



Mildenhall College
A C A D E M Y

Children in Care Policy

Adoption Date: July 2017

Last Reviewed: January 2018

Next Review: January 2021

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Teaching and Learning Policy
- Curriculum Policy
- Gifted and Talented Policy
- Equalities Policy
- SEND Policy
- Inclusion Policy

Policy for Children in Care

DEFINITION

Children in Care are those in public care and are either:-

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The LA has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care, i.e. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

OBJECTIVE

To promote the educational achievement and welfare of students in care on the roll of the academy. **This includes students who are Post-LAC – those who have been adopted from care, subject to a Special Guardianship Order (SGO) or Child Arrangement Order.**

RATIONALE

- The national outcomes for Children in Care in terms of educational achievement and subsequent life chances are very low.
- It therefore follows that these students receive focussed attention and positive discrimination in their favour if this situation is to be improved.
- For Children in Care, the academy should be a place offering stability, safety, continuity, positive relationships and individual care and attention.

ROLES & PRIORITIES

Principal and SLT

- We will promote a culture in which Children in Care believe they can succeed and aspire to further and higher education without being singled out.
 - We will challenge negative stereotypes of Children in Care if they exist and insist on the highest of expectations especially in terms of Children in Care achieving their potentials.
 - We will appoint a Designated Teacher for Children in Care. The Designated Teacher will have Qualified Teacher Status and will be a member of the SLT in the academy or will have direct access to the team.
 - We will empower the Designated Teacher to fulfil their role and responsibilities through the provision of time to undertake the role; supporting training needs and providing opportunities for the training to be cascaded to all staff and governors.
 - We will ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by children who are in care and that the young person's ability to engage in learning can be undermined by feelings of loss, rejection, confusion, insecurity and low self-esteem. Staff will understand the need for positive systems of support to overcome them.
 - We will make it clear to staff and other academy stakeholders that Children in Care require special treatment and positive discrimination and that this is academy policy.
 - We will recognise the particular circumstances of Children in Care and provide for these in academy policies and the academy's OEE.
 - We will ensure the day-to-day management of information provides sufficient access to promote an understanding of, and provide safeguards for individual students.
 - We are committed to working with the local authority virtual schools to promote the achievement of children in care.
- We will provide an annual report on the provision for, and progress of, Children in Care to the Governing Body.
 - We will show a personal interest and involvement with Children in Care in the academy.
 - We will give Children in Care the highest priority, in terms of admissions to the academy even when there is over subscription.

Governing Body

- We will appoint a Designated Governor for Children in Care
 - We will ensure the appointment of a Designated Teacher in accordance with Regulations.
 - We will ensure the Designated Teacher is given the appropriate level of support in order to fulfil their role.
 - We will monitor the academy's policies and ensure they are effective in reflecting the needs of children in care.
 - The Local Governing Body will receive and discuss an annual report from the Designated Teacher.
 - We will examine whether the academy is making the fullest possible use of all available resources, such as additional funding, in order to provide the maximum opportunity for students who are in care to make at least expected progress.

- We will ensure that the academy's admission procedures give priority to Children in Care.
- We will check that the SLT are meeting their responsibilities as pertaining to Children in Care as listed above
- We will champion the needs of those in care and support the work of the Designated Teacher.

The name of our Governor for Children in Care is Ms M Khan

Academy Education Adviser

- The Academy Education Adviser will check on the progress of Children in Care, and the systems in place to support them, as part of their liaison with the academy.

Designated Teacher (will receive appropriate training for the role)

- Will be champion for Children in Care within the academy and ensure that they are receiving special provision.
- Will ensure that teachers who need to know are aware of who are Children in Care and the need to give them extra support.
- Will make sure that all possible is being done to raise the achievement levels of Children in Care by ensuring:-
 - They are following an appropriate curriculum and that there is access to alternative provision if felt necessary.
 - The students know their targets and get feedback at least termly on how they are performing in relation to these targets and how they can improve and do better.
 - The academy's data tracking shows on at least a half-termly basis if a student is underachieving with monitored intervention strategies then being put in place.
 - The students are entered for public examinations in all cases unless it is totally inappropriate.
 - The students have full access to any booster support that is available in the academy.
 - The pupils have all possible individual assistance in developing their basic skills including reading.
 - Pupils on the SEN register receive all possible support to meet their needs.
 - Able pupils have access to the academy's Gifted and Talented provision.
 - All possible support is given at the times of transition (KS2 – KS3; KS4 – KS5 as well as in-year transitions.)
 - Pupils are completing homework and coursework on time and to a good quality and that intervention occurs if this is not the case.
- Will ensure that Children in Care receive a smooth induction into the academy, receiving and transferring all appropriate records.

- Will keep comprehensive and up to date files on each pupil and to ensure that these are passed on should the pupil move school.
- Will ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- Will ensure that each Child in Care has access to a Mentor who can check progress and listen to his/her views about academy and out of academy issues.
- Will check with staff on a regular basis how the students are doing and will intervene quickly at the first sign of a problem, e.g. behaviour issues, poor effort etc.
- Will liaise with the Assistant Principal for Attendance ensuring that any concerns are discussed with the carer, social worker and EWO. (Currently the LA commission the services of a firm called 'Welfare Call' who call daily to check attendance.)
- Will work with the Assistant Principal for Attendance, the Assistant Principal for Behaviour and the House Leader to draw up strategies for pupils who are causing concern in relation to attainment, behaviour, attendance etc. and monitor the success of their implementation.
- Will liaise with the Assistant Principal (Pastoral) to ensure that students receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education or training.
Will ensure that pupils are given specific help in developing the social and personal skills that will give them better life chances.
- Will undertake periodic pupil voice exercises.
- Will encourage pupils to be fully involved in extra-curricular and extension activities both in and outside of academy; to help them with the logistics of taking part in academy trips and other activities; to encourage them to be fully involved in the academy, e.g. House and academy councils.
- Will ensure that pupils know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
- Will make provision for specific additional mentoring or counselling as needed.
- Will liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
- Will ensure that pupils receive praise and rewards from the academy's systems and to intervene when this seems not to be the case.
- Will be vigilant for any child protection issues and also will check carefully for any sign of a Child in Care being bullied.
- Will liaise closely with the virtual schools and social workers for Children in Care by:-
 - Contacting the Specialist staff if access is needed to a Social Worker or a multi-agency team.
 - Informing the Specialist staff of any problems out of academy that seem to have been identified.
 - Seeking the support of the Specialist staff if LA or other agency procedures do not seem to be giving necessary support to Children in Care.
 - Keeping the Specialist staff informed about the general progress of Children in Care.

- Informing the Specialist staff if carers do not seem to be co-operating with the academy in helping the pupil's educational development.
- Encouraging Children in Care to take part in the Praise initiatives and to attend the Celebration events.
- Seeking ICT support if this is not available at academy or at home.
- Contacting the Specialist staff if it is proving difficult to secure the support of the Children in Care Team for a student who is in our academy but the responsibility of another LA.
- Developing skills as a Designated Teacher via CPD.

Teachers and Associate Staff

- Will be aware of Children in Care in their classes and give them all possible support and encouragement.

Will show sensitivity and understanding.

Will consider in advance work which is coming up which may contain difficult themes for Children in Care. They will discuss their concerns with the Designated teacher so that the social worker and carer can advise on

Will have high expectations of all students including Children in Care.

- All staff will provide information to the Designated Teacher relating to their Children in Care on a continuous and regular basis.