CHIVENOR
PRIMARY SCHOOL

Children in Care Policy

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Reviewed Annually

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Statement of Intent

For the purpose of this document Children in Care (CIC), sometimes referred to as Looked After Children (LAC) will be referenced as CIC. The term 'Looked after' originates from the Children's Act 1989 and is the legal term for children in care.

Children in Care (CIC) and previously-CIC are more likely to experience poorer health, lower educational achievement and have fewer employment opportunities as adults. In order to make certain that our Children in Care are continuously achieving in all these areas, we are committed to working together, across all agencies, to make sure that they enjoy a good, robust and challenging educational experience. Chivenor is committed to raising CIC life chances and improving prospects for all children.

We will:

- Encourage pupils to reach their potential and make at least expected progress in all core areas.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for CIC which is realistic, meets their identified needs and uses school resources efficiently
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.
- Ensure that CIC and previously CIC, are proportionately represented in our school, through the school parliament and sporting groups etc.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2024) 'Keeping children safe in education'
- DfE (2019) 'Working Together to Safeguard Children'
- DfE (2020) Governance handbook
- DfE (updated January 2021) School Admissions Code

Admissions Guidance

Chivenor Primary School implements the guidance specifically from the Governance Handbook Oct 2020 page 125 and the Admissions Code paragraph 1.7 which state:

- Admissions authorities of all mainstream schools must give the highest priority in their oversubscription criteria to looked after and previously looked after children, as

defined in the School Admission Code. The admission requirements for looked after and previously looked after children are set out in the School Admissions Code. This Code applies to maintained schools and academies, including free schools.

- Where an LA considers that an academy trust will best meet the needs of any child, it can ask the academy to admit that child but has no power to direct it to do so. The LA and the academy trust will usually come to an agreement, but if the academy trust refuses to admit the child, the LA can ask the Secretary of State to intervene. The Secretary of State has the power under an academy trust's Funding Agreement to direct the academy trust to admit a child and can seek advice from the Schools Adjudicator in reaching a decision.

Definitions

"Looked after children (LAC)" are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order but are accommodated by the LA under an agreement with their parents.

"Previously-LAC" are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

Roles and Responsibilities

The Board of Governors is responsible for:

- Ensuring Chivenor has a coherent policy for CIC and previously CIC.
- Reviewing policies and procedures to ensure they are in conjunction with legislation and statutory guidance.
- Ensuring the DSL for CIC and previously CIC has received the appropriate training.
- Promoting a culture of high expectations and aspirations.
- Ensuring all staff have the skills, knowledge and understanding to keep CIC and previously CIC safe.
- Promoting equal access to all areas of the curriculum and ensure reasonable adjustments are made when and if necessary.
- Review the annual report detailing the progress of CIC in school, including feedback on the effectiveness of the CIC policy.
- Sharing information with appropriate staff in relation to CIC:
  - Legal status
  - Care arrangements
  - Contact arrangements

The Virtual School (VS) is responsible for:

- Monitoring the attendance and educational progress of CIC attending Chivenor Primary School

- Ensuring arrangements are in place to improve the education and outcomes of all CIC children who attend Chivenor.
- Building relationships with health, education and social care partners to promote signposting for CIC and their families.
- Work in partnership with Chivenor to ensure all CIC are fully supported and ensure they are reaching their full potential.
- Act as the education advocate for CIC.
- Coordinate termly EPEP meetings with all partners.
- Ensure effective systems are in place to:
    - Maintain up-to-date records on attendance, progress and targets for all CIC
    - Inform the Head of School and the DSL of all CIC and previous CIC on roll.
    - Ensure all partners understand their role and responsibilities with regards to the EPEP.
    - Monitor EPEPs to ensure they are effective and focus on education outcomes.

The Head is responsible for:

- Appointing the DSL for CIC and previously CIC.
- Ensuring adequate time is given to facilitate and carry out the duties of a DSL.
- Promoting a culture of high expectations and aspirations for CIC and previously CIC.
- Reviewing the policy with the governors.
- Overseeing the policy and monitoring its implementation.
- Ensuring adequate training is provided for all staff, including trauma and attachment training and emotional coaching.
- Actively challenging the negative stereotypes of CIC and previously CIC.
- Distribution of all PP+ funding for CIC.

