



# **Policy for Children and Young People in Public Care**

**June 2015**

## **POLICY FOR CHILDREN AND YOUNG PEOPLE IN PUBLIC CARE**

**Review Date:** June 2015

**Next Review:** June 2016

Redscope Primary School (referred to as the school within this policy) believes that as Corporate Parents we have a special duty to safeguard and promote the education of Children(and Young People) in Public Care and to help them achieve their full potential.

SAT results show that at Key Stage 2 “Looked After Children” in Rotherham only achieve at about 53% of the national average results. Looked After Children are about 10 times more likely than average to be permanently excluded, and are about 10 times more likely to be statemented for Special Educational Needs.

In view of this picture, we want to ensure that every provision is in place to support the educational needs of this very vulnerable group of children.

### **Children in Public care or Looked After Children are these Children;**

- Who are subject to a care order (Children Act 1989 Section 31) where the local authority shares parental responsibility with the natural parents and is expected to act in partnership with them.
- Who are accommodated (Children Act 1989 Section 20) where the local authority is caring for the young person either by agreement with, or at the request of the natural parents. Their parents retain full parental rights and must be consulted fully on all issues.
- Who may live at home with their parents or extended family.
- Who may live in a foster home.
- Who may live in a residential home.

### **Objectives**

- To provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- To bring the education attainment of our Looked After Children nearer to those of their peers, by providing the best educational support, whilst recognising the barriers to attainment of some children.
- To identify our school’s role as Corporate Parents to promote and support the education of our Looked After Children; answering the question “Would this be good enough for my child?”

### **Policy statement**

The ethos of the school will seek to ensure the achievement of these aims:

- Ensuring that while appropriate support is provided for children, they are never made to feel different from other children in school.

- Promoting acceptance, and challenging negative stereotypes. Ensuring appropriately high expectations of Children in Public Care.
- Ensuring there is sensitivity to the background of Looked After Children and Young People in all aspects of school life, especially around work on families and family trees.
- Actively encouraging parents to remain involved in their child's education, where this is possible.
- Listening to and acknowledging the child's view.
- Respecting confidentiality around information about Children in Public Care.
- Recognising that Looked After Children who are members of ethnic minority groups, or who have a disability may be especially subject to isolation.
- Ensuring that all policies to support children such as Equal Opportunities Policy, Behaviour/Bullying Policy, Promoting Racial Equality Policy, Child Protection Policy, Special Educational Needs/Inclusion Policy and Home/School Agreement Policy are linked to our Policy for Children and Young People in Public Care.

**The Designated Teacher** for Children and Young People in Public Care is Mrs P Dobbin.

**The Designated Governor** for Children and Young People in Public Care is Mrs B Watson.

The designated teacher will ensure that the following support mechanisms are in place in order to achieve these aims:

- Monitoring of children's achievements, attendance and general progress.
- Attending meetings and training for Designated Teachers.
- Advocate for Children in Public Care within school and raise awareness among all school staff about the needs of Looked After Children.
- Liaise with outside agencies.
- Ensure that staff receive information that they need to know about particular children.
- Ensure that Looked After Children receive the educational and pastoral support that they need, particularly when starting our school.
- Ensure that all children have a **Personal Education Plan** and that a member of staff attends the meetings, and that they are well briefed beforehand.
- Take appropriate action as soon as there are any problems with behaviour or attendance, by using the school support systems for the benefit of the child, and drawing in outside agencies where appropriate.

### **Personal Education Plan**

Systems are in place to enable the appropriate member of staff to attend Personal Education Plan meetings, and Social Services Statutory Review meetings, where the Personal Education Plan is reviewed.

Where appropriate, children will be consulted and involved in the decisions taken about themselves, ensuring that they have access to support and counselling in school.

School will consider how we can offer extra academic and pastoral support, if this is needed, and will ensure early intervention where a child is at risk of underachievement.

School will ensure that children with special educational needs are being assessed and are getting appropriate resources to support their learning.

Looked After Children will have every opportunity to participate fully in the National Curriculum, statutory tests, extra-curricular activities and additional educational support.

Extra support will be given to Looked After Children at times of educational transition.

Any information will be shared strictly on a need to know basis, and all staff will follow the Rotherham Information Sharing Protocols for the Education of Young People in Public Care.

There will be regular liaison and consultation with social services, social workers, foster carers, parents and other professionals involved in the child's life. Home-school agreements will be used and school will work closely with carers to ensure that they are aware of the child's learning and how to support the child at home.

The Designated Governor will work in partnership with parents, carers and agencies, especially the LA, Social Services and the Health Department to co-ordinate support for Looked After Children.

### **Support and Monitoring procedures**

Half-termly monitoring of the progress of Children in Public Care by the Designated Teacher.

Designated Teacher and/or another senior staff member to attend 6 monthly Personal Education Plan meeting for each child to ensure all possible support for the child is in place.

Annually review the progress of the Children and Young People in Public Care in the school, by ensuring it is placed on the agenda of Governors meetings.

### **Links to other policies and procedures**

- Equal Opportunities Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Special Educational Needs/Inclusion Policy
- Home/School Agreement Policy.
- Promoting Racial Equality Policy.