



CHILDREN & YOUNG PEOPLE IN PUBLIC CARE POLICY

PHASE	JUNIOR & SECONDARY
POLICY LEAD	DENISE RICHARDSON (ACET LEAD ON INCLUSION)
DATE OF APPROVAL BY TRUSTEES	24TH JULY 2017
DATE OF RECEIPT BY LOCAL GOVERNING BODY	OCTOBER 2017
FREQUENCY DATE	ANNUALLY
NEXT REVIEW DATE	JUNE 2018

ACET Mission Statement

ACET is committed to providing quality learning and teaching enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.
Every person in our community is unique. We work together in an environment of mutual respect, and consideration, valuing everyone's contribution.
Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

1. Introduction & Background

Children in Public Care or Looked After Children are those 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 provision.

Academies have a duty to have awareness of, and raise the achievement and attainment levels of, vulnerable groups of children and young people.

2. Developing and Maintaining the Policy

The development of this policy involves the following steps:

- Identifying a member of staff as the designated teacher for looked after children.
- Setting Personal Educational Plans for Children & Young People in Public Care (PEPs).
- Carry out Personal Education Plan reviews within the national guidelines every term (4 months).
- Consider the training and professional development implications for staff and governors arising from the policy.
- Promote and implement the policy in all sections of the academy.

3. Contents

1. Aims of the policy
2. Leadership, management and governance
3. Policy, planning and review
4. Implementing the policy
5. Admissions and attendance
6. Attainment, progress and assessment
7. Behaviour, discipline and exclusions

This policy framework provides guiding statements for each of the above areas.

1 Aims of the Policy

Within ACET we:

- Ensure that Children/Young People in Public Care are encouraged and able to achieve their full potential in life.
- Aim to bring the educational attainment of Children/Young People in Public Care nearer to those of their peers.
- Prepare Children/Young People for life in a diverse society.
- Ensure that an inclusive ethos is established and maintained.
- Ensure that Children/Young People are part of a caring community.
- Make the academy a place where Children/Young People in Public Care feel valued and welcome.
- Ensure that issues relating to Children/Young People in Care are recognised and addressed across all areas of academy activity.
- Challenge negative stereotypes.
- Ensure that the needs of Children/Young People in Public Care are taken into account in all planning and decision making within the academy.

2 Leadership, Management & Governance

2.1 Commitments

- The governing body will maintain an overview of the implementation of the Policy for Children and Young People in Public Care.
- The governing body and academy managers will encourage, support and enable students in Public Care to reach their full potential.

2.2 Responsibilities

A Local Governing Body

- The governing body, with assistance from the Associate Principal and Designated Teacher, is responsible for ensuring the policy and its related procedures and strategies are implemented.
- That the governing body has a Designated Governor who has lead responsibility for Children in Public Care.

B Associate Principal

- The Associate Principal, with the governing body, has responsibility for ensuring that the policy and its related procedures and strategies are implemented.
- The Associate Principal is responsible for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfill these responsibilities.

C Designated Teacher for Looked After Children

- The Designated Teacher has responsibility for ensuring the needs of Children/ Young People in Public Care are met within the academy.
- The Designated Teacher will liaise with the relevant Virtual Head for each child in public care to ensure educational provision is appropriate to meet their needs.
- The Designated Teacher will, where possible, attend meetings to discuss the educational needs of children/young people who are in Public Care.

D All Staff

- All staff should be aware of the needs and issues relating to Children and Young People in Public Care.
- Teaching staff ensure that they adopt an approach which is sensitive to the needs of Children/Young People in Public Care, especially on issues around parents, family trees, etc.
- Group Tutors/Learning Progress Managers encouraged to attend Personal Education Plan reviews.

3 Policy Planning & Review

Policy Planning

- The targets set for maintaining the progress of Children in Public Care will be included in relevant strategic plans, such as the Academy Improvement Plan.

Reviewing and evaluating policies

- All policies and strategies will be regularly monitored, reviewed and evaluated for their effectiveness.
- The needs of Children in Public Care will be taken into account when reviewing all academy policies.

4 Implementing the Policy

How the policy will be implemented

- Pastoral Teams will be briefed on their role in the education of Children & Young People in Public Care.
- Policy reviewed annually.

Training and development

- Designated Teachers and Governors will, where possible, attend training to enable them to better understand their roles and responsibilities and to keep abreast of new developments within the safeguarding of children in public care.

Communicating and promoting the policy

- The policy will be available to all staff on the academy intranet
- Governors will receive a copy of the policy when it is reviewed at the Local Governing Body meeting.

5 Admissions and Attendance

- The Academy's admissions policy and criteria are assessed to ensure that it does not disadvantage students who are in Public Care.
- Staff follow up absences of students in Public Care by notifying the appropriate designated teacher.

6 Attainment, Progress and Assessment

- The academy has high expectations of all students, including those in Public Care and is committed to encouraging and enabling all students to achieve the fullest potential.
- The academy recognises and values all forms of achievement, attainment and progress.
- The academy will provide, where possible, appropriate support for those pupils in Public Care who have experienced difficulties in their education as a result of interrupted learning.

7 Behaviour, Discipline and Exclusions

- The academy expects high standards of behaviour from all students.
- That all students will be treated fairly, without discrimination when being disciplined for disruptive behaviour.
- The academy will take proactive steps to prevent permanent exclusion.
- That action will be taken to remove any disparities in rates of exclusion between pupils in Public Care and those who are not in Public Care.
- That the academy will ensure that its procedures for disciplining students and managing behaviour are fair and equitable to all students.

“We recognised that children leaving care often continue to need additional support in school. The emotional well-being of these children remains a priority and they will continue to receive a package of support appropriate to their needs. The Designated Teacher will work with the Year teams, Inclusion team, class teachers, parents and outside agencies to ensure that all children leaving care are supported to achieve their full potential in education.”

“The designated Teacher for children leaving care will be Cheryl Barquero.”