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THE GLEBE PRIMARY
SCHOOL

**Children and Young People In
Our Care (CYPIOC) and
Previously In Care
Policy**





The Glebe Primary School

Children and Young People In Our Care (CYPIOC) and Previously In Care (In conjunction with Stockton-On-Tees Borough Council)

We are a Rights Respecting School and this policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child. This policy links directly to the following articles of the UN Convention of the Rights of the child. Children's rights and responsibilities:

Article 3: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 9: Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 12: When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions considered.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21: Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly

The Glebe Primary School believes that in partnership with Stockton Borough Council as Corporate Parents we have a special duty to safeguard and promote the education of Children/ Young People in Our Care (CYPIOC).

In light of the extension of the role of Designated Teachers and The Virtual School Head this policy will also make reference to previously looked after children.

For the purpose of this policy, previously looked after children (PCIOC) include those:

- that were adopted from care
- that left care under a Special Guardianship Order
- that left care under a Residential Order on or after 14 October 1991 (under the Children Act 1989);
- that left care through a Child Arrangement Order
- that were adopted from abroad but were in state or church care in their country of origin

Rationale

Children/Young People in Our Care (CIOC) are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement, when compared to their peers. The majority of children who come into care are there because of abuse or neglect, domestic violence or parents' drug related issues. As a school, we recognise that outcomes nationally for children in our care fall well below national averages and we understand and support the government agenda to address this disparity. As corporate parents in Stockton-on-Tees, we all have a part to play in this by vigorously applying the principles of good parenting by:

- Giving priority to education
- Listening to children
- Providing stability and continuity
- Taking corporate responsibility
- Promoting inclusion
- Raising standards
- Intervening early
- Promoting early years experiences and post 16 progression
- Celebrating success.

The governing body of The Glebe Primary School is committed to providing high quality education for all its pupils based on equality of access, opportunity and outcomes. **This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**

- **Children and Families Act 2014**
- **Children and Social Work Act 2017**
- **DfE (2018) 'Promoting the education of looked-after children and previously lookedafter children'**
- **DfE (2018) 'The designated teacher for looked-after and previously looked-after children'**
- **DfE (2023) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'**
- **DfE (2025) 'Keeping children safe in education'**
- **DfE 'Working together to safeguard children'**
- **(November 2005) *Statutory guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004***
- **The revised guidance under The Children Act 1989**
- **Care Planning, Placement and Case Review (March 2010)**
- **The Statutory guidance for governing bodies 2009 and associated guidance on the education of looked after children.**

This policy operates in conjunction with the following school policies and documents:

- **Admissions Policy**
- **Behaviour Policy**
- **Anti-bullying Policy**
- **Child Protection and Safeguarding Policy**
- **Special Education Needs and Disabilities (SEND) Policy**

We aim to give Children in our Care within our school the best opportunities and support to be safe and healthy, to achieve in education and their career, and enable them to play an active role in their community.

Above all, as corporate parents we will preface all our thinking, planning, actions and decisions with: "If this were my child I would....."

The aims of the school are to:

- Ensure that school policies and procedures are inclusive of Children in our Care.
- Ensure that all Children in our Care have access to a broad and balanced curriculum and this includes the provision of a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that Children in our Care take as full a part as possible in all school activities including extra-curricular activities.
- Ensure that carers and social workers and the Virtual School Headteacher for Children in our Care are kept fully informed of their child's progress and attainment, attendance and transition arrangements.
- Ensure that appropriate intervention strategies are put in place when there is concern about a child's lack of progress.
- Ensure that Children in our Care are involved, where practicable, in decisions affecting their future provision.
- Ensure all staff are appropriately trained to support the needs of Children in our Care.

Who are Children in our Care?

Under the Children Act 1989, a child is 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. They fall into four main groups:

- Children who are accommodated by the Local Authority under a voluntary agreement with their parents (section 20)
- Children who are the subject of a care order (section 31) or interim care order (section 38)
- Children who are the subject of emergency orders for their protection (sections 44 and 46)
- 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).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989. They may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act. They may live in foster care, in a Children's home or in a residential school or they may be fostered with family members. All these groups are said to be 'Children In our Care' - CIOC. Nationally all these groups are said to be "Looked After Children" (LAC). In Stockton we know these children as Children in Our Care (CIOC). They may be looked after by our local authority or may be in the care of another authority but living in ours.

Designated Teacher for Children in our Care: Miss Charlotte Mead
Governor with responsibility for Children in our Care: Mrs Gill Broome

What is the role of the Designated Teacher for Children in our Care and Previously In Care Children?

