



The Federation of The Downs & Northbourne Church of England Primary Schools



Education of Children in Care Policy

School Mission Statement

Federation of The Downs and Northbourne CEP Schools

Mission Statement

"...if you have faith as small as a mustard seed...nothing will be impossible."

(Matthew: 17 v20)

VISION STATEMENT:

Our vision for the Federation of The Downs and Northbourne CEP Schools is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every 4 years

Reviewed: Feb 2018	Review: Feb 2022		
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The Federation of The Downs and Northbourne CEP Schools Education of Children in Care Policy

Our vision is for every member of the Federation community to achieve their full potential.

Our aim is to ensure every member of the Federation community will:

- Embrace our Christian Ethos
- Feel valued, irrespective of race, gender, disability, religion or faith
- Work in a safe, vibrant and stimulating place that will develop the skills to be a lifelong learner

All children including children in care have a right to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being, this is in line with Every Child Matters.

This policy is read within the context of the Christian values and teachings of our Federation.

The Federation of The Downs and Northbourne CEP Schools 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
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and wellbeing

As for all our pupils we are committed to helping every Child in Care to achieve the highest standards they can both academically and socially.

The Governing Body 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 every 6 months for every Child in Care, in line with Kent's guidance on Personal Education Plans.

This policy links with a number of our policies, the Governors will have regard to the needs of Children in care when reviewing each policy:

- Admissions Policy
- Behaviour Policy
- Home School Agreement
- Anti-bullying Policy
- Equal Opportunities Policy
- Policy on Racial Harassment
- Child Protection Policy
- Special Educational Needs Policy

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher 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 exclusion 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.
- 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.
- 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.

The Governing Body will:

- Monitor the academic progress of Children in Care.
- 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.
- 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.

THE ROLE OF THE DESIGNATED TEACHER

- 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 and VSK.
- 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.
- Track academic progress and target support appropriately
- Co-ordinate any support for the child 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.
- Ensure that attendance of each child in care on the school roll is reported each day.

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 confidentiality with regard to children in care 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 many children in care say they are bullied so work to prevent bullying in line with the School's policy.

The Headteacher 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/>