



Charlton Kings Infants' School

School Policy for the Education of Children in Care

Written by K. James & J Jones

Governor Committee Responsible:	Provision	Governor Lead:	Rebecca Pritchard
Staff Lead (Designated Teacher):	Joanne Jones		
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Designation	Name	Date	Signature
Chair of Governors	Henning Schmidt		
Headteacher	Katie James		

The policy should be read in conjunction with the Guidance Booklet issued by Gloucestershire County Council for schools and academies.

All safeguarding policies must be used in partnership with the Safeguarding and Child Protection Policy Procedures.

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1. Background

Nationally, Children in Care significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Children in Care are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Charlton Kings Infants' School believes that in partnership with Gloucestershire County Council as Corporate Parents we have a special duty to safeguard and promote the education of Children in Care.

2. Who are Children in 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 under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects 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 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. All these groups are said to be 'Children in Care' - CiC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

Following the Children and Social Care Act 2017, this term now also refers to children who have previously been "in care" and have subsequently been the subject of an adoption, special guardianship or childcare arrangements or were adopted from "state care" outside England and Wales.

Children in Care reviews, involving the school, will take place up until an adoption order has been granted. However Pupil Premium Plus funding will continue for Children in Care until they are 16 years old.

3. Aims

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children in Care and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
- To ensure that school policies and procedures are followed for Children in Care as for all children.
- To work with the Virtual School (*The **Virtual School for Children in Care** is an additional service for **children** and young people in public **care**, part of GCC's **Children** and Young People Support **services**. It offers support to young people from Reception Year to Y13, to enable them to achieve their maximum educational potential*) and ensure that carers and social workers of Children in Care pupils are kept fully informed of their child's progress and attainment.
- To fulfil our schools' role as corporate parents to promote and support the education of our

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Children in Care, by asking the question, 'Would this be good enough for my child?'

Our school's approach to supporting the educational achievement of Children in Care is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion
- Removing barriers to participation in all aspects of school life
- Ensuring a smooth transition period following admission
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

In pursuit of this policy we have:

- Nominated a designated teacher for Children in Care who will act as an advocate and co-ordinate support for them. Our designated teacher is: Joanne Jones.
- Nominated a school governor to ensure that the needs of Children in Care in the school are taken into account at a school management level and to support the designated teacher. Our designated governor is: Rebecca Pritchard.
- Ensured that support is available to the designated teacher in order to ensure that they carry out their role by making time available and ensuring that they attend training on Children in Care.

4. The role and responsibility of the designated teacher for Children in Care

Designated teacher (DT)

The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act).

The designated teacher is a qualified teacher and is a member of the Senior Leadership Team. In this way the designated teacher is able to influence decisions about the teaching and learning of these children.

Responsibilities in school:

- Knowing who all the Children in Care are in school and ensuring that availability of all relevant details from school record-keeping systems is in place as required.
- Attending relevant training about Children in Care and acting as the key liaison professional for other agencies and carers in relation to Children in Care.
- Promoting a culture of high expectations and aspirations for how Children in Care should learn, including the identification of gifted and talented Children in Care.
- Helping school staff understand the issues that affect the learning of Children in Care such as differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.

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- Making sure that Children in Care are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for Children in Care.
- Ensuring any Children in Care new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Developing personalised learning packages for Children in Care which reflect the teaching and learning needs of looked after children, in conjunction with the relevant teaching staff.
- Ensuring that the attendance and any actions leading to the exclusion of Children in Care is monitored closely to identify whether patterns are different to their peers.
- Identifying whether any looked after or previously looked after child faces additional safeguarding challenges which the school's designated safeguarding lead should be aware of.
- Managing the Pupil Premium Grant that the Child in Care is eligible for in the best interests of the child and ensuring that the child's carers are aware of its purpose and how it is used.
- Ensuring that the Children in Care in their school have a voice in setting learning targets for themselves.
- Championing for Children in Care.
- Leading on developing and implementing the Personal Education Plan (PEP) within the school. The social worker is responsible for initiating the PEP process completing the front page of the PEP form.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- Ensuring the child makes a smooth transition to the new school with the removal of all potential barriers to participation and the participation in school life and that the child's records are transferred without delay.
- Liaising with the Virtual School in all aspects of the Children in Care progress and support.
- Forming positive and collaborative working relationships with all parties involved in the care and education of the Child in Care.
- Convening urgent multi-agency meetings if a Child in Care is experiencing difficulties or is at risk of exclusion.
- Arranging for a mentor or key worker to whom the young person can talk to.
- Arranging for the Child in Care to be supported by its peers.
- Monitoring the attainment and progress of a Child in Care to ensure that the child makes expected or better levels of progress over twelve months in line with their peers.
- Producing at least one annual report* to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of Children in Care, how the designated teacher works in partnership with the LA, training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.
- Promoting good home-school links and the importance of education as a way of improving life chances for Children in Care.

For more information please see:

Promoting the education of looked after children (2018)

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

The designated teacher for looked-after and previously looked-after children (Statutory guidance on their roles and responsibilities February 2018)

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

Improving the attainment of looked after children in primary schools – Guidance for Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190244/01047-2009.pdf

5. The role and responsibility of the Governing Body

- Support the local authority in its statutory duty to promote the educational achievement of Children in Care.
- Ensure that the designated teacher is given the appropriate level of support in order to fulfil their role.
- In partnership with the Head teacher, ensure that, through their training and development, the designated teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of Children in Care.
- The Governing Body and the SLT should make sure that the designated teacher role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting Children in Care to achieve.
- The Governing Body, in partnership with the Head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the designated teacher.

This policy links with a number of other school policies and it is important that governors have regard to the needs of Children in Care when reviewing them:

- Oversubscription criteria
- The school code of conduct
- Behaviour Policy
- Anti-bullying Policy
- Home-school agreement
- Equal Opportunities Policy
- Racial Policy
- Safeguarding Policy
- Special Educational Needs Policy

The school will champion the needs of Children in Care, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

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