Temple Ewell Church of England Primary School

Children in Care* Policy

*(including Children under Special Guardianship Orders and Post Adoption)

‘Love your neighbour as yourself’ (Luke 10 v 27)

Policy for the Education of Children in Care

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 especially not only receive their academic entitlement but also have support in developing appropriate life skills, strategies to support their physical and emotional well-being, as well as access to appropriate additional support where necessary. Helping Children in Care to succeed and providing a better future for them is a key priority for Kent County Council and Kent schools. This policy takes account of:

- Section 20 of the Children and Young Persons Act 2008 ("the 2008 Act")
- Section 20A of the 2008 Act inserted by section5of the Children and Social Work Act ("the 2017 Act")
- Section 2E of the Academies Act 2010 inserted by Section 6of the 2017 Act.
- The Designated Teacher (Looked after pupils etc) (England) Regulations 2009
- Statutory Guidance Feb 2018 (updating and replacing the 2009 guidance)
- Guidance for Local Governing Bodies

Temple Ewell CEP School's 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, Temple Ewell CEP School is committed to helping our Children 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 Temple Ewell CEP School are 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. **This is Ms S O'Connor, Inclusion Manager.**
- Ensure a Electronic Personal Education Plan is put in place, implemented and regularly reviewed for every Child in Care, in line with Kent's guidance on Electronic Personal Education Plans (e-pep) and for children from 'out of county', their local authority's guidance will be followed.
- Ensure that the appropriate paperwork and educational plan is in place, implemented and reviewed for children placed from out of county, adhering to regional arrangements.
- Identify a governor as Designated Governor for Children in Care. **This is Ms D Hall.**

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:

- Admissions Policy
- The School Code of Conduct.
- Behaviour and Relationships Policy
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Child Protection Policy.
- Inclusion Policy.
- Mental Health and Well Being 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 the highest level possible.

CHILDREN IN CARE :SCHOOL POLICY ATTACHMENTS

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher for Looked After Children, 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 .
- 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 Local 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 Children in Care pupils on the school's roll (if any).
2. Their attendance, as a discreet group, compared to other pupils.
3. Their SATs scores and other achievements, 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 states that the "the most effective designated teachers have a leadership role in promoting the educational achievement of every looked after and previously looked after child on the school's roll"

Governors should be aware of the role and responsibilities of the Designated teacher.

Our Designated Teacher :

• Ensures 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

• Ensures that a Personal Education Plan is completed with the child, the social worker, the foster carer/home placement and any other relevant people, at least two weeks before the Care Plan reviews.

• Ensures 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 are supported by someone from the school's pastoral staff and provided with supervision. They should be aware of any child protection issues, any allegations that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Safeguarding Lead (and Deputies)

• Tracks academic progress and target support appropriately

• Co-ordinates any support for the Children in Care that is necessary within school.

• Ensures confidentiality for individual pupils, sharing personal information on a need to know basis.

• Encourages Children in Care to join in extra-curricular activities and out of school learning.

• Ensures, as far as possible, attendance at planning and review meetings.

• Acts as an advisor to staff and Governors, raising their awareness of the needs of Children in Care.

• Sets up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.

• Ensures the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.

• Is pro-active in supporting transition and planning when moving to a new phase in education.

• Tracks academic progress and target support appropriately.

• Promotes inclusion in all areas of school life.

• Is aware that 60% of Children in Care nationally say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.

• Ensures that the audit on attendance and numbers is returned to the CIC Education Adviser every Term.

THE RESPONSIBILITIES OF ALL STAFF

All our staff:

• Have high aspirations for the educational and personal achievement of Children in Care, as for all pupils.

• Maintain Children in Care's 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.

This policy was revised and updated by Ms S O'Connor, Designated Teacher
It was agreed and adopted by the Local Governing Body 2020.
It was reviewed and updated September 2026

The policy will be formally reviewed in **August 2027** or sooner if Statutory Guidance dictates.

The Head teacher 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 through Virtual School Kent https://www.virtualschool.lea.kent.sch.uk/

For Children in Care who are from 'out of county', liaison will be with the relevant Virtual School for the responsible Local Authority.