



Trinity Multi Academy Trust

Policy:	Education of Children in Public Care Policy
Date of review:	January 2018
Date of next review:	January 2021
Lead professional:	Vice Principal for Student Support
Status:	Non - Statutory

1. Purpose of policy and guiding principles

- 1.1. The Directors, Governors and staff of Trinity Multi Academy Trust are committed to providing quality education for all our students. We recognise that, nationally, the educational achievement of children in public care, as a group, remains unacceptably low and we wish to ensure that children in public care who attend an academy in the trust make excellent educational progress and achievement.
- 1.2. There are statutory provisions regarding the education of children in public care and in every academy in Trinity Multi Academy Trust, Directors and Governors are committed to ensuring that leaders always meet their statutory responsibility. This policy makes clear that strategic leadership plans will exceed statutory requirements and aim to increase inclusion, achievement and safety and security of young people in public care who are educated in a Trinity MAT academy.
- 1.3. The Children Act 2004 provides the legislative framework for developing effective and accessible services focused 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 Looked After. Our intention is to promote the inclusion, well-being and achievement of all Children in Public Care who are educated within Trinity Multi Academy Trust.
- 1.4. This policy refers to implementing the joint guidance from the Department for Education and the Department of Health on the education of young people in public care. This sets out five principles:
 - Prioritising education
 - Having high expectations
 - Promoting inclusion through challenging and changing attitudes achieving stability and continuity early intervention and priority action listening to children achieving stability and continuity
 - Early intervention and priority action
 - Listening to children
- 1.5. The guidance introduced two key measures to improve the educational life chances for children in public care:
 - Designated Teacher in each academy/school
 - Personal Education Plans for all students in public care

2. Commitment to the Education of Children in Public Care

- 2.1. The Local Governing Body will ensure each academy has a named Governor who will take responsibility for monitoring the education and outcomes for Looked After Children.
- 2.2. The Local Governing Body will ensure each academy has a Designated Teacher and that the Designated Teacher is able to carry out his or her responsibilities effectively.
- 2.3. The Local Governing Body will ensure that the Designated Teacher is either a member of senior leadership, or reports directly to a senior leader.
- 2.4. At least one Senior Leader will have responsibility for the welfare, education and attendance of Looked After Children, within their Job Description (and performance management objectives).
- 2.5. The Governing Body and Designated Safeguarding Lead (DSL) in each academy will ensure that attendance systems prioritise absent or missing children, who are known to be in public care. This includes where these students are missing during the academy day.
- 2.6. The Governing Body and the DSL in each academy will ensure that pastoral and Child Protection staff prioritise the needs of children who are known to be in public care, recognising that are likely to have had difficult or traumatic experiences, which may present challenging behavior, or other particular characteristics.
- 2.7. Key staff will be named as the point of contact for children in public care. This person will share information, as necessary, and advise other staff, on a need to know basis, of the student's particular needs. This will not always be the Designated Teacher in larger schools.
- 2.8. There is an expectation that all staff have high aspirations for students, this includes young people in public care.
- 2.9. Key staff, named in the EHC, PEP or other learning plan will be required to undergo specific training in order to meet the needs of the learning plan.

3. Statutory guidance and legislation

- 3.1. There is specific statutory guidance and legislation around the education and welfare of young people who are in public care. This guidance explains the statutory responsibilities of the education provider and named roles within academies. Current guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413368/Promoting_the_health_and_well-being_of_looked-after_children.pdf

<https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-after-children--2>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335964/Promoting_the_educational_achievement_of_looked_after_children_Final_23-....pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

(This document outlines the roles and responsibilities of the Designated Teacher)