Within School:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children in our Care and Children Previously In Care and that staff understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Children in our Care and Children Previously In Care, 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 in our Care and Children Previously In Care;
- To develop and monitor systems for liaising with carers, social workers, health professionals and the Stockton Virtual School;
- To hold a supervisory brief for all Children in our Care, 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. It is important to be aware that some children in care do not want all adults or peers to know about their accommodation or care status;
- To monitor the educational progress, attainment and attendance of Children in our Care and Children Previously In Care.
- To include targets on the performance of Children in our Care within the School Development Plan.
- To intervene if there is evidence of individual under-achievement, absence from school or internal truancy;
- To celebrate the success of all Children in our Care.

Work with Individual Children in our Care

- To enable the child to contribute to the educational aspects of their care plan;
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker from the Authority responsible for them). The PEP sets out appropriate targets and support available;
- To consult with the child or young person and ensure they have an appropriate adult who will attend school events e.g. parents' evenings; sports; drama events to provide support and encouragement.

Work with Individual Children in our Care and Previously in Care Children

- Ensure that the Pupil Premium Plus is targeted at improving attainment and achievements.

Previously in Care Children and Pupil Premium Plus

- Ensure that the parents and guardians of previously in care children are aware of the Pupil Premium Plus and how they can enable the school to apply for it. This means either a letter needs to go out to all parents or information is collected on admissions data collection forms. Parents / guardians will need to provide documentary evidence (such as the legal order) to prove the pupil was previously in care. The pupil is then recorded on the January Census each year.

Liaison with other Partners

- To liaise with the Designated Safeguarding Lead, ensuring all Children in our Care and Previously in Care Children in school are safeguarded;
- To help an Independent Reviewing Officer (IRO) co-ordinate education and Children in our Care 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 in our Care at care planning meetings and PEP meetings;
- To be the named contact for colleagues in the Stockton Virtual School and other local authorities as appropriate;
- To ensure the speedy transfer of information and school records between agencies and other schools;
- To ensure the school admits Children in our Care and Previously in Care Children in line with the Admissions Code of Practice; schools should admit all Children in our Care separate to 'In Year Fair Access Protocols'.
- To ensure that the Head Teacher considers a range of strategies before exclusion for a child in care, which should be a last resort. This includes contacting the Head of The Virtual School and securing First Day Response provision.

Training

- To develop a knowledge of Vulnerable Children / Education Inclusion procedures by attending training events organised by the Local Authority and other providers;
- To attend training for Designated Teachers as appropriate;
- To cascade training to school staff as appropriate.

What is the role of the Governor for Children in our Care and Previously in Care Children?

- The named governor will report to the Governing Body on an annual basis (unless it will be easy to identify individual children whereby work on behalf of all vulnerable groups may be more appropriate):
 - Areas that may be reported;
 - A comparison of test scores for children in care as a discrete group, compared with the attainment and progress of other pupils;
 - The attendance of pupils as a discrete group, compared with other pupils;
 - The level of fixed term/permanent exclusions; and
 - Pupil destinations.
- The named governor should be satisfied that the school's policies and procedure ensure that children in our care and previously in our care pupils have equal access to:
 - The national curriculum (if appropriate);
 - Public examinations (if appropriate);

- Careers guidance;
- Additional educational support;
- Extra-curricular activities;
- Work experience

Admissions

Admissions authorities of all mainstream schools must give the highest priority in their oversubscription criteria to Looked After and previously Looked After children, as defined in the School Admission Code. Due to care placement changes, CIOC may enter school mid-term. It is vital that, as a school, we ensure that they are given a positive welcome in order that they feel secure. If necessary, we may offer additional support and pre-entry visits to help a new pupil settle.

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed for a new Personal Education Plan within 20 school days of a new looked after children being admitted. An appropriate school admissions meeting will take place. In some cases, it may be helpful to provide a mentor from within or external to the school community to support transition.

Inclusion

This policy recognises that all pupils are entitled to a balanced curriculum. Our Policy reinforces the need for teaching that is fully inclusive. The governing body will ensure the school makes appropriate provision for all Children in our Care and will be kept up to date via reports from the designated teacher/governor.

Involving the young person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. It is good practice to consult and share with a young person appropriate records that are held by school and the local authority. The explanation should emphasise that the school, the social worker, and their carer(s) are working together to help them achieve in school.

Allocation of resources

The governing body will ensure that the school allocates resources to support appropriate provision for Children in our Care, meeting the objectives set out in this policy. The governing body will hold the school to account for the progress and attainment of Children in our Care.

