



PENRYN COLLEGE

Education of Children in Care/Ever in Care Policy

Approved by: Full Governing Body

Responsible SLT member: Bethan Laing

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Designated teacher for Children in Care – Bethan Laing
Admin and Mentor for Children in Care – Tracy Charles

At Penryn College all Children in Care have an equitable access to excellent educational provision and achieve at the same level when compared to all Cornwall children.

We, as a school community are champions for Children in Care, children who were 'ever in care' or adopted and take a proactive approach to support their success, recognising that we as school have a vital role to play in promoting children and young people's social and emotional development.

From 2018 the designated teacher for children in care will now also have responsibility for previously looked-after children (a previously looked-after child is one who is no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care')

Identification and access to Pupil Premium Plus will therefore continue to rely on self-identification. Where parents are unable to provide clear evidence of their child's status, designated teachers will need to use their discretion.

At Penryn College the Designated Lead for Looked After Children is also a senior leader with professional experience, training opportunities, knowledge of SEN, and is proactive in developing the understanding of other school staff who are likely to be involved in supporting CiC and ever in care/adopted children to achieve, resource implications, accessing external expertise and monitoring.

As Corporate parents we need to look to 'improve the experience of children in care, children 'ever in care' or adopted and their life chances'

Our aims to support our Children in Care/Ever in Care or Adopted:

- Provide a safe and secure environment, which values education and believes in the abilities and potential of **all** children.
- Eliminating the gap - Bring the educational attainments of our Children in Care in line to those of their peers through careful analysis of data captures.
- Directing Pupil Premium Plus to ensuring that the children are not disadvantaged and their progress is in line with their peers.
- Ensuring that Children in Care, ever in care or adopted have access to education appropriate to their age and ability. This includes access to a broad and balanced curriculum.
- Identifying our role as a school community (teachers, TA's and Governors) to promote and support the education of our Children in Care, ever in care of adopted.
- Asking the question, 'Would this be good enough for my child?'
- Providing a dedicated Designated Teacher (DT) for Children in Care and a dedicated Admin/Mentor who will act as advocate(s) and coordinator of support but also to liaise with carers, natural parents (as appropriate) and social workers on a wide variety of educational and care issues. They will also be responsible for writing and disseminating the PEP (Personal Education Plan) for children currently in care.
- Provide relevant Child Protection/disability information shared if appropriate (if not appropriate to share, indicate the confidential nature of the information) with Safeguarding Officer and Education Safeguarding team and Single Central Referral Unit.
- Share relevant health information and ensure plans reflect need.

- Ensure that systems are in place to keep staff up to date and informed about Children in Care/Ever in Care or Adopted.
- Key staff are training in appropriate Designated Teacher training and joint agency training/Tier 3 Child Protection.
- Safeguarding concerns for a Child in Care, children Ever in Care or Adopted contact are sought from the DSL, and if necessary - Multi Agency Referral Unit.

All staff and governors are committed to ensuring improved educational life chances for Children in Care, ever in care or adopted; by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities. Also, to establish and maintain appropriate and regular reporting and monitoring procedures both within the school and with other agencies.

Governors :

- At Penryn College there is a team of dedicated Governors who champion and monitor the work of the school in supporting its Children in Care, Ever in Care or Adopted (Pupil Premium and Safeguarding Governors) as a part of a larger group of vulnerable children.
- Governors ensure teachers and staff are aware of and enabled to carry out their responsibilities effectively.
- Governors challenge the performance of the Children in Care, ever in care or adopted in relation to their peers.

Whole school approach:

At Penryn College we will:

- Celebrate the achievements and progress of Children in Care/Ever in Care or Adopted.
- Have high expectations of **all** students at Penryn College and encourage achievement and ambition.
- Ensure Children in Care, Ever in Care of Adopted children have a trusted adult who is able to take time to listen to them and have access to support and counselling in school if required.
- Make sure relevant staff are clear on who is and is not allowed to collect the child from school and are updated on changing situations to ensure the safety and protection of the child.
- Provide teachers within the school an awareness of the needs of Children in Care, Ever in Care or Adopted and actively promote their best interests.
- Be sensitive to the young person's wishes and voice over what is known and by whom regarding their care status and current situation.
- Ensure effective assessment, recording and reporting practices are established.
- Establish a culture that positive messages about behaviour and achievement are shared within the school and between school, carers and outside agencies and that high educational expectations are maintained.
- Support and encourage the engagement of Children in Care, Ever in Care or Adopted in out of school hours learning.
- Work in partnership with carers and agencies and parents (where appropriate) and support carers to value educational achievement and improve attendance.
- Make sure staff are aware that being or becoming 'in Care' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given.
- Use information professionally on a variety of issues that may undermine the young person's ability to engage in the learning process including feelings of loss, rejection, isolation, confusion and low self-esteem.
- Be aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers and how this may impact on particular themes/topics/schemes of work.
- Hold ourselves to account for suitable use of Pupil Premium in school to support academic attainment and progress (ensuring we adhere to national guidance on Pupil Premium and refer to Sutton Trust Toolkit for impact)

Safeguarding

Whole school and staff responsibilities

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.^[1]

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.

