St Andrew's CE VC Primary School

'Roots to grow, Wings to fly'
They will soar on wings like Eagles.
Isaiah 40:31

Supporting Children in Care Policy

Signed (Chair)	Name Anthony Parker	Date: September 2026
Signed (Head)	Name Graham Pike	Date: September 2026
Ratified by Governing Body on:		Next Review: September 2027

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

X	*The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

1. Policy Statement:

At **St. Andrew's CE Primary School,** we are committed to ensuring that all Children in Care (CiC) receive the highest quality educational experience and achieve their full potential. We recognise that Children in Care may face additional barriers to learning and personal development due to their early life experiences, disrupted education, attachment difficulties, trauma, loss, or instability.

We believe that all Children in Care should:

- Feel safe, valued, and included.
- Have high aspirations and expectations for their future.
- Receive appropriate educational, emotional, and pastoral support.
- Enjoy equal access to all aspects of school life.
- Be supported to achieve positive outcomes academically, socially, and emotionally.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Attendance Policy
- Equality Policy
- Anti-Bullying Policy

2. Aims: The aims of this policy are to:

- Promote the educational achievement and wellbeing of Children in Care.
- Ensure Children in Care are prioritised and supported effectively.
- Remove barriers to learning and participation.
- Maintain high expectations for attendance, behaviour, and achievement.
- Strengthen partnership working between school, carers, social workers, Virtual School Heads, and other professionals.
- Ensure staff understand the needs of Children in Care and their responsibilities.

3. Legal Framework This policy is informed by:

- Children Act 1989
- Children and Families Act 2014
- The Children Act 2004
- The Care Planning, Placement and Case Review Regulations 2010
- Keeping Children Safe in Education (latest version)
- Promoting the Education of Children in Care and Previously Looked-After Children (DfE)
- Working Together to Safeguard Children (latest version)
- Equality Act 2010

4. Definition: A Child in Care is a child who is:

- In the care of a local authority under Section 31 of the Children Act 1989; or
- Accommodated by a local authority under Section 20 of the Children Act 1989.

This includes children living with:

- Foster carers
- Residential children's homes
- Kinship or connected carers where the child remains under local authority care

The school also recognises the needs of:

- Previously Looked After Children (PLAC)
- Children who were adopted from care
- Children subject to a Special Guardianship Order
- Children subject to a Child Arrangements Order

5. Roles and Responsibilities:

Governing Body: The Governing Body will:

- Ensure a Designated Teacher is appointed.
- Monitor the educational progress and attainment of Children in Care.
- Promote a culture of high aspirations.
- Ensure appropriate staff training is available.
- Review the effectiveness of this policy annually.

Staff Responsibilities: All staff play a vital role in promoting the educational achievement, wellbeing, and inclusion of Children in Care. Every member of staff is responsible for creating a safe, supportive, and nurturing environment in which children can thrive.

Staff will:

- Treat Children in Care with dignity, respect, and sensitivity.
- Maintain high expectations of achievement, attendance, behaviour, and participation.
- Be aware that Children in Care may have experienced trauma, loss, separation, neglect, or instability, and understand how these experiences may affect learning and behaviour.
- Use consistent, trauma-informed approaches to behaviour management and relationship building.
- Promote positive relationships and a sense of belonging within the school community.
- Support children's emotional wellbeing and self-esteem.
- Maintain confidentiality regarding a child's care status and personal circumstances.
- Share concerns promptly with the Designated Teacher and/or Designated Safeguarding Lead (DSL).

- Contribute to the implementation of targets and support strategies identified within Personal Education Plans (PEPs).
- Attend relevant training and professional development opportunities relating to Children in Care, attachment, trauma-informed practice, and safeguarding.

The Headteacher will:

- Promote a whole-school commitment to supporting Children in Care.
- Ensure compliance with statutory requirements.
- Enable staff training and awareness.
- Ensure effective use of Pupil Premium Plus funding.
- Support the Designated Teacher in fulfilling their role.

The Designated Teacher for Children in Care will:

- Be the key point of contact for Children in Care.
- Champion their educational progress and wellbeing.
- Maintain an up-to-date record of Children in Care.
- Monitor attendance, attainment, progress, behaviour, and participation.
- Attend or contribute to Personal Education Plan (PEP) meetings.
- Liaise with carers, social workers, Virtual School staff, and external agencies.
- Ensure staff understand the child's needs and strategies that support success.
- Monitor the impact of Pupil Premium Plus funding.
- Support transition arrangements.

All Staff will:

- Have high expectations of Children in Care.
- Promote inclusion and belonging.
- Maintain confidentiality when handling sensitive information.
- Be aware of the impact of attachment difficulties, trauma, and adverse childhood experiences.
- Foster positive relationships and provide consistent support.
- Report any safeguarding concerns immediately.

6. Admission Arrangements: Children in Care are recognised as vulnerable learners and receive the highest priority within school admission arrangements.

The school will:

- Ensure rapid admission whenever a place is available.
- Minimise delay in entry.
- Facilitate a smooth transition into school.
- Work closely with the local authority and carers during admission processes.

