John Perry Primary School

Vulnerable Pupil Policy

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Policy date: September 2024

To be reviewed: September 2025

POLICY FOR THE EDUCATION OF CHILDREN WHO HAVE OR HAVE HAD A SOCIAL WORKER CP/CIN/EverCIN6/LAC/PLAC

DESIGNATED TEACHER FOR CHILDREN IN CARE	Nina Rajan-Weare
DESIGNATED PERSON FOR CHILDREN PREVIOUSLY IN CARE	Nina Rajan-Weare
DESIGNATED SAFEGUARDING LEAD	Nina Rajan-Weare
HEADTEACHER	Wayne Pedro
DESIGNATED GOVERNOR FOR CHILDREN WHO HAVE OR HAVE HAD A SOCIAL WORKER	Kirstie Southall

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Aims of the Policy

John Perry Primary School will champion the individual needs of all children who have or have had a social worker enabling them to learn, aspire, thrive and achieve their maximum potential.

This will be achieved by:

- Placing the highest priority on their education
- Promoting regular attendance
- Having high expectations and aspirations
- Promoting access and inclusion in all areas of school life
- Promoting stability and continuity
- Supporting early intervention
- Valuing the voice of the child
- Promoting social, emotional and mental health and well-being
- Working in partnership with parents, guardians, carers, social workers and other professionals

1.1 Guiding Principles

- The voice of the child is of central importance
- All children who have or have had a social worker will receive high quality education, which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these children and those who have not been known to social care

- Every child who has or has had a social worker will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood
- John Perry Primary School will meet the needs of children who have or have had a social worker through effective liaison and integrated work with all key partners including the relevant Virtual School

1.2 Definitions

Under the Children Act 1989, children in care (CiC) are 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. This can happen under a number of arrangements:

a) Children who are accommodated under a voluntary agreement with their parents (section 20)
b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
c) Children who are subject to emergency orders for their protection (sections 44 and 46)
d) 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)

Children who have previously been in care (PLAC) include those children that are no longer in care through: a)

Adoption

b) A Special Guardianship Order (SGO)
c) A Child Arrangement Order (CAO)

Children with a social worker (CWSW) refers to children who have been assessed as being in need under section 17 of the Children Act 1989 and currently have a social worker and those who previously had a social worker in the past 6 years due to safeguarding or welfare reasons.

Collectively, these three groups are referred to as children who have or have had a social worker. Children in care and previously in care are collectively referred to as care experienced.

Roles and Responsibilities

2.1 The Head Teacher and Governing Body

We, the Headteacher and Governing Body of John Perry Primary School are committed to promoting improved educational life chances for all children who have or have had a social worker. We will ensure that the Designated Teacher for children in care has qualified teacher status, appropriate seniority and sufficient time and experience to fulfil this statutory role.

A named governor will be nominated to link with the Designated Teacher and all governors will be fully aware of the statutory guidance for children in care and previously in care and the non-statutory guidance on promoting the education of children with a social worker.

The Head Teacher and nominated governor will monitor the role of the Designated Teacher and Designated Safeguarding Lead. This will ensure that all children who have or have had a social worker make accelerated

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and rapid progress and that the whole school staff have relevant skills, knowledge and understanding to enable this.

Regular communication between the Head Teacher and Governing Body and the Designated Teacher should include:

- The number of children who have or have had a social worker on roll (CiC, CPIC, CWSW)
- Compliance and quality of individual children's Personal Education Plan (for Children in Care)
- The use and impact of the Pupil Premium Plus grant in raising educational outcomes (for Children in Care and Previously in Care)

Comparative data between peers and children who have or have had a social worker on:

- Attendance and exclusion
- Progress and attainment data
- Destinations for children that leave John Perry Primary School

2.2 The Designated Teacher for Children in Care (DT) The Designated Person for Children previously in Care (DP)

Our Designated Teacher and Designated Person of John Perry Primary School will:

- Have a full understanding of relevant statutory guidance and attend relevant training as required
- Have a lead responsibility in promoting and raising the educational achievement of every care experienced child on the school roll
- Ensure every child in care has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes
- Monitor the effective spend of the pupil premium plus grant to maximise educational outcomes for children in care and previously in care
- Ensure the social, emotional, mental health and well-being needs of care experienced children are recognised and prioritised
- Take the lead responsibility for helping all school staff to understand the factors that can affect how care experienced children learn and achieve, any barriers they might face and the impact of trauma and poor attachments
- Act as the key liaison professional for other agencies and individuals in relation to care experienced children
- Share confidential and personal information on a need to know basis only
- Actively encourage and promote home learning and extra-curricular activities • Recognise the impact of transition and plan accordingly

