



Blatchington Mill School

Blatchington Mill School Policy for the Education of CPiC (Children Previously in Care)

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Date of Last Amendment:

Oct 2024

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May 2025



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1. Policy Creation

Date Reviewed:	Oct 2024
Audience	Parents Staff Governors
Policy located:	School website
Lead Member of Staff:	Alexis Crawford



2. Policy Statement

Children who are CPiC (Children Previously in Care) are registered pupils who were in the care of a local authority but ceased to be as a result of any of the following:

- A child arrangement order (CAO), which includes arrangements relating to who the child lives with and when they are to live with them
- A Special Guardianship Order (SGO)
- An adoption order (AO)

Students where there is reasonable evidence that they have been in state care abroad or have ceased to be in that state care as a result of being adopted should also be considered CPiC.

The All Party Parliamentary Group for Children in Care and Care Leavers (Education Matters in Care, UK Parliament November 2012) recommended that the Government looked closely as to how the educational needs of both Children in Care and those Children Previously in Care can be better and earlier assessed so as to provide them with the right support, educational and otherwise. Amendment has been made to the Schools Admissions code to ensure children who are CiC and CPiC retain the highest priority access to schools. This is set out in the Schools Admissions Code DFE September 2021.

This policy aims to clarify responsibilities for Blatchington Mill School regarding support for children who are CPiC. We recognize that our staff, working in partnership with the child's family will play a vital role in helping them achieve positive outcomes in their education, as well as assisting in their social and emotional development.

This policy takes account of:

- Promoting the Education of Looked After Children and Previously Looked after Children: Statutory guidance for local authorities (DFE February 2018)
- The Designated Teacher for Looked After and Previously Looked after Children: Statutory Guidance on their roles and responsibilities (DFE February 2018)
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).
- Brighton and Hove Virtual School guidance.

Children who are CPiC share many characteristics with their peers. However, children who have experienced the trauma of coming into care, and been prevented from returning to their family of origin, can suffer from a range of emotional and behavioural difficulties. The education and achievement of children who are CPiC is to be actively promoted as valuable in itself and as part of their preparation for adulthood between the family and schools. This should be supported by the Virtual School who are responsible for providing information and advice to schools and families.

Blatchington Mill School's approach to supporting the educational achievement of children who are CPiC is based on the following principles:

- Prioritising education.
- Promoting attendance.



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- Targeting support.
 - Having high expectations.
 - Promoting inclusion through challenging and changing attitudes.
 - Achieving stability and continuity.
 - Early intervention and priority action.
 - Listening to children.
 - Promoting health and wellbeing.
 - Reducing exclusions and promoting stability.
 - Working in partnership with carers, social workers and other professionals.

Guidance recommends that a PEP (Personal Education Plan) meeting should be held every term where possible and particularly if deemed necessary. It is set up by the AHOY who has delegated responsibility as the Designated Teacher and should be attended by the family and Social Worker (where possible). Funding requests can be made through the PEP.



3. Children who are CPiC Policy Attachments

3.1 Responsibility of the Headteacher

- Identify a Designated Teacher, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of children who are CPiC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CPiC. OFSTED now select a number of children who are CPiC, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

3.2 Responsibility of the Governing Body

- Identify a nominated Governor for children who are CPiC.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of children who are CPiC.
- Ensure the school has an overview of the needs and progress of children who are CPiC.
- Allocate resources to meet the needs of children who are CPiC.

3.3 Procedures: the Governing Body will:

- Oversee the academic progress of children who are CPiC.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure children who are CPiC achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them, except as a last resort.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of children who are CPiC are recognised and met.
- Receive a report once a year setting out:
 1. The number of CPiC pupils on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. Progress data summary for KS3/4
 4. The number of fixed term and permanent exclusions (if any).
 5. The destinations of pupils who leave the school.
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.



3.4 The role of the 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 children who are CPiC, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

Governors should be aware that all schools are required to have a Designated Teacher for CiC and CPiC. It is strongly recommended that this person should be a member of the Senior Leadership Team. Training for Designated Teachers has been and will continue to be available through the Virtual School Brighton and Hove. Governors should also be aware that OFSTED will focus on CiC and CPiC, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- Ensure a successful start for all children who are CPiC and their families by liaising with child’s social worker (where possible) and the primary school.
- Ensure that a Personal Education Plan is completed by the AHOY with the child, the social worker (if required) and any other relevant people as often as needed.
- Track academic progress and target support appropriately
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage children who are CPiC to join in extra-curricular activities and out of school learning where appropriate.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of children who are CPiC.
- 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 aware that a high number of Children who are CPiC say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.

3.5 The responsibility of all staff

All our staff will:

- Have high aspirations for the educational and personal achievement of children who are CPiC, as for all pupils.
- Maintain confidentiality with regard to children who are CPiC and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher’s requests for information.
- Promote the self-esteem of all children who are CPiC.
- Have an understanding of the key issues that affect the learning of children who are CPiC.

The Headteacher and the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.



Advice and support is available from Virtual School Brighton and Hove.

<https://www.brighton-hove.gov.uk/virtual-school-children-care-and-previously-care>