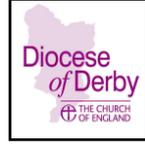




Langley Mill Church of England Infant School and Nursery



CHILDREN IN CARE POLICY (including Designated Teacher for looked- after and previously looked-after children)

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Karen Scrivens	August 2012	03/10/2012	GB/2012/70	September 2013
Karen Toft	October 2013	3/12/2013	GB/2013/79	September 2014
Karen Scrivens	October 2014	03/12/2014	GB/2014/87	September 2015
Karen Scrivens	September 2015	30/09/2015	GB/2015/71	September 2016
Karen Scrivens	September 2016	21/09/2016	GB/2016/68	September 2017
Karen Scrivens	September 2017	12/02/2018	TLC/2018/10	September 2018
Karen Scrivens	September 2018	25/02/2019	TLC/2019/07	September 2019
Karen Scrivens	September 2019	24/09/2019	GB/2019/71	September 2020
Karen Scrivens	November 2020	01/12/2020	GB/2020/64	September 2021
Karen Scrivens	September 2021	21/09/2021	GB/2021/65	September 2021

Langley Mill Church of England Infant School and Nursery
Children in Care Policy

Context

As Corporate Parents we have a special duty to safeguard and promote the education of Children in Care and to help them achieve their full potential. We recognise that there are crucial educational issues for Children in Care and that as many as 50% of Derbyshire Young Person's in Care leave school with no qualifications, compared with about 8% of all Derbyshire 16 year olds. We recognise that there are many barriers that prevent them achieving their full potential and we will do our best to reduce the barriers to achievement. As Corporate Parents we want to make a difference to the children in our school, by supporting their education in the fullest way we can, asking ourselves the question '**Is this good enough for my child?**'

Children in Public Care are those children:

- Who are subject to a **care order** (Children Act 1989 Section 31) where the local authority shares parental responsibility with the natural parents and is expected to act in partnership with them.
- Who are **accommodated** (Children Act 1989 Section 20) where the local authority is caring for the young person either by agreement with, or at the request of the natural parents. Their parents retain full parental rights and must be consulted fully on all issues.

Children in Public Care:

- May live in foster care.
- May live in a residential children's home.
- May live at home with their parents or extended family.

Aims

- To provide a safe, secure and welcoming environment for all children and young people, which maximises the abilities of all children in order to release their potential.
- To bring the educational achievement of our Children in Care closer into line with children of their age who attend the school.

Principles

We will:

1. Have high expectations of Children in Care.
2. Actively encourage parents to be involved in their child's education, where this is possible.
3. Actively encourage carers to be involved in their child's education.
4. Listen to and acknowledge the child's views.
5. Respect confidentiality around information about Children in Care.
6. Work in partnership with other agencies and services to support children's education.
7. Ensure that while appropriate support is provided for children, they are never made to feel different from other children in school.
8. Be sensitive to the background of Children in Care in teaching, especially around work on families and family trees.
9. Challenge negative stereotypes.

10. Recognise that Children in Care who are members of ethnic minority groups, or who have a disability may be especially subject to isolation.
11. Ensure that Children in Care are not bullied.
12. Ensure that the needs of Children in Care are included when reviewing all other school policies.

In order to achieve the aims and principles the school will ensure that:

1. There is a Designated Teacher for Children in Care who will:
 - A. Monitor children's progress, celebrate children's achievements, set up intervention strategies and take appropriate action when necessary.
 - B. Monitor children's attendance, behavioural and emotional needs, and any exclusions, and set up intervention strategies and take appropriate action when necessary.
 - C. Attend meetings and training for Designated Teachers.
 - D. Advocate for Children in Care within school and raise awareness among **all** school staff about the needs of Children in Care.
 - E. Liaise and develop good communications with Social Care and other agencies/support services, so that the school can work in close co-operation with other services and agencies to support children's education.
 - F. Ensure that relevant staff receive appropriate information about individual children on a 'need to know' basis.
 - G. Ensure that if a child's care or educational circumstances change that they receive the educational and pastoral support that they need, particularly when new to the school.
 - H. Ensure that all children have a Personal Education Plan (PEP) and that a member of staff attends the Personal Education Plan meetings and writes an Action Plan, and where appropriate attends the Social Care Statutory Review Meetings, and that they are well briefed beforehand.
2. Senior managers recognise the responsibility of being a Designated Teacher for Children in Care and will provide appropriate support and systems for the role, with all the responsibilities outlined above, to be properly fulfilled.
3. Children are consulted and involved in the decisions taken about themselves, and have access to support in school.
4. Where a child is at risk of under achievement or exclusion, early intervention and extra academic and pastoral support is provided, when needed.
5. Children in Care with special educational needs are assessed, and get appropriate resources to support their learning.
6. Children in Care have every opportunity to participate fully in all aspects of school life, and that their interests and talents are encouraged and developed.
7. Children in Care receive extra support at times of educational transition, and that the Connexions Service are involved from Year 9, in planning to support the young person into post 16 education.
8. Information is shared strictly on a 'need to know' basis, and that all staff follow Derbyshire Information Sharing Procedures for the Education of Young People in Public Care.

9. Behaviour regulation policies recognise and make suitable provision for the needs and difficulties of Children in Care.

10. School staff work closely with parents and carers to ensure they are aware of the child's curriculum and progress, and how to support the child's learning at home.

In order to achieve the aims and principles Senior Management and Governors will:

1. Nominate a school governor for Children in Care, or ensure that the remit is covered under the terms of reference of a committee, who should:

- A. Advocate for the needs of Children in Care, particularly if any issues arise in connection with admissions or exclusions.
- B. Take the role of a critical friend to the school by asking questions about support for Children in Care within school e.g. Are there current Personal Education Plans in place for all Children in Care within school? Is the Designated Teacher receiving sufficient time and training to carry out their role effectively?
- C. Ensure governors are aware of their role as Corporate Parents.
- D. Receive confirmation from the headteacher that an annual review of the progress of Children in Care within the school has taken place.
- E. Attend relevant training events about Children in Care.

2. Ensure that the policy for Children in Care is implemented and reviewed in line with the school's policy review procedures.

Further Information

- 'Supporting Looked After Learners – A practical guide for school governors' – DfES January 2006 www.dfes.gov.uk/educationprotects
- 'Statutory Guidance on the duty on local authorities to promote the educational achievement of Looked After Children under Section 52 of the Children Act 2004' – DfES www.everychildmatters.gov.uk/socialcare/lookedafterchildren/educationalachievement
- 'Your Guide to Supporting the Education of Looked After Children and Young People'. – Derbyshire County Council (available in schools or via Derbyshire Schools Extranet).
- 'Safeguarding looked after children (children in care (CiC)) - Derbyshire Schools Net
- 'A Better Education for Children in Care' – Social Exclusion Unit Report September 2003.
- 'Care Matters – Transforming the Lives of Children and Young People' - October 2006.
- 'Every Child Matters' - <http://www.everychildmatters.gov.uk/>
- 'The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities' - DfE 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' – DCSF 2009 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190244/01047-2009.pdf