

# The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

## Children in Care Policy

|                                                         |            |
|---------------------------------------------------------|------------|
| <i>Policy agreed by Management Committee on:</i>        | 22.09.2026 |
| <i>Review date for Management Committee:</i>            | 22.09.2027 |
| <i>Allocated Group/Person to Review:</i>                | Emma Place |
| <i>Agreed frequency of Review, by allocated person:</i> | Every Year |
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### **Statement of intent**

The Levett School is committed to ensuring that all Children in Care (CiC) and Previously Children in Care (PCiC) receive a high-quality, inclusive, and trauma-informed education that enables them to achieve positive educational and life outcomes.

As a Pupil Referral Unit (PRU), the school recognises its role in providing stabilising provision, often as part of a dual placement. We work collaboratively with mainstream schools, Doncaster Local Authority, and the Virtual School to ensure continuity, progress, and successful transitions.

Where pupils are dual registered, The Levett School will work in partnership with the pupil's mainstream school, who retains overall responsibility for educational outcomes, while the PRU provides day-to-day provision and support.

We aim to:

- Promote high aspirations and improved outcomes
- Provide stability, safety, and consistency
- Deliver a personalised, therapeutic curriculum
- Ensure equitable access to education and support
- Place the voice of the child at the centre of all planning



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### **Legal Framework**

This policy has due regard to the following:

- Children Act 1989 and 2004
- Children and Families Act 2014
- Children and Social Work Act 2017
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Suspension and Permanent Exclusion Guidance (2023)
- Promoting the Education of Looked-After Children (2018)

This policy aligns with Doncaster Local Authority and Virtual School guidance.



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## Doncaster Local Authority: Children in Care (CiC) and Previously Looked After Children (PLAC) Policy

### **1. Introduction**

Doncaster Local Authority (LA) is committed to ensuring that all children in care (CiC) and previously looked-after children (PLAC) receive high-quality, inclusive education, safeguarding, and pastoral support. This policy outlines the school's responsibilities, strategies, and procedures to meet the educational, emotional, and social needs of these pupils, in line with statutory guidance and best practice.

### **2. Aims and Objectives**

The school aims to:

- Provide a safe, stable, and supportive learning environment that meets the emotional, social, and educational needs of CiC and PLAC.
- Ensure equitable access to education, health services, and extracurricular opportunities.
- Promote high aspirations and positive outcomes in education, training, and employment.
- Support smooth transitions, including into further education, training, and independent living.
- Safeguard and promote the welfare of CiC and PLAC through vigilant monitoring and multi-agency collaboration.

### **3. Roles and Responsibilities**

- **Local Authority (LA):** Oversees the welfare and educational progress of CiC, coordinates services, and appoints a Virtual School Head (VSH).
- **Virtual School Head (VSH):** Monitors attainment and progress, ensures Personal Education Plans (PEPs) are in place, and provides support to schools.
- **Designated Teacher:** Leads school-based support for CiC and PLAC, liaises with VSH, social workers, and carers, and monitors educational progress and wellbeing.
- **Social Workers:** Develop care plans, provide safeguarding oversight, and collaborate with schools.
- **Foster Carers / Residential Staff:** Provide day-to-day care and support educational and emotional development.
- **School Staff:** Receive training and guidance to meet the needs of CiC and PLAC, including safeguarding, SEND, behaviour, attendance, and mental health support.

### **4. Training**

The designated teacher and relevant school staff will receive regular training on the education and welfare of CiC and PLAC, including:

- School admissions procedures
- SEND provision and support
- Attendance monitoring and strategies



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- Behaviour management and exclusions
- Supporting aspirations for future education, training, and employment
- Safeguarding and child protection
- Training ensures that staff have the skills, knowledge, and understanding to meet the unique needs of CiC and PLAC and to maintain their safety.

## **5. Safeguarding**

- The school recognises that many CiC and PLAC have experienced trauma, abuse, or complex family circumstances. Staff are trained to recognise and respond to these vulnerabilities.
- Trauma-informed approaches will be employed to support the wellbeing of CiC and PLAC.
- Staff are alert to safeguarding concerns, including indicators of abuse, neglect, bullying, or exploitation, and report promptly to the Designated Safeguarding Lead (DSL).
- Where a pupil has a social worker, safeguarding decisions will be informed by the child's care plan.
- Therapeutic approaches will be implemented to ensure pupils' welfare and safety.

## **6. Pupil Mental Health**

- CiC and PLAC are more likely to experience social, emotional, and mental health (SEMH) challenges.
- The designated teacher and Mental Health Lead will identify signs of mental health issues, support behaviour management, and coordinate interventions.
- Boxall Profiling or similar tools will be used to monitor emotional wellbeing and changes over time.
- The school's SEMH policy will guide responses to all mental health concerns.