Special Educational needs / Gifted and talented:

At Penryn College we will:

- Identify Children in Care with special educational needs / more able and make appropriate provision.
- Ensure that systems are in place to identify and prioritise when Children in Care, Ever in Care of adopted are underachieving and have early interventions to improve this.
- Co ordinate dates if the child or young person has a statement of special educational need, to ensure the annual review coincides with one of the care planning reviews to organise with named Social Worker.

Admissions and transitions:

At Penryn College we will:

- Ensure that on admission or transfer all relevant information is obtained at the outset.
- Forward appropriate documents, in a timely fashion, to any receiving school at point of transition where the receiving school is made known.
- Make every effort to provide continuity of schooling and educational experience.
- Prioritise Children in Care within schools own admissions procedures and admit students as quickly as possible recognising the importance of re-establishing school stability for Children in Care.
- Adhere to Cornwall Council School Admission protocol.

Attendance:

At Penryn College we will:

- Establish an attendance protocol to be in contact with Carers/parents where attendance is a problem.

- Inform Education Welfare / Social Worker / CiCESS if there any concerns about attendance.
- Acknowledge attendance in any education meetings, celebrating success and setting realistic targets if it is a concern.
- Ensure Social worker and Carer are contacted if child is absent from school if child is on protection plan.

Exclusion:

At Penryn College we will:

- Identify any Child in Care who is at risk of exclusion and contact the Virtual School for Children in Care Education Support Service (CiCESS), Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school.
- Ensure in the case of a fixed term (or permanent) exclusion 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.
- Make sure in the event of any exclusion, contact is made with the Virtual School for Children in Care Education (CiCESS) with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.

Multi-agency liaison:

At Penryn College we will:

- Liaise closely (via Designated Teacher) with carers, birth parents (if appropriate) and the pupil's social worker on a variety of issues, including homework, kit and equipment required and that important positive messages about behaviour and achievement are shared.
- Ensure there is a well-planned and co-ordinated in approach to meeting the young person's educational and social needs, for example, whether potentially disruptive changes in school can be prevented.
- Have a clear understanding about the role and responsibility of school staff in relation to the young person and the roles and responsibilities of the other professionals involved.
- Share positive perceptions and high expectations of the young person with other professionals but especially with the young person.
- Show sensitivity to the appropriate role of the natural parents.
- Ensure that requests for statistical information held by the school are completed and returned on time to comply with statutory obligations.
- Support the young person to have the opportunity to participate fully in planning and decision making

Personal education plans (PEPs) specifically for Children in Care:

At Penryn College we will:

"The PEP is the joint responsibility of the local authority and the school." (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

- Ensure that there is a Personal Education Plan for each child to include appropriate targets. This must be compatible with the child's Care Plan held by the Social Worker, and form part of any other school plan. E.g. Statement, New EHC plan (Sept 2014) Transition Plan, Pastoral Support Programme, Pathway Plan at Post 16.
- Contribute to the process whereby all Children in Care have a high quality Personal Educational Plan (PEP) in place within 10 days of starting the school. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (IEP, PSP, Statement of Educational Need)
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff in order that any Child in Care has the opportunity to fulfil and achieve the targets set.

- PEP's are recorded on pupil profiles and shared with subject teachers.
- Support referrals for the Personal Education Allowance (PEA) for CIC who are at risk of underachieving academically through discussions at PEP meetings
- Hold a PEP meeting for every statutory care review, involving the Social worker, foster carers, young person and parent if appropriate (*See brief PEP Guidance on website*).

Related documentation:

See CiCESS website on Cornwall intranet for related documentation and information

www.cornwall.gov.uk/cicess

Raising standards of achievement: www.education.gov.uk

PEP Guidance 2018: www.cornwall.gov.uk/media/35263398/pep-guidance-2018-19.pdf

Pupil Premium Plus Guidance 18/19: www.cornwall.gov.uk/media/32729263/2018-2019-pupil-premium-plus-guidance.pdf

Keeping Children Safe in Education 2018

Promoting the Education of looked after Children and previously looked after Children, February 2018

The head teacher or designated teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.