

Herne Bay High School's Children in Care Policy & Approach

Policy reviewed by	Hannah-Lee Capon	Date of last review	31.05.2022	Date of next review	13.7.2023	Date of policy ratification by Governors	July 2023
Purpose of policy							
To promote the education achievement and welfare of CiC.							
Legislation that underpins this policy							
Children in Care Act 1989							
Other HBHS polices that should be read in conjunction with this policy <i>(the underlined policies are those that are most pertinent)</i>							
<ul style="list-style-type: none"> • Attendance Policy • Discipline/ Anti Bullying Policy • Policy and Procedures for Supporting Students who may become parents • Relationship and Sex Education Policy • Equality Policy • Behaviour Policy 				<ul style="list-style-type: none"> • Drug Incident Management Policy • Safeguarding Child Protection Policy and Prevent Strategy • Medical Conditions Policy • SEND Policy • Confidentiality Policy • Safeguarding Staff Policy • Student e-safety and acceptable use agreement. 			

Herne Bay High School's Children in Care Policy & Approach

Herne Bay High School is committed to providing quality education for all its pupils based on equality of access opportunities and outcomes, with reference to this Policy, the school aims to promote the educational attainment, achievement, and welfare of Children in Care (CiC).

This policy includes requirements set out in statutory and associated guidance on the duty of local authorities to promote The Educational Achievement of CiC under the Children Act. There are also additional children placed under the care of the Designated Teacher.

We aim to contribute towards achieving these outcomes, outlined by the government, whatever their background or circumstances.

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

As corporate parents this school believes in the principals of good parenting by;

- Giving priority to education
- Listening to children
- Providing stability and continuity
- Taking corporate responsibility
- Promoting inclusion
- Raising standards
- Intervening early
- Celebrating success

CiC are one of the most vulnerable groups in society. Most of the CiC have suffered abuse or neglect. It is nationally recognised that there is considerable educational underachievement of this group when compared to their peers. This can result in poor exam success rates in comparison with the general population leading to fewer CiC progressing to Higher Education and following progression pathways that will lead to future aspirations, success, and well-being.

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the local authority. This includes:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 44)
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21)
- This also includes previously looked-after pupils who are no longer looked after in England and Wales because they are the subject of an adoption, special guardianship, or child arrangements order, or were adopted from 'state care' outside England and Wales.

The term 'in care' refers to children who are subject to a care order by the courts under section 31 of the Children Act 1989 – they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision or may be previously looked after children who are subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school.

All these groups are said to be 'Children in Care' (CiC). They may be looked after by our local authority or may be in the care of another authority by living in ours.

Key staff for CiC in schools include:

- The Designated Person for CiC is Hannah-Lee Capon
- The Senior Leadership Team member with responsibility for CiC is Chris Harris

Aims

The aims of the school are to:

- Ensure that school policies and procedures are followed for CiC as for all children
- Ensure that CiC have access to a broad and balanced curriculum which meet their needs and ability
- Provide a differentiated curriculum appropriate to the individuals needs and ability
- Ensure that carers and social workers of CiC pupils are kept informed of their child's progress and attainment
- Ensure that CiC pupils are involved, where practicable, in decisions affecting their future provision.
- Ensure CiC have the same opportunities as those not considered in care and are able to access these.

Admissions

The admissions committee endorses the Kent County Council Policy for the admission of CiC. Due to care placement changes, CiC may enter school mid-term if agreed Herne Bay High School can meet need. This school believes that it is vital that we give each CiC a positive welcome and full support for their induction and to help them settle and be part of our learning community.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. This CiC Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all CiC. This also includes extra-curricular activities where CiC have the same opportunities as those who are not.

Allocation of Resources

Herne Bay High School will ensure that the school allocates resources to support appropriate provision for CiC, meeting the objectives set out in this policy. We will work in partnership with Kent Virtual School for Kent CiC and other Virtual Schools for students who are from other Local Authorities. This is to ensure that CiC receive the full range of support to which they are entitled to enable them to make progress and achieve.

Monitoring the progress of CiC

The social worker for the CiC initiates a Personal Education Plan (PEP) within 20 days of the pupil joining the school, or of entering care, and ensures that the child or young person is actively involved. Where the child is placed in an emergency the Personal Education Plan should be initiated within 10 working days of them becoming looked after.

A PEP should be linked to but not duplicate or conflict with information in any other plans. Targets in the plan should be reviewed three times each academic year.

Herne Bay High School assesses each CiC pupil's attainment on entry to ensure continuity of learning. The school has a Designated Teacher to support the PEP process. Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arranged further PEP review meetings and provide copies of the PEP to the social worker, specialist teacher from the virtual school or other ~~virtual school where the child is from another Local Authority~~, professionals including Designated Teacher Link School and other agencies. The Designated ~~teacher~~ Teacher then ensures that three ~~Personal Education Plan~~ PEP meetings occur over the academic year with all appropriate professionals.

