

	Children in Care Policy	Author:	Simon Waller
		Approved by:	Vivien Sharples
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CONTEXT

As corporate parents, we have a special duty to safeguard and promote the education of children in care and to help them to achieve their full potential. We recognise that there are crucial educational issues for these children and that children in care can be at risk of leaving education with no qualifications. We recognise that there are many barriers that prevent children in care 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 this Academy by supporting their education in the fullest way we can, asking ourselves the question '**Is this good enough for my child?**'

Children in care or 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 care or 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 and to reduce barriers to learning in order to maximise the abilities of all children and 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 Academy.

PRINCIPLES

We will:

1. have high expectations of children in care
2. actively encourage parents to remain 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 Academy
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 Academy policies.

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

1. Mr S Waller, the designated teacher for children in care will, in conjunction with the relevant Heads of Year:
 - 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, any exclusions and set up intervention strategies and take appropriate action when necessary
 - c) attend meetings and training as appropriate
 - d) advocate for children in care within Academy and raise awareness among **all** Academy 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 Academy can work in close co-operation with other services and agencies to support the 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, they receive the educational and care and guidance support that they need, particularly when new to the Academy
 - h) ensure that all children have a personal education plan and that the designated teacher or nominee attends the personal education plan meetings, writes the action plan and, where appropriate, attends the Social Care statutory review meetings, and that they are well briefed beforehand
 - i) link with the virtual Academy for CIC and ensure provision maps are in place so additional funding can be targeted to need.
2. The Leadership Team recognises the responsibilities of the above staff 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 Academy.
 4. Where a child is at risk of underachievement or exclusion, early intervention and extra academic/care and guidance support is provided, when needed.
 5. Children in care with special educational needs are assessed and can access appropriate resources to support their learning.
 6. Children in care have every opportunity to participate fully in all aspects of Academy life, that their interests and talents are encouraged and developed and that financial support is provided where needed through the Pupil Premium Plus.
 7. Children in care receive extra support at times of educational transition.
 8. Information is shared strictly on a 'need to know' basis, and that all staff follow the Derbyshire information sharing procedures for the education of young people in public care.
 9. Behaviour management policies recognise and make suitable provision for the needs and difficulties of children in care.
 10. Academy 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 the Leadership Team and Governors will:

1. Ensure that the policy for children in care is implemented and reviewed in line with the Academy's policy review procedures.
2. Advocate for the needs of children in care by ensuring that the admissions policy is followed so that they are given priority.
3. Take the role of critical friend by asking questions about support for children in care within Academy e.g. are there current personal education plans in place for all children in care within the Academy? Are sufficient resources allocated to meet the educational needs of children in care within Academy? Are the designated teacher and Heads of Year receiving sufficient time and training to carry out their role effectively?
4. Ensure Governors are aware of their role as corporate parents.
5. Monitor achievement points, behaviour points and exclusions and review strategies and support where things are not going well.
6. Nominate a Governor for Children in Care, which is Mr G Thompson.
7. Ensure the Governing Body and Leadership Team receive an annual report from the designated teacher and act on any issues it raises.
8. Receive confirmation from the Principal that an annual review of the progress of children in care within the Academy has taken place and report to full governors as required.
9. Attend relevant training events about children in care.

Related documents:

Derbyshire Schools Extranet – 'Children in Care'

'Guidance on the Education of Young People in Public Care' – DfE, Department of Health, May 2001

'Supporting the Education of Children in Care and Young People' – Derbyshire County Council

'A Better Education for Children in Care' – Social Exclusion Unit Report, September 2003

'Your Guide to supporting the education of Children in Care and Young People', 2005

<http://www.socialexclusionunit.gov.uk> <http://www.dfes.gov.uk/incare>

The Children & Young Persons Act 2008

Derbyshire Virtual School: Pupil Premium & Policy for Children in Care 2014-15