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University of Birmingham School

Children in Care (CiC) & Children Previously in Care (CPiC) Policy

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University of Birmingham School Children in Care(CIC) and Children Previously in Care (CPIC) Policy			
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At University of Birmingham School we refer to Pupils (who are in Years 7-11 and aged 11-16) and Students (who are in Years 12/13 and aged 17-18)	

Children in Care (CIC) and Children Previously in Care (CPIC) Policy

1 Introduction

- 1.1 University of Birmingham School aims to promote the educational achievement and welfare of children in public care.
- 1.2 The Designated Teacher for CIC is Ellie Holmes. The Designated Teacher for CPIC is Clare Haley.
- 1.3 The Safeguarding Manager to whom the DT/CIC reports, is Chrissie Heard. The DSL is Gemma Walker (Vice Principal)
- 1.4 The Governor with responsibility for CIC and CPIC is the Chair of the Pastoral Liaison Committee.

2 Aims and Objectives

- 2.1 The Governing Body is committed to providing quality education for all its pupils based on equality of access, opportunity, and outcomes.
- 2.2.1 This policy includes requirements set out in:
 - a) Statutory guidance “Promoting the education of Children in Care and Children Previously in Care” (February 2018 DfE framework).
 - b) Statutory guidance “The role and responsibilities of the designated teacher for children in care: statutory guidance for School governing bodies”(2009)
 - c) “Statutory guidance on the duty on Local Authorities to promote the educational achievement of Children in Care under section 52 of the Children Act 2004” (Nov 2005) and associated guidance on the education of CIC.
- 2.2 The Governing Body is aware that CIC and CPIC are less likely to attain their potential as shown by national benchmarks. The Governing Body also recognises the emotional struggle with the demands of School life that CIC and CPIC may experience.
- 2.3 **The Aims of the School are to:**
 - a) Ensure that School policies and procedures are followed for CIC and CPIC as for all children.
 - b) Ensure that all CIC and CPIC have access to a broad and balanced curriculum.
 - c) Provide a differentiated curriculum appropriate to the individual’s needs and ability.
 - d) Ensure that CIC and CPIC pupils’ progress and attainment are closely tracked and monitored to prevent any gap between their achievement and other students.
 - e) Ensure that CIC and CPIC pupils take as full a part as possible in all School activities.
 - f) Ensure carers, social workers and involved external agency workers where relevant, of CIC and CPIC pupils are kept fully informed of their child’s progress and attainment.
 - g) Ensure that CIC and CPIC pupils are involved, where practicable, in decisions affecting their future provision.

3 Identification - Who are Children in Care and Children Previously in Care?

- 3.1 Under the Children Act (1989) a child is looked after by a Local Authority if they are in their care or provided with accommodation for more than 24 hours by the Authority.
- 3.2 They fall into four main groups:
- Children who are accommodated under a voluntary agreement with their parents (section 20).
 - Children who are the subjects of a care order (section 31) or interim care order (section 38).
 - Children who are the subjects of emergency orders for their protection (sections 44 and 46).
 - Children who are compulsorily accommodated – this includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (section 21). The term ‘in care’ refers only to children who are subject to a care order by the Courts under section 31 of the Children Act 1989
- they may live with foster carers, in a Children’s home, in a residential School, with relatives or with parents under supervision.
- 3.3 Children who are cared for on a voluntary basis are ‘accommodated’ by the Local Authority under section 20 of the Children Act – they may live in foster care, in a Children’s home or in a residential School.
- 3.4 All these groups are said to be ‘Children in Care’ (CIC).
- 3.5 They may be looked after by a Local Authority or may be in the care of another Authority but living in Birmingham.
- 3.6 In University of Birmingham School, we may also have pupils in a variety of care arrangements outside the family home, such as living with extended family, friends or in private fostering arrangements.
- 3.7 As good practice, these pupils are also monitored through our Pastoral team staff.
- 3.8 **Children Previously in Care** are those who:
- Are no longer looked after by a Local Authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order;
Or
 - Were adopted from ‘state care’ outside England and Wales. ‘State care’ is care provided by a Public Authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.
Parents/carers will be asked by the School to provide evidence of such arrangements, to allow the School to apply for appropriate top-up funding for the pupil.
- 3.9 An ‘eligible’ child is a child who is looked-after, aged 16 or 17 and has been looked after by a Local Authority for a period of 13 weeks or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.
- 3.10 The Governing Body is aware that the School has a responsibility to ensure parents and carers are aware of our policy towards CPIC, especially regarding the support that the Designated Teacher can provide. The School will ensure that this information is accessible and families are reminded regularly of support available.
- 3.11 The Governing Body is also aware that information regarding the previous arrangements of CPIC may be sensitive and families may express a wish for confidentiality. This will be respected by all involved.

