



WREN'S NEST PRIMARY SCHOOL

School Key Policy for 2024-2025

Children in Care (CiC) Policy

September 2024

Document to be read in conjunction with ***other key school policies (listed within document)***



Wren's Nest Primary School



Children in Care (CiC) and Children Previously in Care Policy

(Also known as Children Looked After)

September 2024



"Unlock potential and reach for the stars."

Key personnel for this policy document:

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Definition

'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. Looked after children are also often referred to as children in care, a term which many children and young people prefer. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting. ***At Wren's Nest, the term 'Children in Care' as a vulnerable group is inclusive of 'children previously in care', or 'children looked after' and 'children who are adopted'.***

This policy includes requirements set out in the following related legislation and statutory guidance:

- Section 52 of the Children Act 2004 - duty of local authorities to promote the educational achievement of children.
- Section 22 (3A) - Children's Act 1989.
- Section 20 - Children and Young Persons Act 2008.
- The Designated Teacher (England) Regulations 2009.
- The Children and Families Act 2014 - referred to as the Virtual School Headteacher.

Governor responsible for children Looked After: Jill Snow (Chair of Governors)

Designated Teacher for children Looked After: Mrs Emily Vivash

Wren's Nest Primary School recognises that all pupils are entitled to a balanced, broad-based curriculum and aims to promote the educational achievement and welfare of pupils in public care. The school and the governing body welcomes CiC who may be looked after by our local authority or those who may be in the care of another authority but living with Dudley MBC.

Wren's Nest's approach to encouraging and supporting the educational achievement of Children in Care is based on the following principles:

- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all children in care.
- All children in care will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.
- Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- Achieving stability and continuity
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible.

- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of children in care.

Rationale

Many children and young people who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, children in care are particularly vulnerable to underachievement. Nationally, children in care significantly underachieve and are at greater risk of exclusion compared with their peers.

Their academic and social progress is likely to be affected by their experiences and compounded by instability in their personal circumstances. 75% of children in care leave education with no formal qualifications. Only 12% go on to further education compared with 68% of the general population. Helping children in care succeed and providing a better future for them is a key priority in our school.

Wren's Nest recognises that children in care can experience specific and significant disadvantage within a school setting and is committed to ensuring that they reach their potential in all areas. We are aware that children in care may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances. Wren's Nest recognises that children in care may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Wren's Nest believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every child in care can be successful. We believe that this school has a major part to play in ensuring that children in care are able to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

Roles and Responsibilities

Responsibility of the Head teacher:

- Identify a Designated Teacher for children in care, 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 in care and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of children in care to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body:

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of children in care: The Education (Admission of Looked After Children England) Regulations 2006. Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors)

- Ensure that the school has an overview of the needs and progress of children in care.
- Allocate resources to meet the needs of children in care.
- Ensure the school's other policies and procedures support their needs.
- 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 Head teacher, the Designated Teacher and other staff in ensuring that the needs of children in care are recognised and met.
- Receive a termly report setting out:
 1. The number of looked-after pupils on the school's roll (if any).
 2. Their attendance, as a discrete group, compared to other pupils.
 3. Their Teacher Assessment, as a discrete group, compared to other pupils.
 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.

The role of the Designated Teacher:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker and arrangements are put in place to ensure their needs identified and met.
- This may include providing basic equipment and resources if necessary and providing appropriate support in meeting uniform requirements if needed.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Maintaining an up-to-date record of the children in care in school, including those in the care of other authorities and ensuring all necessary information is passed to the staff as required.
- Ensure that each child in care has an identified member of staff that they can talk to. This need not be the Designated Teacher but should be based on the child's own wishes.
- Track academic progress and target support appropriately.
- Co-ordinate any support for the children in care that is necessary within school liaising with teaching and non-teaching staff in school, including the person responsible for Child Protection as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage CiCs may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.
- Promote inclusion in all areas of school life and encourage children in care to join in extracurricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of children in care.
- Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the rapid transfer of information between individuals, agencies and if the pupil changes school - to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.

- Be aware that 60% of children in care say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Ensure that attendance is monitored.
- Attending training as required to keep fully informed of latest developments and policies regarding children in care.

The responsibility of the whole staff:

- Have high aspirations for the educational and personal achievement of children in care, as for all pupils.
- Maintain the confidentiality of children in care and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable children in care to achieve stability and success within school.
- Promote the self-esteem of all children in care.
- Have an understanding of the key issues that affect the learning of children in care.
- Be aware that 60% of children in care say they are bullied so work to prevent bullying in line with the School's policy.

Confidentiality

Information on children in care will be shared with school staff on a "need to know" basis.

The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Record Keeping and Information Sharing

The Designated Teacher will keep an up-to-date record of children in care and Young People in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan (PEP) will be initiated within 20 school days of the child in care starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the CiC. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly. The PEP is kept electronically by the virtual school under a password-protected site.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.

It is vital that the child in care is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Records and reports on the computer are password protected. These are archived into a portable hard drive which is kept locked in the school safe. Information will be wiped from this drive in line with the above policy.

All processes for the storage and sharing of personal data records are in line with the School Privacy Notice and GDPR.

Exclusions

Wren's Nest recognises that children in care are particularly vulnerable to exclusions.

Where a CiC is at risk of exclusion the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion.

The child's Personal Education Plan will reflect strategies to support them and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.

Please refer to the school's Behaviour Policy for more information.

Staff Development and Training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of children in care.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with children in care, including those who are underachieving or at risk of underachieving or who have additional needs. These may include EAL, being Gifted and Talented or having learning or physical needs.

Teachers with responsibility for Special Educational Needs provision and for children who are Gifted and Talented will be informed of those children in care who have particular gifts, talents or learning needs and will work with them appropriately.

Support and Resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for children in care, meeting the objectives set out in this policy.

Home-School Liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable children in care to achieve their potential. Open evenings as well as PEP and Care Plan review meetings provide opportunities to continue to develop this partnership working.

Admission Arrangements

We recognise that due to care arrangements CiC may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

The school recognises that children in care are an 'accepted group' and will prioritise children in care in the school's over subscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006).

Links with Other Agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the child in care including Social Care teams; Educational Psychologist; Health Services, CAMHS; Youth Offending Teams.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals.

Wren's Nest Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Other Related Policies

Other relevant information that should be read in conjunction with this policy are:

- Safeguarding and Child Protection Policy
- 'Keeping Children Safe in Education'
- Anti-Bullying Policy
- SEND Policy
- School Information Report
- Accessibility Plan
- Behaviour Policy and Written Statement of Principles
- Medical Needs Policy
- Single Equality Policy and Objectives

Monitoring and Review

The whole policy is available for all parents from the school office upon request and is also published on the school website. www.wrens-nest.dudley.sch.uk

The Designated Teacher for children in care and the Curriculum and Standards Committee of the Governors will review the policy every two years unless current legislation is amended.

Date: September 2024

Review date: September 2025