

# Children in Care (CiC) Policy



## CHILDREN IN CARE (CIC) POLICY

LEADERSHIP RESPONSIBILITY: MS L HACKLING

RATIFIED BY BRIDGE LEARNING CAMPUS SENIOR LEADERSHIP TEAM

DATE: SEPTEMBER 2024

REVIEW DUE: SEPTEMBER 2025

HEADTEACHER MR R MAULE

SIGNED:

A handwritten signature in blue ink, appearing to read "R Maule".



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## Definition

For the purposes of this policy a **child in care** is one who is looked after within the meaning of section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.

A **previously looked after child** is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangement order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person or has been adopted from 'state care' outside England and Wales. A child is in 'state care' outside of England and Wales if s/he is in care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

This school recognises that CIC and PLAC are likely to have experience of trauma and a high number of adverse childhood experiences (ACEs).

'ACEs are highly stressful, and potentially traumatic, events or situations that occur during pregnancy, childhood and/or adolescence and can have an impact on physical and mental health throughout life.' (Keeping Bristol Safe Partnership)

## Statutory guidance and requirements

This policy should be read in conjunction with current statutory guidance. The Designated Teacher, Head Teacher and CIC/PLAC Governor will have fully read the statutory guidance and will implement requirements as necessary. Provision for CIC/PLAC will be reflected in all other policies in the school.

## Statement of commitment

Children who are in care or previously looked after children who have experienced adverse childhood experiences are highly likely to significantly underachieve in both their academic and social progress without significant and robust levels of interventions and support. Our aspiration for CIC and PLAC is for them to achieve their full potential through academic, personal, social, emotional development and to belong in our school and wider community. They will have a clear pathway for moving through their educational career with high aspirations for the future.

We at Bridge Learning Campus will do for CIC and PLAC what we do for all children only more so. We will ensure that CIC/PLAC excel. We will overcome their barriers to learning and enable them to leave us happy and secure in themselves, understanding that they do have control over their destiny and that education does matter. We will listen to what CIC/PLAC tell us



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about what they want from their education and try to address any concerns or issues raised through various means including the Children in Care Council and surveys from the HOPE, Bristol's Virtual School.

Bridge Learning Campus strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school, pupils should be provided with the opportunity to experience, understand and celebrate diversity.

## Bridge Learning Campus will support CIC and PLAC by:

- ensuring an effective induction when joining the school or when coming into care whilst already on the school roll balancing high levels of support with real challenge
- ensuring that each CIC has a high-quality Personal Education Plan in line with statutory requirements.
- ensuring that PLAC have a high-quality Education Plan that is regularly reviewed.
- ensuring that every CIC/PLAC has a trusted adult identified within school.
- making it a priority to know the children well and to build strong relationships
- developing strong relationships with families, carers, local authorities including the Virtual School Team and specialist agencies
- encouraging and supporting CIC /PLAC to take responsibility for their learning
- engaging CIC /PLAC in learning outside the classroom and after-school activities
- understanding that behaviour is communication and using a trauma informed approach.
- supporting promptly if concerns emerge such as with mental health or attendance.
- giving integrated but low-profile support in school for each child so that they are not made to feel different from other children.
- identifying and planning for all transitions e.g. change of phase, cover teacher.
- regularly monitor academic progress and attendance and report to relevant parties as required.



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## Roles and Responsibilities

The Headteacher will:

- Identify, or be, the Designated Teacher for CIC and PLAC, whose role is set out below. It is essential that appropriate person has the capacity, support and training to complete the role.
- Ensure that should the Designated Teacher leave the school or take sick leave then another person is identified to hold the role immediately.
- Ensure that appropriate support and supervision for the designated teacher is in place to promote their wellbeing.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CIC and PLAC and that timely actions are put in place if concerns arise.
- Report on the attainment, progress, attendance and inclusion of CIC to all relevant parties.
- Ensure that all staff in school receive appropriate training and are aware of their responsibilities under this policy and related guidance.
- Ensure that Pupil Premium funding is used appropriately, evidenced and monitored within the PEP/Education plan and agreed with all parties.



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Our Designated Teachers will:

- Ensure that each CIC and PLAC has an identified, trusted, member of staff that they can talk to and who will check in with them regularly. This need not be the designated teacher but should be based on the child's own wishes.
- Track academic progress and target support appropriately.
- Co-ordinate and monitor any support for the CIC and PLAC that is necessary to promote their educational progress.
- Meet regularly with appropriate professionals to discuss CIC and PLAC eg DSL, SENDCo, Attendance Lead, Headteacher
- Ensure appropriate levels of confidentiality for individual children are in place.
- Encourage CIC and PLAC to join in extra-curricular activities and out of school learning.
- Ensure that the child's voice is represented and acted upon
- Ensure all meetings for the child are facilitated so that everyone involved, especially the child, feels able to attend and contribute fully.
- Act as an advocate for all CIC and PLAC within the school, providing advice to staff, senior leaders and governors.
- Set up timely meetings with relevant parties where there are concerns or pupil is at risk of exclusion.
- Ensure the appropriate transfer of information between individuals, agencies and if the pupil changes school
- Be proactive in supporting transition and planning when moving to a new phase in education.
- Ensure that the induction for CIC and PLAC is well planned and supported by the PEP/ Education Plan
- Promote inclusion for CIC and PLAC in all areas of school life.
- Ensure high expectations for attendance, that attendance is carefully monitored and any concerns addressed.
- For CIC ensure that a Personal Education Plan is completed with the child, the carer, the social worker and any other relevant people, at least two weeks before the Care Plan reviews.  
For PLAC ensure that an Education Plan is completed and reviewed in partnership with families.

Our designated teachers for children in care and children previously in care are:

Lead Designated Teacher: Miss L Hackling

Trained Designated Teachers: Ms K Moore, Ms S Lee, Mr M Young, Ms L Saunders, Mrs A Trenman, Ms S Tarling, Mr N Trudgen, and Mrs C Harrison.



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All our staff will:

- Have high aspirations for the educational and personal achievement of CIC and PLAC, as for all students.
- Maintain CIC and PLAC confidentiality and ensure they are supported sensitively.
- Respond promptly to the designated teacher's requests for information.
- Work to enable CIC and PLAC to achieve stability and success within school.
- Carry out any actions necessary as agreed in the PEP/Education Plan
- Promote the self-esteem of all CIC and PLAC.
- Have received appropriate training to support CIC and PLAC eg attachment, trauma, Adverse Childhood Experiences

## Pupil Premium for Children in Care (PP+)

Pupil Premium Plus (PP+) refers specifically to the enhanced Pupil Premium funds allocated for children in care and children previously in care. For children in care, this is managed by the Local Authority through The Hope School, Bristol (or other Virtual School for children out of county) and paid to schools quarterly. Funds for children previously in care are given directly to schools in and are managed by them.

For children in care this PP+ money is 'ring-fenced' for their individual needs and 80% will be spent on improving achievement in academic outcomes, specifically in English and mathematics. For children previously in care the money can be spent in a range of ways to tackle barriers to their achievement, depending on need. This means the funding may be spent directly on the children, for example, through one-to-one tutoring or resources. It may also be spent on training for staff; for example, on dealing with attachment issues in children or on an intervention that will benefit them and a larger group of children.

The Designated Teacher will be responsible for demonstrating the use and impact of the Pupil Premium Plus (PP+) funding to The Hope School (or other Virtual School for children out of county) in subsequent Personal Educational Plans for each child in care.

