



Southfields Primary School

Children in Care Policy

Date agreed: September 2023

Review Date: September 2024

The Designated Teacher (DT) for Children in Care and Children Previously in Care is:

Mrs E Kapler and in her absence, Mrs L Martin (Headteacher).

The Governor with responsibility for Children in Care and Children Previously in Care is:

Mr J Durance (Chair of Governors).

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

Southfields Primary School believes that, in partnership with Peterborough City Council as Corporate Parents, we have a special duty to safeguard and promote the education of Children in Care (CiC) and those previously in care (PCiC)

Our aim is:

- To ensure that all Children in Care are treated inclusively.
- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our CiC and CPiC and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools' role as corporate parents to promote and support the education of our CiC and CPiC, by asking the question, 'Would this be good enough for my child?'
- To support and promote the well-being of our CiC and CPiC.
- To take a proactive approach to support their success, recognising that we have a vital role to play in promoting educational achievement and social and emotional development.
- To create, nurture model, and promote positive relationships within school.

School will:

- Nominate a Designated Teacher (DT), who has qualified teacher status, who will act as their advocate and co-ordinate support for them.
- Nominate a Designated Person (DP) for CPiC to offer information advice and guidance to parents and support for the child.
- Nominate a school governor to ensure that the needs of CiC and CPiC in the school are taken into account at a school management level and to support the DT and DP.
- Support the DT in carrying out their role by making time available and ensuring that they attend training on CiC, are able to attend Child Care Reviews and complete Personal Education Planning tasks.
- Support the DP in carrying out their role.

The Designated Teacher will:

- Know all CiC in school and those who have previously left care and who will therefore still need support.
- Make sure the young person's voice is heard, valued and responded to.
- Promote a culture of high expectations and aspirations for the achievement of CiC throughout the school.

- Have sufficient up to date knowledge and training about the education, care and health needs of CiC to be able to respond proactively, support and challenge staff and seek support and advice from professionals when they reach the limits of their professional knowledge.
- Ensure that support by other staff continues should the child cease to be in care.
- Ensure each Child in Care has an up to date, complete and high quality Personal Education Plan.
- Closely monitor each child's attendance and academic progress, working and sharing information in a timely manner with the Virtual School to help ensure each child achieves the best possible educational outcomes
- Work alongside the Social Worker, Virtual School and other professionals to ensure that each Child in Care has a current, good quality Personal Education Plan (PEP) in place which includes SMART, curriculum-based targets and is an effective tool which supports the young person and helps them make excellent progress.
- Ensure that Pupil Premium Plus funding is used to provide additional, personalised support as identified in the Personal Education Plan.
- Ensure appropriate interventions and assessments are carried out so barriers to learning are overcome and share this during the PEP.
- Make sure that CiC are prioritised in support arrangements and that carers understand the importance of supporting learning at home.
- Work closely with other agencies, sharing information as appropriate.
- Attend training.
- Keep Governors and SLT up to date with the needs, issues and outcomes for CiC via an annual report and any other necessary communication.
- Support any transitions to new schools by providing information, attending meetings and ensuring a timely transfer of information.
- Effectively plan for future transitions.

Governors

We will nominate a Governor who will:

- Ensure that the needs of CiC and PCiC are taken into account at a school management level.
- Support the DT in carrying out their role by ensuring they have the time to fulfil the role to a high level and that they attend training about CiC.
- Ensure that the needs and outcomes of CiC are incorporated in policy decisions wherever relevant
- Ensure the school's work with CiC is reviewed at least annually by the SLT and Governing Body
- Attend training

Personal Education Plans

We will:

- Liaise with the Virtual School and other relevant parties to arrange regular PEP meetings.

- Have a high quality PEP for each child which includes appropriate targets, considers the voice of the child and celebrates successes.
- Meet with the child prior to PEP meetings to ensure that their voice is heard.
- Share any educational recommendations in the PEP with staff in so that the child has the opportunity to fulfil and achieve the targets set.
- Ensure that Pupil Premium Plus funding is carefully targeted to improve the educational outcomes of the child as agreed in the PEP.

Dealing with key challenges

1. Admissions

- We will act in accordance with the law and admissions codes and give timely access to school places to CiC and CPIC.
- We will ensure that CiC meet with the Designated Teacher.
- We will give a warm Southfields welcome to our school and create a successful transition which includes carers and parents where appropriate.

2. Access to appropriate curriculum

- We will ensure that CiC and CPIC have access to the best curriculum that we can offer.
- We will provide interventions and additional support within school where necessary.
- We will work proactively with others to ensure that the curriculum meets their needs and ensure that staff are aware of any issues that could cause additional distress e.g. discussions around family, Mothering Sunday, and approach these with sensitivity and discretion.

3. Access to support for children including those with SEND

- We will work proactively to ensure children's needs are assessed early and their needs met.
- The DT and DP will take the lead in ensuring support or assessment from other agencies is in place.

4. Preventing suspension of permanent exclusion and improving attendance

- We will adopt the processes of the external attendance monitoring service commissioned by PVS, Looked After Call.
- Where attendance is falling or low, we will work with other agencies, including the Attendance Service, to address issues and ensure a plan is in the PEP.
- We will work with other agencies [including foster carer, social worker, psychology services and Virtual School] on strategies to prevent suspension or permanent exclusion. The school will seek, accept and be provided with support in a timely manner according to the availability of resources if a pattern of suspension is developing, and ensure plans to address issues are in the PEP.

5. Our aim is to never permanently exclude a child in care:

- Permanent exclusions will only occur when all other options have been exhausted, or because of a one off extreme incident.
- Where the potential for a permanent exclusion can be anticipated e.g. because of a developing pattern of behaviour, alternatives will be found before this occurs.
- If there is a one off extreme incident, we will meet with the Virtual School prior to any decision about permanent exclusion.
- Where a managed transfer or move to full time alternative provision is agreed, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement.
- We will provide work from the first day of any suspension.

6. School Trips and Enrichment Activities

- We aim to ensure that Children in Care enjoy as many extra-curricular opportunities as possible.
- The person who may give permission to engage in these activities will be clarified at the first PEP meeting.

7. Liaising with multi-agencies and Sharing information

- We will share attendance, exclusion, target setting and achievement data and any other school plans requested by PVS.
- We will support the child to engage in planning and decision making.
- The DT will liaise closely with those involved with the child and share successes, as well as working together to overcome any issues that arise.
- We will share high expectations, aspirations and positive perceptions of the child with the child and other professionals.

Further Reading

- [KCSIE 2023](#)
- [The designated teacher for looked-after and previously looked-after children.pdf](#)
- [Improving the attainment of looked after children in primary schools](#)
- [Promoting the education of looked-after children and previously looked-after children](#)
- [The Children Act 1989 guidance and regulations Volume 2 care planning placement and case review.pdf](#)
- [Promoting the health and well-being of looked-after children August 2022 update.pdf](#)