2.3 The Designated Safeguarding Lead

Our Designated Safeguarding Lead of John Perry Primary School will:

- Have a full understanding of relevant statutory and non-statutory guidance and attend relevant training as required
- Ensure the social, emotional, mental health and well-being needs of children known to a social worker are recognised and prioritised
- Alongside the Designated Teacher, ensure all school staff understand the factors that can affect how children known to a social worker learn and achieve, any barriers they might face and the impact of trauma and poor attachments
- Act as the key liaison professional for other agencies and individuals in relation to children known to a social worker
- Share confidential and personal information on a need to know basis only
- Actively encourage and promote home learning and extra-curricular activities • Recognise the impact of transition and plan accordingly

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2.4 John Perry Primary School School staff

Our staff will ensure their part in embedding an 'inclusive culture' which is attachment-aware and traumainformed. This may include attending training, referring to the Designated Teacher for advice and sharing accurate information and data with the Designated Teacher.

Our staff will hold high expectations of, and aspirations for, children who have or have had a social worker.

Policies and Procedures

3.1 Staff Development and Training

The Head Teacher and Governing Body will ensure that the Designated Teacher, Designated Person and Designated Safeguarding Lead are trained for the role when they come to post and will continue to support them to access ongoing professional development pertinent to the role.

All staff are encouraged to participate in training that will enable them to meet the needs of children who have or have had a social worker more effectively and the Designated Teacher will raise awareness of the circumstances and lived experiences for these children at a whole school level.

3.2 Admissions

In line with national guidance John Perry Primary School prioritises the admission of care-experienced children.

The importance of a thorough and planned transition is recognised and this may include:

- Transition meetings between schools
- The swift transfer of information between schools
- Additional school visits and identification of a staff mentor and/or peer buddy
- Additional support and planning for care-experienced children at times of transition
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

3.3 Attendance and Punctuality

School attendance procedures will reflect the specific needs of children who have or have had a social worker. This may include reasonable adjustments such as celebrating 100% attendance despite incidents of nonattendance due to care placement moves.

Where there is a concern about attendance or punctuality John Perry Primary School will speak to the child, carer / parent, social worker and other relevant professionals including the Virtual School where a child is in care.

3.4 Suspensions and Exclusions

John Perry Primary School make every effort to avoid excluding a child who has or has had a social worker, in recognition of the impact of their lived experiences and their behaviours as a communication of their needs. It is recognised there may be increased risk of disengagement from school, due to their early experience of broken attachments and loss.

If the child is in care, before acting, we will discuss the rationale for exclusion with the relevant Virtual School. The Virtual School may be contacted for advice if the child was previously in care, with consent from the carers / parents. If there is no option other than exclusion, then every attempt to reduce the number of days of

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the exclusion and ensure that educational provision is in place from day one (for children in care). Exclusion will not be used as a sanction, but instead will be used to plan successful access, inclusion and reintegration.

3.5 Pupil Premium Plus (PP+)

Where a care experienced child is allocated pupil premium plus, it is to be used for the benefit of their educational needs. John Perry Primary School will ensure that:

- The allocation of PP+ promotes high aspirations and seeks to secure the best educational outcomes
- The extra funding provided by the PP+ reflects the significant additional barriers faced by children in care and previously in care
- For children in care, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP)

Pupil Premium

- For those children (EverCIN) who qualify for Pupil Premium the school should use the funding in the usual way.
- For those children (EverCIN) who do not typically qualify for Pupil Premium excess pupil premium funding can now be used to support this group (DfE Guidance September 2022).

Contact Details for LBBD Virtual School

The Aspire Virtual School
2nd Floor, Town Hall
Town Hall Square
1 Clockhouse Avenue Barking
IG11 7LU

General enquiries
T: 020 8227 2691/2075
E: adminsupport@lbbd.gov.uk

Phone number: 020 8227 2691/2075

www.facebook.com/barkinganddagenham

Website: Home - Aspire Virtual School

Contact details for other Virtual Schools can be obtained from Aspire Virtual School.

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