The DSL for CIC and previously CIC is responsible for:

- Maintaining positive relationships with all partner agencies.
- Completing and updating each CIC EPEP termly.
- Ensuring the EPEP is implemented throughout school.
- Promoting the educational achievement of CIC and previously CIC.
- Acting as the main contact for partner agencies.
- Attending all meetings.
- Obtaining the thoughts and feelings of all CIC and previously CIC.
- Setting educational targets which are realistic and agreed with by the CIC and previously CIC.
- Promoting a culture of high expectations and aspirations.
- Involving all staff in meeting the needs of CIC in their class.
- Ensure all staff have an adequate understanding of the background of all CIC children in their care.
- Advising staff on teaching strategies and best practices for CIC and previously CIC.
- Liaising with the Head to submit an annual report to the governing body detailing the progress of all CIC and previously CIC.
- Keeping up to date records for all CIC's respective social workers and the VS.
- Liaising with carers and all partners to ensure all contact details are up to date and passed to relevant departments.
- Ensuring the Data protection policy is followed in regards to confidentiality for CIC and previously CIC.

The SENDCo is responsible for:

- Attending meetings for CIC who are on the SEND register.

- Monitoring My Plans for all CIC.
- Supporting staff with implementing strategies to support CIC with SEND.
- Monitoring the effectiveness of interventions.
- Liaising with all partner agencies with regards to SEND for CIC.

Class Teachers are responsible for:

- Ensuring they are aware of all CIC and previously CIC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate and showing sensitivity and understanding.
- Being vigilant and reporting any concerns to the DSL.
- Promoting the self-esteem of CIC and previously CIC.
- Ensuring they are aware of all targets for CIC and previously CIC.
- Monitoring strategies and interventions for CIC and previously CIC.
- Liaising with carers and informing the DSL of any changes they are aware of.
- Listening to the voice of all LAC and previously CIC.

PEP

All CIC must have an up to date care plan; PEPs are an integral part of this care plan. They provide a record of the child's academic journey and are maintained for 75 years. CIC children can access these at any time in their child or adult life.

The PEP is an evolving record of what needs to happen to enable a CIC to make the expected progress and fulfil their potential.

The PEP reflects the importance of a personalized approach to learning which meets the identified educational needs of the child. The PEP has a section for the child's voice and this should be updated at least termly.

All professionals, along with the child's carers, use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.

All relevant bodies, such as the LA, the DSL and the carers, will ensure that the CIC is involved in the PEP process at every stage.

The PEP will address the pupil's full range of education and development needs including:

- Access to nursery provision that is appropriate to the child's age.
- Ongoing catch up support, which will be made available for all CIC children who have fallen behind expected in any area of the curriculum.
- Suitable education provided by the LA, where a CIC child is not in school due to suspension or exclusion.
- Transitional support.
- Attendance.
- Educational targets.
- Pupil voice.
- Behavioral support.
- All SEND information.
- PP+ spending.
- Support in place to help the child meet their aspirations.
- Extra-curricular activities.

Working with agencies and the Virtual School (VS)

As a corporate parent, the local authority has high aspirations for all of its CIC and previously CIC. VS want their children to have the best start in life and to reach their full potential. As such the VS will ensure that:

- When commissioning services VS will promote educational achievements and ensure school is updated with details of all service providers.
- The DSL's ensure all copies of all relevant reports are forwarded to the VS.
- Review meetings will be held termly with all partners attending.
- The social worker will inform the DSL and the VS of any changes in circumstances.
- The DSL will inform the VS and the social worker of any exclusions, attendance concerns or any other educational issue, taking prompt action where necessary to safeguard CIC and previously CIC.
- The VS should be the lead responsible for ensuring that arrangements are in place to improve the educational outcomes and experiences of CIC.
- Behaviour management strategies will be agreed between the VS and Chivenor, to ensure any challenging behavior is managed in the most effective way for each individual CIC.
- The VS will communicate with the DSL and the social worker to facilitate the completion of the EPEP.
- The DSL will work with the VS, social worker and all other relevant agencies to monitor any arrangements and ensure activities are recorded and implemented.
- The VS will ensure all allocated PP+ is sent directly to Chivenor to be managed by the school.
- The VS will support with grading each individual EPEP and offer training and advice to staff.

Training

Whole school safeguarding training takes place yearly for all staff. New staff, who start during an academic year, follow Chivenor's induction process, which included statutory safeguarding training.

The DSL and other school staff directly involved in the education of CIC and previously CIC will receive appropriate training, this includes information about the following:

- Admission arrangements
- SEND
- Attendance legislation
- Exclusions
- Attachment
- Trauma
- Emotional coaching
- Positive behaviour coaching
- EPEP best practice training

Chivenor actively encourages all staff to attend courses and network meetings that help them to acquire the knowledge and skills needed to support CIC. The Head has provided remote learning and training via National Online College to all staff to develop the skills required.

