



POLICY ON THE EDUCATION OF CHILDREN IN PUBLIC CARE

INTRODUCTION

The governing body of Haven High Technology College is committed to providing quality education for all its students.

We recognise that, nationally, there is a considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000.

The Children Act of 2004 provides the legislative framework for developing effective and accessible services focussed on the needs of children, young people and their families

Section 52 of this Act places a duty on Local Authorities to promote the educational achievement of Children in Public Care. We intend to promote the inclusion, well being and achievement of Children in Public Care in Haven High Technology College

The governing body is committed in particular to implementing the joint guidance from the DfES and Department of Health on the education of young people in public care. This sets out six principles:

- prioritising education;
- having high expectations;
- inclusion;
- achieving continuity and stability;
- early intervention; and
- listening to children.

The Guidance introduced two key measures, in order to improve multi-agency co-ordination and improve educational life chances for Children in Public Care:

- designated Teachers for every school.
- Personal Education Plans for all students in Public Care.

The governing body will ensure that the college has a Designated Teacher and that that Designate Teacher is able to carry out their responsibilities effectively.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

Our Designated Teacher should:

- be an advocate for Children in Public Care;
- when new to the college, ensure a smooth and welcome introduction for the child, and carer and note any specific requirements, including care status;
- ensure that a Personal Education Plan is completed as soon as possible (at least within 20 days of entering care or joining a new college).
- keep PEPs and other records up to date, particularly to inform review meetings;
- ensure that each child in Public Care has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher);
- co-ordinate the support for the child in the college and liaise with other professionals and carers as necessary;
- ensure staff receive relevant information and training and act as an advisor to staff and governors;
- ensure confidentiality for individual children and only share personal information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- ensure that the child and carers receive early notification of meetings/parents consultations and other events and that communication remains regular and positive the Home College Agreements may be adapted to take into account any specific points around communication, transport arrangements and consent signatures;
- encourage children in Public Care to participate in extra-curricular activities and out of hours learning, where feasible;
- ensure speedy transfer of information between individuals and other relevant agencies and to a new college if and when the child transfers;
- seek urgent meetings with relevant parties where a child is experiencing difficulties and/or is in danger of being excluded.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All our staff will:

- as with all children, have high aspirations for the educational and personal achievement of children in Public Care;
- ensure that any child in Public Care is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on Children in Public Care and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to the child's request to be the named person they can talk to when they feel it is necessary;

- contribute to the Designated Teacher's request for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no child in Public Care is stigmatised in any way;
- provide a supportive climate to enable a child in public care to achieve stability within the college setting;
- positively promote the self esteem of children in Public Care.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of the college will:

- ensure all governors are fully aware of the legal requirements and Guidance for Children in Public Care;
- be aware whether the college has Children in Public Care and how many
- ensure that there is a named Designated Teacher for Looked After Children;
- liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her responsibilities in relation to Looked After Children;
- support the Head Teacher, Designated Teacher and other staff ensuring the needs of children in Public Care are met;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body. These reports should not include any names of individual children for child protection and confidentiality reasons;
- review the effective implementation of this policy, preferably annually and at least every three years.

TRAINING

The Head Teacher, Designated Teacher and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

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