



St Anthony's School

Policy No. 27 Education of Children in Care

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Introduction

Article 28 (right to an education) and Article 29 (goals of education) of The UN Convention on the Rights of the Child.

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.

Helping Children in Care succeed and providing a better future for them is a key priority for Kent County Council and Kent schools. This policy takes account of:

- The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Children in Care (CIC)
- The Education (Admission of Children in Care) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).
- **Promoting the education of looked after children and previously looked after children Statutory guidance for local authorities February 2018**
- **Keeping Children safe in Education 2018**

St Anthony's School 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 through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

Implications

As for all our pupils, St Anthony's School is committed to helping every Child in Care to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The Governing Body of St Anthony's School is committed to providing quality education for all pupils and will:

- Ensure a Designated Teacher for Children in Care is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Child in Care, in line with Kent's guidance on Personal Education Plans.
- Identify a governor as Designated Governor for Children in Care.

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:

- Behaviour & Anti-Bullying Policy.
- Home School Agreement.
- Equality Policy.
- Safeguarding Policy.
- SEN (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.

Safeguarding

Our school recognises that Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including: pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security, taking into account the local context. Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyberbullying (by text message, on social networking sites, and so on), peer on peer and prejudice-based bullying; racist and homophobic or transphobic abuse; extremist behaviour; child sexual exploitation; sexting; substance misuse; issues which may be specific to a local area or population, for example gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation, radicalisation and forced marriage.

All our staff maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse; particularly with regards to CSE and Child Criminal Exploitation: County Lines and other areas of safeguarding as defined in the Keeping Children safe in Education 2018. All members of staff have a responsibility to provide a safe environment in which children can learn.

Our staff induction process includes information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL) PREVENT, and the mandatory responsibility for reporting FGM.

All members of staff are provided with opportunities to receive appropriate training which is regularly updated, in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures.

Exclusion

We will identify any Child in Care who is at risk of exclusion and contact the Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school.

In the case of a fixed term exclusion, we will make sure that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing body where appropriate and details of arrangements made to enable the excluded pupil to continue his/her education.

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher (Abi Cranson) 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 exclusions 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. OFSTED now select a number of Children in Care, tracking their results and the support they have received.
- 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

- Identify a nominated Governor for Children in Care (Eden Geddes).
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children in Care.
- Ensure 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.

Procedures: the Governing Body will:

- Monitor the academic progress of Children in Care, through an annual report (see below).
- Ensure that Children in Care are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Children in Care achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- 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 Headteacher, the Designated Teacher and other staff in ensuring that the needs of Children in Care are recognised and met.
- Receive a report once a year setting out:
 1. The number of looked-after pupils on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. Their SAT scores, KS 4 results, and other qualifications achieved, as a discreet 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

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen and should be an advocate for Children in Care, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Governors should be aware that all schools are already required to have a designated teacher for CIC. It is strongly recommended that this person should be a member of the Senior Management Team. Training for Designated Teachers has been and will continue to be available through our Children in Care Education Adviser Team. Governors should also be aware that OFSTED will focus on Children in Care, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- 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
- 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.
- 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. *Members of staff who take on this role may need to be supported by someone from the school's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Teacher for Child Protection.*
- Track academic progress and target support appropriately
- Co-ordinate any support for the Children in Care that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Children in Care to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Children in Care.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy 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.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- 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 the audit on attendance and numbers is returned to the CIC Education Adviser every Term.
- Raise awareness in secondary schools that Children in Care are automatically entitled to an allowance if they go into the sixth form.

THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of Children in Care, as for all pupils.
- Maintain Children in Care confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- 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.

The Headteacher and the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Advice and support is available from Virtual School Kent:
<http://www.virtualschool.lea.kent.sch.uk/>

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