or UPN.

Assessment, Monitoring and Review Procedures

Each CLA pupil will have a Personal Education Plan (ePEP). This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- use of CLA Pupil Premium
- attendance;
- achievement Record (academic or otherwise);
- behaviour;
- homework;
- involvement in Extra Curricular Activities;
- special needs (if any);
- development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- long term plans and aspirations (targets including progress, career plans and aspirations).

The ePEP will be updated at least every term. This may be a face to face meeting, or a 'remote' ePEP.

The named governor will ensure that there is a report annually to the Governing Body on the progress of all Children Looked After against the key indicators outlined above.

Designated Teacher for Children Looked After	Mrs S Green
Designated Teacher for Previously Children Looked After	Mrs S Green
Designated Governor for CLA / PCLA	Mrs W Maddocks

Reference

The designated teacher for Children Looked After and previously Children Looked After Statutory guidance on their roles and responsibilities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

February 2018

Why looked-after and previously looked-after children need the support of a designated teacher?

1. Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning. Excellent practice in supporting looked-after and previously looked-after children already exists in many schools. The designated teacher role is statutory to help ensure that effective practice becomes universal.
2. Attainment data for looked-after and previously looked-after children shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-looked-after children.
3. The support that schools and designated teachers give to children who are looked-after and previously looked-after should not be seen in isolation. All looked-after and previously looked-after children will have a wide range of support mechanisms that will assist in promoting their educational achievement. The child's foster carer (or residential care worker), social worker or, for previously looked-after children, parents or guardian, will have day-to-day responsibilities for the child. Within the local authority, the VSH⁴ will provide more strategic support or advice and information for both the child and the school.