7. Personal Education Plans (PEPs): Each Child in Care will have a Personal Education Plan (PEP). The school will:

- Participate fully in PEP meetings.
- Contribute accurate information about progress and attainment.
- Identify strengths and areas for development.
- Set ambitious but achievable targets.
- Ensure agreed actions are implemented and reviewed.

8. Pupil Premium Plus Funding: The school receives Pupil Premium Plus funding for eligible Children in Care. Funding may be used to support:

- Additional academic intervention.
- Emotional wellbeing support.
- Educational resources and equipment.
- Enrichment opportunities.
- Educational visits and residential experiences.
- Targeted attendance support.
- Transition support.

The Designated Teacher will monitor spending and evaluate its impact.

9. Attendance: The school recognises that regular attendance is essential to educational success. The school will:

- Monitor attendance carefully.
- Act promptly where concerns arise.
- Work collaboratively with carers and professionals.
- Provide support to overcome barriers to attendance.

Persistent absence will be addressed through supportive and coordinated intervention.

10. Emotional Wellbeing and Mental Health:
Many Children in Care have experienced trauma, loss, disruption, or adverse childhood experiences. The school will:

- Provide a nurturing and supportive environment.
- Promote positive mental health.
- Use trauma-informed approaches where appropriate.
- Offer access to pastoral support.
- Work with external agencies where additional support is required.
- Encourage positive peer relationships and self-esteem.

11. Curriculum Access and Enrichment: Children in Care will be encouraged to participate fully in all aspects of school life. The school will:

- Promote access to extracurricular activities.
- Encourage participation in clubs, trips, and leadership opportunities.
- Remove barriers to participation wherever possible.

- Celebrate achievements both within and outside school.

12. Transition Support:

The school recognises that transitions can be particularly challenging. Support may include:

- Additional visits.
- Transition meetings.
- Enhanced information sharing.
- Individual transition plans.
- Emotional support before, during, and after transition.

Attention will be given to transitions between key stages and when moving schools.

13. Safeguarding: Children in Care are among the most vulnerable learners. All safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy. The Designated Safeguarding Lead and Designated Teacher will work closely together to ensure:

- Timely information sharing.
- Appropriate support and intervention.
- Multi-agency collaboration.
- Effective risk management.

14. Confidentiality

The school will treat information about a child's care status sensitively and confidentially.

Information will only be shared with staff who need it to support the child's education, wellbeing, or safety.

Children will not be identified publicly as being in care unless this is agreed and in the child's best interests.

15. Monitoring and Evaluation: The school will monitor:

- Attendance
- Attainment and progress
- Behaviour and exclusions
- Participation in enrichment activities
- PEP outcomes
- Use and impact of Pupil Premium Plus funding

The Governing Body will receive anonymised updates on the progress and outcomes of Children in Care when appropriate.

Classroom Procedures: Teaching staff and support staff will:

Learning and Achievement:

- Monitor the child's academic progress and engagement carefully.
- Identify barriers to learning at the earliest opportunity.
- Provide appropriate support, intervention, and differentiation where required.
- Celebrate effort, progress, and achievement regularly.
- Ensure learning gaps are identified and addressed swiftly.
- Liaise with the Designated Teacher if concerns arise regarding attainment or progress.

Emotional Wellbeing:

- Foster positive and trusting relationships.
- Provide predictable routines and clear expectations.
- Recognise signs of emotional distress or dysregulation.
- Use supportive and restorative approaches before sanctions whenever appropriate.
- Offer opportunities for children to access trusted adults when needed.

Attendance: Staff will:

- Monitor attendance and punctuality.
- Report concerns promptly to the Designated Teacher.
- Work collaboratively with carers and other professionals to address barriers to attendance.

Communication Procedures: To ensure consistency of support:

- The Designated Teacher will act as the central point of contact for all matters concerning Children in Care.
- Information will be shared on a need-to-know basis only.
- Changes in care arrangements, contact arrangements, or legal status will be communicated promptly to relevant staff by the Designated Teacher or senior leaders.
- Staff must record concerns, incidents, or significant developments in accordance with the school's safeguarding procedures.
- Staff must not discuss a child's care status in public areas or with individuals who do not have a professional need to know.

Meetings and Reviews: Relevant staff may be required to:

- Contribute information for Personal Education Plan (PEP) meetings.
- Attend review meetings where appropriate.
- Provide updates on attendance, attainment, behaviour, wellbeing, and participation.
- Implement actions agreed through PEPs and other multi-agency meetings.

Managing Concerns: Where concerns arise regarding a Child in Care, staff will:

1. Record concerns promptly using the school's agreed safeguarding and recording systems.
2. Inform the Designated Teacher and/or Designated Safeguarding Lead without delay.
3. Follow safeguarding procedures where there are concerns regarding the child's welfare or safety.
4. Work collaboratively with carers, social workers, the Virtual School, and other agencies as directed by senior leaders.

No member of staff should attempt to manage significant concerns independently where safeguarding, welfare, or care arrangements are involved.

Training and Awareness: The school will ensure that:

- All staff receive appropriate awareness training regarding the needs of Children in Care.
- New staff are informed of relevant policies and procedures as part of induction.
- The Designated Teacher receives statutory training and regular updates.
- Staff have opportunities to develop their understanding of attachment, trauma-informed practice, adverse childhood experiences (ACEs), and strategies to promote resilience and positive outcomes.