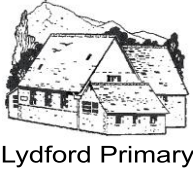




The Dartmoor Federation comprises:

- Boasley Cross Primary School
- Bridestowe Primary School
- Exbourne Church of England Primary School
- Lydford Primary School
- Northlew & Ashbury Parochial Church of England Primary
- Okehampton College



Lydford Primary



Okehampton College

Education For Children In Care Policy

This policy was adopted by The Dartmoor Federation Policy Review Committee on
20th February 2012

and reviewed by the Governor Safeguarding & Behaviour Group on
3rd March 2017

INTRODUCTION

Who are our Children in Care?

Children and young people become 'Children in Care' (also referred to as Looked After Children, LAC, or Children Looked After, CLA) either if they have been taken into Care by the Local Authority or have been accommodated by the Local Authority (a voluntary care arrangement). Most CHILDREN IN CARE will be living in foster homes but a smaller number may be in a children's home, living with a relative, or even be placed back at home with their natural parent(s).

CHILDREN IN CARE will have a care manager (Social Services Division) who arranges for the pupil's care plan.

The Governing Board of The Dartmoor Federation is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This Governing Board recognises that, nationally, there is considerable educational underachievement of Children in Care, when compared with their peers and is committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000 and the Children Act (2004). The Children Act places a duty to safeguard Children in Care, to promote their educational achievements and to ensure that they are able to achieve to and reach their full potential. The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;
- early intervention – priority action; and
- listening to children.

The Guidance introduced two key measures, in order to improve multi-agency co-ordination and improve educational life chances for Children in Care:

- Designated Teachers for every school.
- Personal Education Plans (PEPs) for all Children in Care.

Satellite Site	Designated officer for Children in Care - Dartmoor Federation Satellites
Boasley Cross Primary Contact 01837 871362	Mrs Jackie Wenmouth
Bridestowe Primary Contact 01837 861361	Mrs Amy Scrivener
Exbourne Church of England Primary Contact 01837 851205	Mrs Cherie Gilbert
Lydford Primary Contact 01822 820264	Mrs Barbara Earnshaw
Okehampton College Contact 01837 650910	Mrs Charlie Edwards

This Governing Board is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

The Governor responsible for monitoring our work with Children in Care and our policy is **Jane Lake. Jane Lake can be contacted via the messaging service of The Dartmoor Federation Website <http://www.dartmoorfederation.co.uk>**

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHERS

Each Designated Teacher should:

- be an advocate for Children in Care;
- when new to the school, ensure a smooth and welcome induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status;
- ensure that a Personal Education Plan is completed (within 20 days of entering care or joining a new school. This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies, and be linked with the Care Plan meetings, where in place. Where appropriate, the PEP should take account of any Individual Education Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed, concurrently with the Care

Plan, ie within 28 days, 3 months and 6 months and thereafter, at least, every 6 months;

- set out in detail in the PEP the proposed spending of Pupil Premium Plus (PPP) for that individual, cross referenced against targets and desired outcomes;
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- ensure that Children in Care has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher);
- ensure entry to examinations for all Children in Care;
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- ensure staff receive relevant information and training and act as an advisor to staff and Governors;
- ensure confidentiality for individual children and only share personal information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- ensure that the child, carer/s (and parent/s if possible) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive. The Home School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures;
- encourage Children in Care to participate in extra-curricular activities and out of hours learning;
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- seek urgent meetings with relevant parties (including Inclusion Manager, representative from the corresponding Virtual School, Social Care, Education Welfare) where the child is experiencing difficulties and/or is in danger of being excluded.

ROLES AND RESPONSIBILITIES OF ALL STAFF

- as with all children, have high aspirations for the educational and personal achievement of Children in Care;
- ensure entry to examinations for Children in Care;
- ensure that any Children in Care are supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on Children in Care and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to a Child in Care request to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- liaise with the Designated Teacher where a Child in Care is experiencing difficulty;
- as with all children, ensure that no Child in Care is stigmatised in any way;
- provide a supportive climate to enable a Child in Care to achieve stability within the school setting;
- positively promote the self esteem of Children in Care.

ROLE AND RESPONSIBILITY OF THE GOVERNING BOARD

The Governing Board of this Federation will:

- ensure all Governors are fully aware of the legal requirements and Guidance for Children in Care;

- be aware of whether each school has Children in Care and the numbers on roll (no names);
- ensure that there is a named Designated Teacher for Children in Care;
- liaise with the Principal and Head Teachers to ensure that each Designated Teacher is enabled to carry out her/his responsibilities in relation to Children in Care;
- support the Principal, Head Teachers, Designated Teachers and other staff in ensuring the needs of Children in Care are met;
- nominate a Governor who links with the Designated Teachers, receives regular progress reports and provides feedback to the Governing Board which should include:
 - ◆ the number of Children in Care in school (if any),
 - ◆ their attendance, as a discrete group, compared to other pupils,
 - ◆ their SAT scores and GCSE results, as a discrete group, compared to other pupils,
 - ◆ the number of fixed term and permanent exclusions (if any),
 - ◆ the destinations of pupils who leave the school,
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned;
- review the effective implementation of this policy, preferably annually and at least every three years;
- ensure that the Federation's other policies and procedures give Children in Care equal access in respect of:
 - ◆ Admission to school.
 - ◆ The National Curriculum and public examinations.
 - ◆ Additional educational support where this is needed. Extra curricular activities.
 - ◆ Work experience and careers' guidance.

TRAINING

The Principal, Head Teachers, Designated Teachers and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

RELATED POLICIES

This policy links with a number of other Federation policies, particularly:

- Equal Opportunities Policy
- Policy on Racial Equality
- Safeguarding Policy
- Special Educational Needs Policy
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- The School Code of Conduct
- Home School Agreement.