

Induction and leaving processes for children in care (CiC)

A. WHAT TO DO WHEN A CiC JOINS YOUR SCHOOL

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A. WHAT TO DO WHEN A CiC JOINS YOUR SCHOOL

Pre-Entry Visit

1. Ensure child and carer:
 - a. meet the Head Teacher and know his/her name and know when s/he is available to meet and greet the child and carer
 - b. meet the office team and know their names
 - c. understand the school ethos and supporting behaviour code

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- d. sign home/ school contract (if applicable).
2. Ensure child:
 - a. meets their new class teacher, know his/her name
 - b. meets a named pupil/buddy who will look after him/her on day 1.
 - c. knows where they will eat, play and go to the toilet.
3. Ensure carer:
 - a. knows how to support school work i.e. understand how school teaches literacy/numeracy. (See also: **When a child in your school enters care.**)
4. Where possible:
 - a. assign key adult/mentor
 - b. introduce young person and carer to keyworker.
5. Establish Care status, as this will be relevant to who can give permissions:
 - a. Care order
 - b. Section 20
6. Agree with child who will know about his/her care status.

Induction

- Ensure the Designated Teacher (DT) and induction mentor
 - know when child in care joins school
 - set up a team around the child
 - have keyworker briefed, available and familiar with all sections of: **“What to do when a child at your school enters care”**.
- In secondary schools or large primaries, use the welcome centre, or similar safe place, as initial base for first day or two and as call-in centre for induction period.

Within first 28 days

Establish good communication between key people – SW, carer, class teacher

- