



Fulston Manor School

Education of Children in Care (CiC) Policy

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Member of Staff Responsible:

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SENCO**

Policy for the Education of Children in Care [CiC]

Nationally, children in care significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that CiC are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Helping CiC 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 CiC.
- The Education (Admission of CiC) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies
- The Children Act 2004 and the statutory guidance Promoting the Educational Achievement of Looked After Children 2015, (updated 2018)

Fulston Manor's approach to supporting the educational achievement of CiC 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 students, Fulston Manor is committed to helping every CiC 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 Fulston Manor is committed to providing quality education for all students and will:

- Ensure CiC are prioritised in the school's oversubscription criteria, in line with the Education (Admission of CiC) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to CiC in their oversubscription criteria.

- Ensure a Designated Teacher for CiC 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, CiC in line with Kent's guidance on Personal Education Plans.
- Identify a governor as Designated Governor for CiC

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

- Admissions Policy.
- Pupil Premium Policy.
- Behaviour Policy.
- Designated Teacher Policy.
- Discipline Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Safeguarding/Child Protection Policy.
- Special Educational Needs Policy.

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

CiC POLICY ATTACHMENTS

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher for CiC, whose role is set out within the separate Designated Teacher Policy. 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 CiC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CiC. OFSTED now select a number of CiC, tracking their results and the support 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 CiC.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CiC.
- Ensure the school has an overview of the needs and progress of CiC.
- Allocate resources to meet the needs of CiC.
- Ensure the school's other policies and procedures support their needs.

Procedures: the Governing Body will:

- Monitor the academic progress of CiC, through an annual report (see below).
- Ensure that CiC are 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 CiC achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as 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 CiC are recognised and met.
- Receive a report once a year setting out:
 1. The number of CiC on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. Their levels of progress, GCSE and GCE results and other qualifications achieved, as a discreet group, compared to other pupils.
 4. The number of fixed term and permanent exclusions (if any).
 5. The destinations of pupils who leave the school.
 6. 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 RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement CiC, as for all pupils.
- Maintain CiC 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 CiC to achieve stability and success within school.
- Promote the self-esteem of all CiC.
- Have an understanding of the key issues that affect the learning of CiC Be aware that 60% of CiC say they are bullied so work to prevent bullying in line with the School's policy.

Further information is also available on www.virtualschool.lea.kent.sch.uk