## **7. Exclusions**

- Behaviour policies will take into account the experiences and vulnerabilities of CiC and PLAC.
- Exclusions will be avoided where possible, following DfE statutory guidance.
- The VSH will be informed of any behaviour concerns, and proactive support will be provided to prevent exclusion.
- Exclusion will be a last resort, with appropriate educational provision arranged during any exclusion period.
- Permanent exclusion will only occur in cases of serious or persistent breaches of behaviour policy, or where safety of others is at risk.

## **8. Pupils with SEND**

- Support for CiC and PLAC with SEND will be considered during PEPs and care plan reviews.



- The SENCO, class teacher, designated teacher, and specialists will involve parents and carers in planning interventions.
- SEND provision will comply with the SEND Policy, with adaptations made where standard procedures are not applicable (e.g., residential care placements).
- The VSH may be consulted on SEND provision for PLAC.

### **9. Information Sharing**

Confidential and secure arrangements exist for sharing information about CiC and PLAC. These include:

- Designating who can access pupil information and ensuring data security.
- Informing pupils and carers about the information held and allowing challenge.
- Sharing relevant information between schools, social workers, and LA departments.
- Ensuring seamless transfer of information when pupils move between placements or schools.

### **10. Monitoring and Review**

- The designated teacher will review this policy annually, in consultation with the VSH, senior leadership team, and relevant stakeholders.
- The school will monitor the attainment, attendance, wellbeing, and engagement of CiC and PLAC and report to the VSH.

### **11. Virtual School Partnership**

- The Doncaster Virtual School for Children in Care supports the educational progress of all CiC, including those attending schools outside Doncaster.
- The Virtual School ensures every CiC has:
  - A school place
  - A current PEP
  - Full-time attendance at an appropriate educational setting
  - Opportunities to achieve their potential
- The Virtual School team collaborates with schools, social workers, carers, and other professionals to:
  - Promote the progress of CiC
  - Raise awareness of the importance of education for CiC
  - Monitor attainment, attendance, and engagement
  - Ensure effective use of the Children in Care Pupil Premium (PP+)
  - Provide training and advice to designated teachers



### **Roles and Responsibilities**

The Management Committee is responsible for ensuring that The Levett School fulfils its statutory duties and provides effective support for Children in Care (CiC) and Previously Children in Care (PCiC). This includes:

- Ensuring the school has a robust, up-to-date policy for CiC and PCiC in line with current legislation and guidance
- Reviewing policies and practice to ensure compliance with statutory guidance and Doncaster Local Authority expectations
- Ensuring a Designated Teacher is appointed and appropriately trained
- Ensuring staff have access to relevant information about each child, including:
  - Legal status and care arrangements
  - Contact arrangements and delegated authority
- Ensuring all staff have the skills, knowledge and understanding to safeguard and support CiC and PCiC
- Monitoring systems for identifying and responding to safeguarding and mental health concerns
- Ensuring equitable access to a broad, balanced and personalised curriculum, with appropriate adaptations
- Receiving regular reports on:
  - Progress and attainment
  - Attendance
  - Behaviour and exclusions
- Holding leaders to account for the impact of provision and outcomes for CiC and PCiC

### **The Virtual School Head (VSH) – Doncaster LA**

The Virtual School Head is responsible for promoting the educational outcomes of children in care across the authority. This includes:

- Monitoring attendance, attainment, and progress of CiC, including those placed out of area
- Ensuring **high-quality Personal Education Plans (PEPs)** are in place and reviewed termly
- Working in partnership with the school, including the Designated Teacher and Raising Achievement Officer (RAO)
- Acting as an educational advocate for CiC
- Supporting schools and carers with advice, guidance, and training
- Managing and overseeing the use of Pupil Premium Plus (PP+) funding
- Ensuring no delay in securing appropriate educational provision
- Reporting on outcomes through corporate parenting structures



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### **The Headteacher**

The Headteacher is responsible for the strategic leadership of provision for CiC and PCiC. This includes:

- Appointing a Designated Teacher
- Ensuring sufficient time, resources, and capacity are allocated to fulfil the role effectively
- Promoting a whole-school culture where supporting CiC is a priority
- Overseeing implementation of this policy and reporting to the Management Committee on:
  - Numbers of CiC and PCiC
  - Progress and attainment
  - Attendance and engagement
  - Behaviour and exclusions
- Ensuring PP+ funding is used effectively, with clear impact on outcomes
- Supporting partnership working with mainstream schools (dual registration), the LA, and external agencies
- Actively challenging negative stereotypes and promoting high aspirations

### **The Designated Teacher (CiC/PCiC)**

The Designated Teacher (DT) plays a central role in coordinating support and advocating for CiC and PCiC. They will:

