**[INSERT NAME] PROVIDER POLICY FOR THE EDUCATION OF YOUNG PEOPLE WHO HAVE OR HAVE HAD A SOCIAL WORKER**

***APPROVED BY GOVERNING BODY / BOARD OF TRUSTEES [INSERT DATE]***

***POLICY TO BE REVIEWED [INSERT DATE]***

|  |  |
| --- | --- |
| **DESIGNATED PERSON FOR YOUNG PEOPLE IN CARE** |  |
| **DESIGNATED PERSON FOR YOUNG PEOPLE PREVIOUSLY IN CARE** |  |
| **DESIGNATED SAFEGUARDING LEAD** |  |
| **PRINCIPAL** |  |
| **DESIGNATED GOVERNOR FOR YOUNG PEOPLE WHO HAVE OR HAVE HAD A SOCIAL WORKER** |  |

*INSERT PROVIDER LOGO AND / OR STATEMENT*

**Contents**

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| --- | --- |
| **1** | **Aims of the Policy**   * **Guiding Principles** * **Definitions** |
| **2** | **Roles and responsibilities**   * **The Principal and Governing Body** * **The Designated Person / Designated Safeguarding Lead** * **Provider Staff** |
| **3** | **Policy and processes**   * **Staff Development and Training** * **Admissions** * **Attendance and Punctuality** * **Exclusions** |
|  | **Virtual School Contact Details** |

**Aims of the Policy**

**[Name of Provider] will champion the individual needs of all young people who have or have had a social worker enabling them to learn, aspire, thrive and achieve their maximum potential.**

This will be achieved by:

* Placing the highest priority on their education
* Promoting regular attendance
* Having high expectations and aspirations
* Promoting access and inclusion in all areas of provider life
* Promoting stability and continuity
* Supporting early intervention
* Valuing the voice of the young person
* Promoting social, emotional and mental health and well-being
* Working in partnership with parents, guardians, carers, social workers and other professionals

**1.1 Guiding Principles**

* The voice of the young person is of central importance
* All young people who have or have had a social worker will receive high quality education, which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these young people and those who have not been known to social care
* Every young person who has or has had a social worker will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood
* [Name of Provider]will meet the needs of young people who have or have had a social worker through effective liaison and integrated work with all key partners including the relevant Virtual School

**1.2 Definitions**

Under the Children Act 1989, Children in Care (CiC) are looked after by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. This can happen under a number of arrangements:

1. Children / Young People who are accommodated under a voluntary agreement with their parents (section 20)
2. Children / Young People who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
3. Children / Young People who are subject to emergency orders for their protection (sections 44 and 46)
4. Children / Young People who are compulsorily accommodated - this includes Young People remanded to the Local Authority or subject to a criminal justice Supervision Order with a residence requirement (section 21)

Children / Young People who have previously been in care (CPiC) include those young people that are no longer in care through:

1. Adoption
2. A Special Guardianship Order (SGO)
3. A Child Arrangement Order (CAO)

Children with a social worker (CWSW) refers to young people who have been assessed as being in need under section 17 of the Children Act 1989 and currently have a social worker and those who have had a social worker in the past 6 years owing to safeguarding or welfare reasons.

Collectively, these three groups are referred to as children / young people who have or have had a social worker. Young people in care and previously in care are collectively referred to as care experienced.

A Care Leaver is someone who has been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday, as stated in The Children (Leaving Care) Act 2000. Care leavers are entitled to some ongoing help and support from Children’s Services after they leave care.

**Roles and Responsibilities**

**2.1 The Principal and Governing Body**

We, the Principal and Governing Body of [name of provider], are committed to promoting improved educational life chances for all young people who have or have had a social worker. We will ensure that the Designated Person for young people in care has appropriate seniority and sufficient time and experience to fulfil this statutory role.

A named governor will be nominated to link with the Designated Person and all governors will be fully aware of the statutory guidance for young people in care and previously in care and the non-statutory guidance on promoting the education of young people with a social worker.

The Principal and nominated governor will monitor the role of the Designated Person and Designated Safeguarding Lead. This will ensure that all young people who have or have had a social worker make accelerated and rapid progress and that the whole provider staff have the relevant skills, knowledge and understanding to enable this.