Record Keeping

The Designated Teacher is to maintain a thorough knowledge of all the CiC in school and has access to their relevant contact details including parents, carers, Virtual School specialists, teacher/support worker and social worker. The status of a CiC is identified within the school's information systems so that information is readily available as required.

Staff Development

Part of the Designated teachers' role is to raise awareness of issues associated with CiC within the school and distribute information. Staff training on various CPD related issues will occur when deemed appropriate over the academic year with opportunities for staff to access external training if appropriate.

Partnership with parents/carers and care workers

We believe in developing a strong partnership with parents/carers and care workers to enable CiC to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

Links with external agencies/organisations

We recognise the important contributions that external support services make in supporting CiC.

The following support service colleagues may be involved with individual CiC but not limited to:

- Social care worker/Community care worker/Residential childcare worker
- Kent Virtual School for Kent CiC
- Other Virtual Schools for CiC from other Local Authorities
- Educational psychologist and others from Local Authority SEN services
- Medical officers
- CAMHS
- Education Welfare Officers
- Youth Offending Services
- School councillor
- Speech and Language Therapist
- Psychotherapist
- Occupational Therapist

CiC Policy Review and Evaluation

We undertake a thorough review of the CiC Policy and approach each year. The outcomes of this review inform the School Improvement Plan.

ROLES AND RESPONSIBILITIES

The Designated Person will:

- Be an advocate for CiC within school
- Be proactive in identifying ways in which the school can raise attainment of CiC
- Work in partnership with Kent Virtual School, and/or other Virtual Schools for those students who are from other Local Authorities, providing progress data on the progress of CiC
- Give regard to the impact of relevant decisions for CiC on both the CiC and the rest of the school community

- Know all the CiC in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about CiC and disseminate information and good practice to other staff
- Influence school policy and practice for CiC
- Act as the key liaison professional for other agencies and carers in relation to CiC, seeking advice from Kent Virtual School, and/or other Virtual Schools for those students from other Local Authorities, when appropriate
- Ensure that CiC receive a positive welcome on entering school, especially mid-year and offer additional support wherever possible
- Ensure that all CiC have an appropriate PEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan
- Arrange and contribute to PEP Review meetings
- Keep PEPs and other records up to date and review PEPs at transfer and six-monthly intervals
- Monitor the targets set out in the PEP
- Convene an urgent multi-agency meeting if a CiC is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidentiality and personal information on a need-to-know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to CiC
- Ensure that care and school liaison is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extra-curricular activities for CiC to ensure they have equal opportunities
- Ensure a speedy transfer of information, records, and coursework, where appropriate, when a CiC transfers to another educational placement
- Report to the governors on CiC in the school and inform of any policy and practice development
- Agree with the social worker the appropriate people to invite to parents' evenings and other events
- Prepare reports for Governor meetings to include:
 - The number of CiC on roll and the confirmation that they have a PEP
 - Their attendance compared to other pupils
 - Their attainment compared to other pupils
 - The number if any of fixed term or permanent exclusions
 - The destinations of pupils who leave the school
- Attend meetings as appropriate – such as the admission, disciplinary and exclusion of CiC
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Special Educational Needs Code of Practice.

All School staff will:

- Positively promote the raising of a CiC self esteem
- Have high expectations of the education and personal achievements of CiC
- Keep the Designated Teacher informed about a CiC progress
- Ensure any CiC are supported sensitively, and that confidentiality is maintained
- Follow school procedures
- Be familiar with the school's policy and guidance on CiC and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the Designated Teacher where a CiC is experiencing difficulties

- Work in partnership with Kent Virtual School, and/or Virtual Schools from other Local Authorities and other agencies to prevent a CiC's behaviour leading to an official exclusion and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.
- Contribute to regular liaison with appropriate professionals and keep carers informed
- Keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher, Kent Virtual School for CiC, and other Virtual Schools for those students who are from other Local Authorities, and professionals/parents/carers/pupils as appropriate
- Make extra copies of reports available when required

The governors will:

- Ensure that the admission criteria and practice prioritise CiC according to the DFE Admissions Code of Practice
- Ensure all members are fully aware of the legal requirements and guidance for CiC
- Ensure there is a Designated Teacher for CiC
- Nominate a member for responsibility for CiC who links with the Designated Teacher
- Liaise with the Principal, Designated Teacher, and all other staff to ensure the needs of CiC are met
- Identify a member with special responsibility for CiC
- Receive reports from the Designated Teacher
- Ensure that the school's policies and procedures give CiC equal access in respect of:
 - Admission to school
 - National Curriculum and examinations, both academic and vocational
 - Out of school learning and extracurricular activities
 - Additional educational support
 - Work experience and careers guidance
- Annually review the effective implementation of the school policy for CiC