- Build trusted, consistent relationships with pupils to capture and represent the voice of the child
- Act as the key point of contact for social workers, the Virtual School, and other professionals
- Lead on the development, implementation, and review of PEPs, ensuring they are outcome-focused
- Work in partnership with the Virtual School RAO and attend all required meetings
- Ensure CiC and PCiC are prioritised for targeted interventions, mentoring, and therapeutic support
- Promote high expectations, engagement, and achievement
- Advise staff on effective teaching strategies and adaptations
- Ensure provision meets SEND needs, working closely with the SENDCo
- Monitor progress, attendance, and engagement, and report to senior leaders and governors
- Ensure PP+ funding is used effectively and evaluated for impact
- Remain vigilant to safeguarding concerns and report these immediately to the DSL



### **The Designated Safeguarding Lead (DSL)**

The DSL is responsible for safeguarding CiC and PCiC, recognising their increased vulnerability. This includes:

- Maintaining up-to-date records of:
  - Social workers
  - Virtual School contacts
- Ensuring staff understand the heightened safeguarding risks for CiC and PCiC
- Responding promptly to concerns and ensuring effective multi-agency communication
- Liaising with **personal** advisors where pupils become care leavers
- Ensuring safeguarding practice aligns with KCSIE (2025)

### **All Staff**

All staff at The Levett School share responsibility for supporting CiC and PCiC. Staff will:

- Be aware of pupils who are CiC/PCiC and respond with sensitivity and understanding
- Maintain appropriate confidentiality
- Promote positive relationships, self-esteem, and inclusion
- Be vigilant to signs of:
  - Safeguarding concerns
  - Emotional distress
  - Bullying or social isolation
- Report concerns immediately in line with school safeguarding procedures
- Support the delivery of a trauma-informed, consistent approach across the school

### **Personal Education Plans (PEPs)**

All Children in Care (CiC) must have an up-to-date **Personal Education Plan (PEP)**, which forms a statutory part of their overall **Care Plan**.

At The Levett School, the PEP is viewed as a working, evolving document that clearly identifies the provision, strategies, and outcomes required to support the pupil to make progress from their individual starting points and achieve their potential.

The school recognises the importance of a highly personalised, trauma-informed approach, ensuring that education provision is responsive to each child's needs, strengths, and aspirations.

### **Purpose of the PEP**

The PEP is used to:

- Identify and address barriers to learning, including SEMH, attendance, and gaps in education



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- Plan targeted, measurable outcomes and provision
- Support engagement, stability, and progress during a PRU placement
- Raise aspirations and future life chances
- Ensure a coordinated, multi-agency approach

The voice of the child is central to the PEP process, and pupils will be supported to contribute meaningfully at all stages.

### **How to contact the Doncaster Virtual School - CiC Team**

Please Note: Any communication from the Virtual School to schools or other agencies, services and professionals that refers to a child in care's personal details will be sent using the Doncaster Council policy described above.

Virtual school contact information

*South and Central Team:*

South Locality Raising of Achievement Officer [Michelle.Wilson@doncaster.gov.uk](mailto:Michelle.Wilson@doncaster.gov.uk)

Central Locality Raising of Achievement Officer [Marie.Volley@doncaster.gov.uk](mailto:Marie.Volley@doncaster.gov.uk)

*North and East Team:*

North Locality Raising of Achievement Officer [Jane.Cartwright@doncaster.gov.uk](mailto:Jane.Cartwright@doncaster.gov.uk)

East Locality Raising of Achievement Officer [Ceri.Foster@doncaster.gov.uk](mailto:Ceri.Foster@doncaster.gov.uk)

*Post-16 and Care Leavers Team:*

Raising of Achievement Officer [Gil.Burgess@doncaster.gov.uk](mailto:Gil.Burgess@doncaster.gov.uk)

Raising of Achievement Officer [Elizabeth.Wheeler@doncaster.gov.uk](mailto:Elizabeth.Wheeler@doncaster.gov.uk)

*Virtual School Managers:*

South and Central Virtual School Manager [Andrew.Bowling@doncaster.gov.uk](mailto:Andrew.Bowling@doncaster.gov.uk)

North and East Virtual School Manager [Theresa.Elvin@doncaster.gov.uk](mailto:Theresa.Elvin@doncaster.gov.uk)

*Virtual School Headteacher:*

[Jane.Cresswell@doncaster.gov.uk](mailto:Jane.Cresswell@doncaster.gov.uk)

**By phone:** The Virtual School can be contacted on 01302 737880, but be aware that members of the team are not routinely at the office so you may wish to email the officer and consider the advice and guidance offered by these web-pages before ringing.



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