



Bristol Cathedral Choir School

Mission Statement

Bristol Cathedral Choir School is a Church of England Academy with an ethos reflecting the Christian faith and with music and mathematics as its specialisms.

It aspires to be a learning community where all achieve their full potential in a supportive and tolerant environment, so that they can contribute fully to the society in which they live.

Name of policy	Children in Care policy
Author of policy	Patrick Callaghan
Governing group responsible for the policy	Full GB Ros Kennedy

Introduction

At Bristol Cathedral Choir School we believe that all Children in Care should have equitable access to excellent educational provision and achieve at a similar level to all Bristol children. We as a school community aim to be champions for Children in Care and take a proactive approach to support their success, recognising that we as a school have a vital role to play in promoting children and young peoples social and emotional development.

Aims and Objectives:

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children
- Bring the educational attainments of our Children in Care nearer to those of their peers, making sure they have access to education appropriate to their age and ability. This includes access to a broad and balanced curriculum.
- Identifying our schools' role to support and promote the Children in Care and ensuring that the progress gap between all CiC and their peers is closed.
- Nominate a Designated Teacher fro Children in Care who will act as their advocate and co-ordinate support for them, liaising with carers, natural parents (as appropriate) and social workers on a wide variety of educational and welfare issues.

All staff and governors are committed to ensuring improved educational life chances for Children in Care by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities. Also, to establish and maintain appropriate reporting and monitoring procedures both within the school and other agencies.

Process/Procedure

Designated Teacher for Children in Care

1. Maintain a register of all Children in Care. This will include a record of:
 - The contact person in the relevant Children in Care Education Team
 - Status i.e care order or accommodated
 - Type of placement e.g foster, respite, residential
 - Name of social worker, area office, telephone number
 - Daily contact and telephone numbers of those to be contacted in an emergency.
 - Share child protection/disability information which could be shared, if appropriate.
 - Relevant health information.
 - Baseline information and all test results.
2. Named officers in the LA with regard to exclusion issues, attendance issues and transition issues.
3. If there are safeguarding concerns for a Child in Care, contact and advice should be sought from the Education Safeguarding Team.

Governors

- School staff and governors are aware of the guidance to promote the educational achievement of Children in Care.
- There is a dedicated governor to champion and monitor the work of the school in supporting Children in Care as part of a larger group of vulnerable children.
- Designated teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Principal

School Wide

- The school celebrates the achievement of Children in Care.
- Teachers should have high expectations of the young person, encouraging achievement and ambition.
- The young person will need a trusted person in school who is able to take time to listen to them.
- All teachers within the school are aware of the needs of the Children in Care and actively promote their best interests.
- Ensure that systems are in place for all staff to keep up to date and informed about Children in Care.
- The designated teacher ensures that positive messages about behaviour and achievement are shared within the school and between school, carers and outside agencies and that high educational expectations are maintained.
- Support the engagement of Children in Care in out of schools learning.
- Staff work in partnership with parents, carers and agencies.
- Support carers to value educational achievement and improve attendance.
- Staff are aware that being or becoming 'In Care' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given. Teachers can be aware of a variety of issues that may undermine the young person's ability to engage in the learning process including feelings of loss, rejection, isolation, confusion and low self esteem.

SEN

- Any special educational needs are quickly identified and appropriate provision is made.
- Ensure that systems are in place to identify and prioritise when Children in Care are underachieving and have early interventions to improve this.
- If the young person has a statement of special educational need, then the annual review should coincide with one of the six monthly care planning reviews.

Admissions/Transitions

- Ensure that on admission or transfer all relevant information is obtained at the outset.
- We will forward appropriate documents to any receiving school at point of transition where the receiving school is made known.
- Make every effort to provide continuity of schooling and educational experience.
- Prioritise Children in Care within the schools admissions policy and admit students as quickly as possible recognising the importance of re-establishing school stability for Children in Care.

Attendance

- When a child is absent for three consecutive days or more, the social worker needs to be informed via email or a phonecall.
- Ensure that the schools Attendance Officer communicates with agencies who contact schools for LAC data.

Exclusion

- Identify and Child in Care who is at risk of exclusion and contact the Children in Care Education Team, Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school.
- Ensure in the case of a fixed term, or permanent exclusion that the carer and the social worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline the rights of the carers to make representations to the governing body where appropriate and details of arrangements made to enable the child to continue his/her education.
- Make sure the LA Children in Care team are made aware of any exclusions and the reasons for the exclusion.

Personal Education Plans (PEP)

- Ensure that there is a PEP for each child to include appropriate targets.
- Following the writing of a PEP, any educational recommendations will be adhered to by staff in order that any Child in Care has the opportunity to achieve his/her targets.
- We will attend Designated Teacher Hub meetings where possible.
- All PEPs will be reviewed every 6 months.
- Year 7 or transitional PEPs will be reviewed every 3 months
- For a child taken into Care a PEP will be initiated within 28 days.

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