Pupil Mental Health and Wellbeing

Children in Care are some of the most vulnerable children and young people in our society. As such, they need and deserve the best possible support from our service. Timely, effective

intervention can make the world of difference to our CIC. It is absolutely critical that our CIC children's health outcomes, life opportunities and their happiness and wellbeing is a priority at Chivenor. Therefore, the following will be put into place:

- All relevant staff will read, adhere to and have a good understanding of the statutory guidance on promoting the health and wellbeing of CIC.
- The DSL will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.
- VS will ensure relevant staff at Chivenor are able to identify signs of potential mental health issues and understand the impact issues can have on CIC and previously CIC's current emotional wellbeing.
- VS will support school with access to further assessment and support regarding mental health were necessary.
- School will support CIC with regular counselling session through a trained counsellor.
- Pupil voice will be obtained at least every half term. CIC are listened to and their views are taken in to account according to their age and understanding in identifying and meeting their emotional and mental health needs.
- The VS must arrange for all CIC to have a health assessment by a registered medical practitioner which is reviewed regularly and shared with all partners.
- The VS has a duty to promote the welfare of every CIC and act on any early signs of health issues as reported by school.

Exclusions

Chivenor promotes a positive behaviour policy and as such will ensure past experiences of CIC and previously CIC will be considered when implementing our behaviour policy. We recognise all children are individual with specific needs so within our consistent approach there is room for flexibility to address the needs of our CIC. We also have regard to the DfE's statutory guidance Exclusions from maintained schools, academies and pupil referral units in England and the changes to the school exclusion process during the coronavirus updated Oct 2020. Where possible Chivenor actively avoiding exclusions for any child.

We believe that every child has a right to be happy, feel safe and have individualized learning. Our behaviour policy is values based which are 'lived and breathed' in all aspects of school life. If we have concerns about a CIC child's behaviour we will inform the VS and carers at the earliest opportunity and seek to put a Pastoral Support Plan (PSP) in place.

CIC and SEND

All children with SEND routinely receive high quality teaching and support. Where appropriate, further targeted support form skilled and experienced members of staff is provided. The curriculum is appropriately personalized in order to meet the needs of all individual learning needs.

Support for CIC with SEND, who do not need an EHCp, will form part of the PEP and care plan reviews. Every child on the SEND register also has a 'My Plan' detailing their needs, strategies in place and targets. Parents (where applicable), pupils, carers and the VS will be in involved in setting targets and reviewing provision. Chivenor works in close partnership with the VS to ensure that provision for CIC is regularly reviewed and good progress is made by our CIC.

Information Sharing

Chivenor does not share information about pupils with anyone without consent unless the law and our policies allow us to do so. We are required to share information about our pupils with the DfE under regulation 5 of The Education Regulations 2013.

Appropriate and specific arrangements for sharing data are in place to ensure that the education needs of LAC and previously LAC are understood and met.

The arrangements set out include:

- Who has access to information on CIC and previously CIC and how data will remain secure.
- How pupils and parents/carers are informed of, and allowed to challenge, information that is kept.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information and individual pupils is passed between authorities, departments and during transition.

Complaints Procedure

We hope that you will always feel able to discuss any concerns you may have with the DSL, class teacher or Head of Lower/Upper school. These are the people who know your child best and can usually sort out any issues or concerns. We take any such concerns seriously, and aim to resolve them as quickly and sensitively as we can, and usually within 2 school working days. If concerns are not resolved in a satisfactory manner you may then involve the Executive Head of Chivenor Primary School in trying to resolve the matter. If you are still not satisfied, there may be a desire to make a complaint in a more formal way. We expect complaints to be made as soon as possible after an incident/concern arises (although three months is generally considered to be an acceptable time frame in which to lodge a complaint). Formal complaints must be made, in writing, through the following steps:

a) Executive Head Lisa Guest
Telephone: 0121 675 9833
Email: enquiries@chivenor-gst.org FAO Head
Letter: FAO Head of School.

If she is unable to resolve the complaint, then you should proceed to the

b) Governing Body
Telephone: 0121 675 9833
Email: enquiries@chivenor-gst.org FAO Chair of the Improvement Board
Letter: FAO Chair of the chair of the Improvement Board.

Finally, if you are still not satisfied, you have recourse to contact

c) Griffin School Trust
Address available from school office.

The school will log all letters and emails of complaint addressed to the Head, and acknowledge these within two working days of receipt during term time. The complaint will be investigated and, where possible, a reply from an appropriate member of staff will be issued within one

week of receiving the complaint. If this is not possible, the school will inform you of when you can expect to receive a reply.
These same time scales and procedure will apply to a complaint addressed to the Chair of the Improvement Board.

Conversely, if you are pleased with the school's achievements, we really hope you will tell us!

Monitoring and Reporting Arrangements

The CIC Policy was presented to the Governing Body Curriculum Committee and will be reviewed yearly.