Assessment, Monitoring and Review Procedures of Children in our Care

All CIOC must have a care plan; PEPs are an integral part of this care plan. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning, which meets the identified educational needs of the child. The PEP will be reviewed termly. The school, with other professionals and the child's carers, will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages. ~~Each looked after pupil will have a Care Plan that will include a Personal Education Plan (PEP). A PEP is a coordinated document that involves collaboration between the school and social worker.~~ The Designated Teacher will take responsibility for the educational plan. This will identify, success, specific areas of concern and include achievable targets. The PEP developed by Stockton schools/colleges is age group specific. Areas for consideration will include:

- Essential pupil information
- Contact and care information
- Education/(Provision)
- SEND
- PEP meeting and attendance log
- Attendance records
- Attainment and progress
- Pupil views
- Parent/Carer views
- Careers planning
- Post 16 planning
- PEP outcomes (SMART targets) and use of pupil premium plus
- School change planning
- Next PEP arrangements

The PEP will be reviewed and updated termly, as part of the Statutory reviewing process carried out by Children's Social Care. The PEP will be stored on the Welfare Call system and hard copies circulated to relevant parties. School will circulate to carer, social worker - and to parents, if appropriate.

Stockton Authority will:

- Provide a Virtual Head Teacher who has responsibility for championing the education of CIOC and Previously Looked After Children
- Lead the drive to improve educational and social care standards for CIOC
- Ensure that the education for this group of pupils is as good as that provided for every other pupil
- Ensure that CIOC receive a full-time education in a mainstream setting wherever possible
- Ensure that every CIOC has a school to go to within 20 school days of coming into care or of coming to Stockton from another authority
- Make sure that each CIOC has a PEP according to national guidance
- Ensure that every school has a Designated Teacher for Looked After and Previously Looked After Children and that these teachers receive appropriate information, support and training
- Ensure that appropriate support is provided whenever possible for CIOC
- Be available to provide advice and information for schools and parents / guardians for Previously Looked After Children
- Provide advice and guidance for those CIOC and Care Leavers in Further and Higher Education • Be vigilant and proactive in identifying additional needs and the special education needs of CIOC and work collaboratively with schools, other services and agencies to meet those needs
- Hold events that celebrate the achievement of CIOC
- Consider the views of all CIOC through a variety of strategies including Let's Take Action, Positive Activities and primary and Secondary Hubs

Transition

The school will ensure that all stakeholders are provided with the appropriate information, advice and guidance to support the smooth and effective transition of Children in our Care and young people at all key stages.

Record Keeping

The designated teacher will know the names of all Children in our Care in school and will have access to their relevant contact details including parents, carers and social worker. The designated teacher will also know about any Children in our Care from other authorities who are attending the school. It is important that the school indicates looked after children status appropriately in the school's information systems so that information is readily available as required. Information regarding Children in our Care will be stored securely.

Staff Development

Staff will be enabled to attend courses that help them to acquire the skills needed to support Children in our Care and disseminate this professional development to all relevant staff. Part of the Designated Teacher's role is to be the focal point in the school for all issues associated with Children in our Care.

Partnership with parents/carers and care workers

As a school we firmly believe in developing a strong partnership with parents/carers and care workers to enable Children in our Care to achieve their potential. Review meetings, which take place at least every six months, are an opportunity to further this partnership working.

Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting Children in our Care. Colleagues from the following support services may be involved with individual Children in our Care:

- Virtual School Education Improvement Service
- Educational Psychologists and others from Local Authority SEN services
- SEND
- Medical officers
- School nurses
- CAMHS
- Attendance and Inclusion Service
- Social care worker/Community care worker/Residential child care worker
- Youth Offending Service.

Reporting to the Governing Body

In line with the statutory guidance:

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

(The role and responsibilities of the designated teacher for looked after children - Statutory guidance for governing bodies.)

The designated teacher will provide the governing body, as a minimum, with an annual report on the progress of Children in our Care and young people.

Review and Evaluation of The Children in our Care Policy

We consider the Children in our Care and Young People Policy to be important and we will undertake a thorough review of both policy and practice with key stakeholders each year. The outcomes of this review will inform the School Improvement Plan.

This School Policy for Children in our Care and Young People is to be read in conjunction with 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

which highlights the roles and responsibilities of the Designated Teacher, good practice for school staff and statutory guidance for governing bodies.

Local Authority contact details for the Education of Looked After and Previously Looked after Children are:

Stockton Virtual School

Head of the Virtual School: Janet Wilson

Senior Administrator: Elizabeth Townsend

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