4 Roles and Responsibilities

4.1 The Designated Teacher for Children in Care is responsible for organising:

- a) Co-ordination and support, advocating for individual children as well as the promotion of understanding in the School including Governors of the impact of care and the experiences leading to care on the education of CIC and CPIC.
- b) Work with other agencies to co-ordinate support for Children in Care, and ensure that each looked after pupil has a personal education plan (PEP).
- c) Work is carried out with individual children in order to address barriers to learning.
- d) Act as the first point of contact for pupils, families, outside agencies and staff of CIC.
- e) Gaining an awareness of an individual pupil's point of view about what is problematic in their day to day learning and the curriculum.
- f) Policy and practice within the School that is sensitive to the needs of the looked after group and previously looked after group.
- g) Staff training to meet the needs of this group of children.
- h) Encourage and support a wider School ethos and culture where high aspirations are sought for CIC, alongside all other pupils.

The Designated Teacher for Children Previously in Care is responsible for similar aspects of care, welfare and support for those pupils and students identified as meeting the criteria for CPIC.

4.2 The Designated Teacher(s) will have lead responsibility for helping School staff understand the things which affect how children in care learn and achieve. This includes:

- a) Promoting a culture of high expectations and aspirations for how children in care learn across the School, in all year groups.
- b) Making sure the young person has a voice in setting learning targets, and that these are shared appropriately with external agencies and internal staff.
- c) Being a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of formative and summative assessment.
- d) Making sure that children in care are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- e) Monitoring and supporting the academic progress for children in care.
- f) Having lead responsibility for the creation, development and implementation of the child's personal education plan (PEP) within the School, including attending meetings, compiling documentation and sharing appropriate outcomes with relevant stakeholders.
- g) Playing a key role in helping children in care make a smooth transition when joining or leaving our School, including making sure there are effective arrangements in place for the speedy transfer of information.
- h) Ensuring that the School does everything possible to maximise educational stability for the child, especially by finding ways of sharing information through the PEP and in providing advice to the local authority about the impact of disrupting education.
- i) Acting as a point of contact for leaders and link staff in Virtual Schools.

4.3 School Staff are responsible for:

- a) Following School procedures.
- b) Keeping the Designated Teacher(s) informed about the progress of CIC and CPIC.
- c) Having high expectations of the educational and personal achievements of CIC and CPIC.
- d) Positively promote the raising of self-esteem for CIC and CPIC.
- e) Ensuring any CIC and CPIC is supported sensitively and that confidentiality is maintained.
- f) Being familiar with the School's Policy and Guidance on CIC and CPIC and respond appropriately to requests for information to support PEPs and review meetings.
- g) Liaising with the Designated Teacher(s) where a CIC or CPIC is experiencing difficulties
- h) Giving only official suspensions/exclusions and only use suspensions/exclusions in line with the School's Behaviour and Exclusions Policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.
- i) Contributing to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- j) Keeping appropriate records, confidentially as necessary, and make these available to other professionals/parents/carers/pupil as appropriate.
- k) Support and uphold a positive whole School culture which commits to promoting the highest possible educational outcomes for all pupils, including CIC and CPIC.

4.4 The Governing Body is responsible for:

- a) Ensuring that the admission criteria and practice prioritises CIC and CPIC according to the DfE Admissions Code of Practice.
- b) Ensuring all Governors are fully aware of the legal requirements and guidance for CIC and CPIC.
- c) Ensuring there is a Designated Teacher for CIC and CPIC.
- d) Liaising with the Principal, Vice Principal, the Designated Teacher(s) and all other staff to ensure the needs of CIC and CPIC are met.
- e) Nominating a Governor with responsibility for CIC and CPIC who links with the Designated Teacher(s).
- f) Receiving regular reports from the Designated Teacher(s).
- g) Ensuring that the School's policies and procedures give CIC and CPIC equal access in respect of:
 - Admission to School.
 - Curriculum opportunity and examinations, both academic and vocational.
 - Out of School learning and enrichment and extra-curricular activities.
 - Work experience and careers guidance.
- h) Annually review the effective implementation of the School policy for CIC and CPIC.
- i) Ensure that the Designated Teacher is invited to the suspension/exclusion meetings of CIC and CPIC.

5 Ensuring Academic Progress of CIC and CPIC

- 5.1 Each pupil receives a report on their progress bi-annually, as described in the Assessment, Recording and Reporting Policy for the School.

