



Rugby Free

Secondary School



Children Looked after Policy

Policy Details

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1. Introduction

The policy is informed by the following Department for Education (DfE) document:

[The Designated Teacher for Looked-After and Children Previously Looked-After. Statutory guidance on their roles and responsibilities \(DfE February 2018\)](#)

Rugby Free Secondary School is committed to providing high quality education for all its students, based on equality of opportunity, access and outcomes. RFSS recognises the need to champion performance, for children in care (CiC) and children previously in care (PCiC) and is committed to improving outcomes for them. We will support the Government's agenda for giving all Looked After Children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society, and achieve economic well-being.

RFSS seek to give our young people in care professional help, encouragement and support so they find our school a welcoming and friendly place. RFSS is fully inclusive and challenge negative views by offering support to and work with their foster carers on how to assist the young person's learning and enhance educational opportunities.

Children in Care (CiC) are children in the care of a local authority

Previously Children in Care (PCiC) are those who:

Are no longer looked after by a local authority in England and Wales because they are subject to a:

- Adoption plan
- Special guardianship order (SGO)
- Child Arrangements Order (CAO)
- Were adopted from 'state care' outside of England and Wales. 'State Care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society

RFSS is committed to ensuring that CiC and PCiC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated EEC member for CiC and PCiC
- A Designated Teacher for CiC and PCiC
- Termly Personal Education Plans (PEPs) for all CiC
- The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CiC and PCiC
- The Designated Teacher will have enough time to fulfil the requirements of their role (e.g., attending PEP and CiC meetings, completing ePEP)
- All staff in school will have a clear understanding of the issues that affect CiC and PCiC;

their learning needs; how to support them in school and issues relating to confidentiality

- Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group

This policy was established and approved for implementation by the Trust and Educational Excellence Committee.

2. The role of the designated teacher for children in care and children previously in care

The designated teacher is the central point of initial contact within RFSS. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The designated teacher at RFSS is Mandy Milsom: mandy.milsom@rugbyfreesecondary.co.uk

The designated teacher has a leadership role in promoting the educational achievement of every CiC and PCiC on the school's roll. This involves, working with the Virtual School to promote the education of CiC and PCiC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CiC and PCiC learn and achieve and how the whole school supports the educational achievement of these students.

The designated teacher promotes the educational achievement of CiC and PCiC by contributing to the development and review of whole school policies.

The designated teacher promotes a culture in which CiC and PCiC:

- Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
- Are prioritised in any selection of students who would benefit from one-to-one tuition, and that they have access to academic focused study support
- Are encouraged to participate in school activities and in decision making within the school and the care system
- Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEND, bullying, attendance) in a frank manner with a sympathetic and empathetic adult

The designated teacher is a source of advice for teachers about differentiated teaching strategies appropriate for individual students who are CiC or PCiC; and the use of Assessment for Learning (AfL) approaches to improve the short and medium-term progress of CiC and PCiC and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.

The designated teacher works directly with CiC and PCiC and their carers, parents or guardians to:

- Promote good home-school links
- Support progress by paying particular attention to effective communication
- Ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Ensure they are aware of how the school teaches key skills such as reading and numeracy
- To encourage high aspirations and working with the child to plan for their future success and fulfilment

The designated teacher has lead responsibility for the development and implementation of PEPs for CiC within school in partnership with others as necessary.

The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales, as outlined in the PEP guidance.

The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CiC and PCiC are quickly and effectively responded to. At RFSS both roles are undertaken by Mandy Milsom.

The designated teacher works closely with the Virtual School in the event that CiC is at risk of exclusion and with Warwickshire Attendance Service if their attendance is a concern.

The designated teacher is aware that the Virtual School provides information and advice to parents and designated teachers on meeting the needs of PCiC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School for advice on meeting their individual needs.

3. Responsibilities

The Trust recognises it has a statutory obligation to adopt formal policies and establish workplace procedures for dealing with Children Looked after. The Trust recognises that Children Looked after rules and procedures promote good employment relations and is committed to dealing with matters in a fair and consistent way.

All staff in this school will:

- Have high expectations of CiC and PCiC's learning and set targets to accelerate educational progress
- Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour
- Understand how important it is to see CiC and PCiC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show

sensitivity about who else knows about their looked-after or previously looked-after status

- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported
- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child
- For PCiC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

4. Role and responsibility of the Trust and the Educational Excellence committee

The Trust and Educational Excellence Committee of this school will:

- Ensure all members are fully aware of the legal requirements and guidance for CiC and PCiC
- Ensure that there is a named designated teacher for CiC and PCiC
- Through the designated teacher, hold the school to account on how it supports its CiC and PCiC (including how the **Pupil** Premium Plus is used) and their level of progress
- Be aware of whether the school has CiC and PCiC and how many (no names)
- Liaise with the Headteacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CiC and PCiC
- Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CiC and PCiC.
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of CiC and PCiC are met
- Review the effective implementation of this policy, preferably annually and at least every three years

5. Useful Links

[Warwickshire Virtual School](#)

[Statutory Guidance](#)

[Children Act 1989 Guidance and Regulations](#)