Regular communication between the Principal and Governing Body and the Designated Person should include:

* The number of young people who have or have had a social worker on roll (CiC, CPIC, CWSW)
* Compliance and quality of individual young people’s Personal Education Plans (for young people in Care)

Comparative data between peers and young people who have or have had a social worker regarding:

* Attendance and exclusion
* Progress and attainment data
* Destinations for young people that leave [name of Provider]

**2.2 The Designated Person for Young People in Care (DP)**

**The Designated Person for Young People Previously in Care (DP)**

Our Designated Person of [name of Provider] will:

* Have a full understanding of relevant statutory guidance and attend relevant training as required
* Have a lead responsibility in promoting and raising the educational achievement of every care-experienced young person on the provider roll
* Ensure every young person in care has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes
* Ensure the social, emotional, mental health and well-being needs of care-experienced young people are recognised and prioritised
* Take the lead responsibility for helping all provider staff to understand the factors that can affect how care experienced young people learn and achieve, any barriers they might face and the impact of trauma and poor attachments
* Act as the key liaison professional for other agencies and individuals in relation to care experienced young people
* Share confidential and personal information on a need-to-know basis only
* Actively encourage and promote home learning and extra-curricular activities
* Recognise the impact of transition and plan accordingly
  1. **The Designated Safeguarding Lead**

Our Designated Safeguarding Lead of [name of Provider] will:

* Have a full understanding of relevant statutory and non-statutory guidance and attend relevant training as required
* Ensure the social, emotional, mental health and well-being needs of young people known to a social worker are recognised and prioritised
* Alongside the Designated Person, ensure all provider staff understand the factors that can affect how young people known to a social worker learn and achieve, any barriers they might face and the impact of trauma and poor attachments
* Act as the key liaison professional for other agencies and individuals in relation to young people known to a social worker
* Share confidential and personal information on a need-to-know basis only
* Recognise the impact of transition and plan accordingly

* 1. **[Name of Provider] Provider staff**

Our staff will ensure their part in embedding an ‘inclusive culture’ which is attachment-aware and trauma-informed. This may include attending training, referring to the Designated Person for advice and sharing accurate information and data with the Designated Person.

Our staff will hold high expectations of, and aspirations for, young people who have or have had a social worker.

**Policies and Procedures**

**3.1 Staff Development and Training**

The Principal and Governing Body will ensure that the Designated Person and Designated Safeguarding Lead are trained for the role when they come to post and will continue to support them to access ongoing professional development pertinent to the role.

All staff are encouraged to participate in training that will enable them to meet the needs of young people who have or have had a social worker more effectively and the Designated Person will raise awareness of the circumstances and lived experiences for these young people at a whole provider level.

**3.2 Admissions**

[Provider name] prioritises the admission of care-experienced young people.

The importance of a thorough and planned transition is recognised, and this may include:

* Transition meetings between providers
* The swift transfer of information between providers
* Additional provider visits and identification of a staff mentor and/or peer buddy
* Additional support and planning for care-experienced young people at times of transition
* Structured activities to ‘say goodbye’, in recognition of the impact of broken attachments and loss

**3.3 Attendance and Punctuality**

Provider attendance procedures will reflect the specific needs of young people who have or have had a social worker. This may include reasonable adjustments such as the lowering of attendance thresholds prior to initiating disciplinary processes.

Where there is a concern about attendance or punctuality [Provider name] will speak to the young person, carer/parent, social worker and other relevant professionals including the Virtual School where a young person is in care.

**3.4 Exclusions**

[Provider name]will make every effort to avoid excluding a young person who has or has had a social worker,in recognition of the impact of their lived experiences and their behaviours as a communication of their needs. It is recognised that there may be an increased risk of disengagement from [Provider name], due to their early experience of broken attachments and loss.

If the young person is in care, before acting, the rationale for exclusion will be discussed with the relevant Virtual School. The Virtual School may be contacted for advice if the young person was previously in care, with consent from the carers / parents. If there is no option other than exclusion, then every attempt to reduce the number of days of the exclusion will be made. Exclusion will not be used as a sanction, but instead will be used to plan successful access, inclusion and reintegration.

**Cambridgeshire Virtual School Contact Details**

* ü   [Cambridgeshire Virtual School - Learn Together (cambslearntogether.co.uk)](https://www.cambslearntogether.co.uk/cambridgeshire-school-improvement/cambridgeshire-virtual-school)
* 01223 699 883
* [virtualschool@cambridgeshire.gov.uk](mailto:virtualschool@cambridgeshire.gov.uk)
* [Twitter Logo new](https://logos-download.com/wp-content/uploads/2016/02/Twitter_Logo_new.png) *@CambsVS*

Contact details for other Virtual Schools can be obtained from

Cambridgeshire Virtual School.