




KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Child in Care Policy	
Date Written:	October 2013	
Date Updated:	September 2019	
Updated By Who:	Deputy Headteacher/Designated CIC Teacher	
Policy Originated from:	Kingsnorth Primary School / Aquila/KCC/SPS	
Date To Be Reviewed:	September 2022	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.

INTRODUCTION



Nationally, Children in Care significantly underachieve and are at greater risk of exclusion compared with their peers. At this school we have a major part to play in ensuring that a Child in Care is encouraged to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being.

Helping a Child in Care succeed and providing a better future for them is a key priority for Kent County Council and Kent schools. This policy takes account of:

- The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of a Child in Care (CIC)
- The Education (Admission of Child in Care) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting a Child in Care. A Practical Guide for School Governors*).

Kingsnorth CEP School's approach to supporting the educational achievement of a Child in Care is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

IMPLICATIONS

As for all our pupils, Kingsnorth CEP School is committed to helping every Child in Care to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The Governing Body of Kingsnorth CEP School is committed to providing quality education for all pupils and will:

- Ensure a Child in Care is prioritized in the school's oversubscription criteria, in line with the Education (Admission of a Child in Care, England Regulations 2006). These require admission authorities to give top priority for admission to a Child in Care in their oversubscription criteria.
- Ensure a Designated Teacher for a Child in Care is identified and enabled to carry out the responsibilities set out below.
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Child in Care, in line with Kent's guidance on Personal Education Plans.
- Identify a Designated Governor for a Child in Care.



This policy links with a number of other school policies and it is important that Governors have regard to the needs of a Child in Care when reviewing them:

- Oversubscription criteria.
- The School Code of Conduct.
- Behaviour Policy.
- Discipline Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Child Protection Policy.
- Special Educational Needs Policy.

The school will champion the needs of a Child in Care, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

CHILD IN CARE SCHOOL POLICY ATTACHMENTS

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher for a Child in Care whose role is set out below. It is essential that another appropriate person is identified quickly, should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of a Child in Care and take action where progress, conduct or attendance is below expectation.
- Report on the progress, attendance and conduct of a Child in Care, OFSTED now select a number of Children in Care, tracking their results and the support that they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

RESPONSIBILITY OF THE GOVERNING BODY

- Identify a nominated Governor for Child in Care.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of a Child in Care.
- Ensure the school has an overview of the needs and progress of a Child in Care.
- Allocate resources to meet the needs of a Child in Care.
- Ensure the school's other policies and procedures support their needs.

Procedures: the Governing Body will:

- Monitor the academic progress of a Child in Care through an annual report (see below).
- Ensure that a Child in Care is given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure a Child in Care achieves and enjoys their time at the



school, by recognising the extra problems caused by excluding them. Understanding that exclusion is a last resort.

- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of a Child in Care are recognised and met.
- Receive a report once a year setting out:
 1. The number of Child in Care pupils on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. The number of fixed term and permanent exclusions (if any).
 4. The destinations of pupils who leave the school.
 5. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

THE ROLE OF THE DESIGNATED TEACHER

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen”. In our school this is the Deputy Head who should be an advocate for Child in Care, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

Governors should be aware that all schools are already required to have a designated teacher for a Child in Care. This person should be a member of the Senior Leadership Team. Training for Designated Teachers has been and will continue to be available through our Child in Care Education Adviser Team. Governors should also be aware that OFSTED will focus on Child in Care, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, completing the relevant sections of the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that a Personal Education Plan is completed with the child, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each Child in Care has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. *Members of staff who take on this role may need to be supported by someone from the school's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Teacher for Child Protection.*
- Track academic progress and target support appropriately.
- Co-ordinate any support for the Child in Care that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage a Child in Care to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of a Child in Care. Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.



- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school, arranging a ‘face to face’ meeting and a hand over of files ensuring they receive a receipt for the files.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Children in Care say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.
- Ensure that the audit on attendance and numbers is returned to the Child in Care Education Adviser every Term.

All our staff will:

- Have high aspirations for the educational and personal achievement for a Child in Care, as for all pupils.
- Maintain the Child in Care’s confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil’s request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher’s requests for information.
- Work to enable a Child in Care to achieve stability and success within school.
- Promote the self-esteem of all Children in Care
- Have an understanding of the key issues that affect the learning of a Child in Care.

The Headteacher and the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.