- 5.2 This means that any carers are kept informed of their academic success and effort and that prompt support actions can take place.
- 5.3 The Designated Teacher(s) for CIC and CPIC is responsible for reporting to senior leaders on the progress of every CIC and CPIC and taking any necessary steps to ensure their academic achievement.
- 5.4 Our CIC and CPIC policy reinforces the need for teaching that is fully inclusive.
- 5.5 The Governing Body will ensure the School makes appropriate provision for all CIC and CPIC pupils.
- 5.6 Where progress is impaired through attendance issues, such as a mid-year transfer, appropriate personalisation of the curriculum will be offered.
- 5.7 As a guiding principle, all pupils will be encouraged to access a full mainstream timetable and support will be available to enable them to do so.

6 Allocation of resources

- 6.1 The Governing Body is aware that CIC and CPIC pupils receive Pupil Premium Plus funding which must be allocated in a way which ensures the attainment gap between these pupils and the rest of the cohort is minimised.
- 6.2 The Governing Body will ensure that the School allocates resources to support appropriate provision for CIC and CPIC, meeting the objectives set out in this policy and the Pupil Premium policy.
- 6.3 Up to 25% of the Pupil Premium Plus funding budget may be allocated for individual cases by negotiation between the Designated Teachers for CIC and CPIC and the senior leaders of the School in consultation with parents, carers, outside agencies, and the pupils themselves. The Governing Body will ensure the School allocates these resources appropriately as per 6.2.
- 6.4 This may further include provision of a free uniform or free school meals to a new CIC or CPIC to the School, whilst other provision is arranged.

7 Monitoring the progress of CIC and CPIC

- 7.1 The social worker for CIC should initiate a Personal Education Plan – PEP - within 20 days of joining the School, or of entering care, and ensure that the young person is actively involved.
- 7.2 It is vital that the School assesses the attainment of CIC and CPIC on entry to ensure continuity of learning.
- 7.3 The School will monitor and track the achievement and attainment of all pupils at regular intervals.
- 7.4 The Assistant Principal for Pupil Progress and Personalisation will ensure that appropriate actions are put in place for all underperforming pupils. The Designated Teacher(s) for CIC and CPIC will be involved for all underperforming CIC and CPIC.
- 7.4 CIC and CPIC will require their PEP to be reviewed, according to their needs, as initiated by the reviewing Office or social worker, and the young person's views should be sought by the Designated Teacher(s) and noted on the PEP.

8 Record Keeping

- 8.1** The Designated Teacher(s) will know who all the CIC and CPIC in School are and will have access to their relevant contact details including parents, carers and social worker.
- 8.2** The Designated Teacher(s) will also know about any CIC and CPIC from other Authorities.
- 8.3** It is important that the School flags CIC and CPIC status appropriately in the School's information systems so that information is readily available as required.

9 Partnership with Parents/Carers and Care Workers

- 9.1 At University of Birmingham School we firmly believe in developing a strong partnership with parents/carers and care workers to enable and work in partnership with to ensure CIC and CPIC achieve their potential.
- 9.2 Review meetings are an opportunity to further this partnership working.

10 Links with External Agencies/Organisations

- 10.1 We also recognise the important contribution that external support services make in supporting CIC and CPIC.
- 10.2 Colleagues from the following support services may be involved with individual CIC and CPIC:
- a) CIC teams.
 - b) Educational Psychologists and others from Local Authority SEND services.
 - c) Medical Officers.
 - d) School Nurses.
 - e) CAMHS/ FTB.
 - f) Education Welfare Officers.
 - g) Virtual Schools Team.
 - h) Birmingham Children's Trust Adoption Agency.
 - i) Social Care Worker/ Community Care Worker/ Residential Child Care Worker.
 - j) Youth Offending Service.
 - k) School Age Parents' Officer.

11 CIC and CPIC Policy Review and Evaluation

- 11.1 We consider the CIC and CPIC policy to be important and we undertake a thorough review of both policy and practice each year.
- 11.2 The outcomes of this review inform the School Improvement Plan annually.

12 **Appendix 1 – examples of good practice suggest that Children in Care consider the following to be important:**

- “I would like to have a say as to whether I move School or not.”
 - “Money should not be the most important thing when deciding if I should move Schools.”
 - “I would really like to have a chance to visit the School before I start.”
 - “I would like my School work and achievements to be passed on to my new School and not forgotten about.”
 - “I would have liked a buddy or peer mentor when I moved to my new School to help me get settled.”
 - “We want to be treated as normal. We don’t want to be pitied or treated differently.”
 - “I’d like to be able to choose a particular teacher to talk to– not just the designated teacher.”
 - “I want to keep my life private. I don’t want people knowing everything about me unless I say so.”
 - “I don’t want my teachers hearing embarrassing/personal details about me and my family at review meetings.”
 - “I want my own copy of School reports and I want my parents to have a copy.”
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