

Children Known to Social Care Policy



ST AUGUSTINE'S CE (VA) JUNIOR SCHOOL

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Date ratified: 16th October 2024

Review date: October 2027

Children in Care Policy

St Augustine's CofE (VA) Junior School believes that in partnership with Peterborough City Council as Corporate Parents we have a special duty to safeguard and promote the education of all children known to social care. This includes:

- Children in Care (CiC)
- Children Previously in Care (CPiC)
- Children under Child in Need (CiN) or Child Protection (CP) plans for safeguarding or welfare reasons
- Children living in kinship arrangements

Our aim is:

- To provide a safe and relational environment which enables success for all children
- To promote highly aspirational and ambitious educational outcomes for all children

Definitions

Children in Care (CiC)

The term child in care refers to children who are looked after or accommodated by a Local Authority for more than 24 hours. This can happen under a number of arrangements:

- a) Children who are accommodated under a voluntary agreement with their parents (section 20)
- b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
- c) Children who are subject to emergency orders for their protection (sections 44 and 46)
- d) 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)

Children Previously in Care (CPiC)

The term children previously in care refers to children who are no longer in care through:

- a) Adoption (including state adoption from outside the UK)
- b) A Special Guardianship Order (SGO)
- c) A Child Arrangement Order (CAO)

Children in Need (CiN) and Ever-CiN

Children who have or have had a social worker (Children under Child in Need (CiN) or Child Protection (CP) plans for safeguarding or welfare reasons) are children who have been assessed as being in need under section 17 of the Children Act 1989.

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Collectively, these groups are referred to as children known to social care.

Leadership and Governance

The Head Teacher and Governing Body are committed to promoting aspirational education outcomes for all children known to social care. To achieve this, they will:

- Nominate a named Governor who will receive appropriate training which enables robust support and challenge. This includes holding leaders accountable for effective spending of the Pupil Premium Plus grant and scrutiny of attainment and attendance data.
- Ensure that the needs of children known to social care are understood and promoted by all senior leaders.
- Ensure that the statutory roles of Designated Teacher (DT) and Designated Person (DP) have the appropriate training, status and are resourced adequately, including allocated time, to ensure that the role is fulfilled to the highest level.
- Ensure that the statutory role of Designated Safeguarding Lead (DSL) has the appropriate training, status and is resourced adequately, including allocated time, to ensure that the role is fulfilled to the highest level; this will include recognition of the protective factor education can play within safeguarding.
- Promote relational practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- Ensure that the needs of all children known to social care are recognised within key policy documents including reference to flexibility of approach for this cohort of children.
- Provide opportunities for the wider staff team to receive training which promotes the educational outcomes of children known to social care.

Designated Leads

The Designated Safeguarding Leads are committed to promoting aspirational education outcomes for all children known to social care. To achieve this, they will:

- Promote relational practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- Raise awareness of curriculum sensitivities including 'hotspots' and planning for charity or celebration events. Ensure that positive role models of care-experienced adults are embedded within the curriculum.
- Raise awareness among the wider staff of the impact of the lived experiences of children known to social care and how this can affect their learning and development.
- Provide leadership, training, information, challenge and advice to the wider staff team that will promote educational outcomes for this cohort.
- Ensure compliance with all statutory processes, including the termly Personal Education Plan (PEP) for all children in care.
- Oversee the allocation of the PP+ grant for CiC (alongside the relevant Virtual School) and CPiC (in collaboration with families). For CPiC this will include ensuring they are accurately identified within the October census.
- Ensure the individual and collective voices of children known to social care are heard and responded to and are central to any decisions made regarding their education.

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Children in Care Policy

- Ensure children known to social care are encouraged and prioritised to participate fully in the breadth of school life including high quality enrichment experiences targeted to individual interests, needs and aspirations.
- Work in partnership with other agencies, parents and carers sharing information as appropriate.
- Regularly report to the governing body and SLT on the use of PP+; attainment and progress; attendance and enrichment for children known to social care 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 school files.
- Be the key point of contact in school for families and social care colleagues. Work in partnership with other agencies, sharing information as appropriate.

All Staff

All staff are committed to promoting aspirational education outcomes for all children known to social care. To achieve this, they will:

- Promote relational practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- Proactively seek advice and guidance to ensure that barriers are minimised and they are best able to provide well-matched teaching and learning opportunities for children known to social care. This will include ensuring that specific needs are considered and planned for in particular curriculum 'hotspots' such as RE, RSE, PSHE, Science, English and assemblies.

Policy and Procedure

Our policies and procedures reflect the specific needs of children who are known to social care. This may include reasonable adjustments such as celebrating 100% attendance despite incidents of non-attendance due to care placement moves for a child in care or not proceeding with a suspension for a child on a CP plan in recognition of the protective factor school attendance plays.

Admissions

- In line with the Schools Admissions Code, CiC and CPiC have priority.
- Where a child in care moves out of area following a care placement move, they will not be removed from roll. Work will be provided, and safeguarding checks will be undertaken until the child starts at their new school.

Attendance

- School attendance is a protective factor for all children including those known to social care.
- The attendance of children known to social care will be actively monitored. Where attendance is falling or below expectation, proactive work is undertaken with families and other agencies.
- Education is a protective factor in the lives of children known to social care. Creative and flexible approaches will be sought to minimise the use of reduced timetables and promote a sense of belonging.

Suspensions and Permanent Exclusion

- In recognition of the impact of their lived experiences, our aim is to never exclude a child known to social care. Creative and flexible approaches will seek to identify alternatives to exclusion; this may require deviation from policy.
- Exclusion will not be used as a sanction, but instead will be used to plan successful access, inclusion and reintegration.
- Work will be provided from the first day of any suspension.

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Children in Care Policy

- Where the potential for multiple suspensions or a permanent exclusion can be anticipated we will work proactively with others (including families, social worker, psychology services, behaviour panel and Virtual School) to reduce risk.

Communication and Sharing Information

- We will work in collaboration with Peterborough Virtual School and any other relevant Virtual School. This includes the sharing of key performance indicator data and participation in advisory meetings.
- Contact details for Peterborough Virtual School virtualschool@peterborough.gov.uk
- Contact details for other virtual schools can be requested from Peterborough Virtual School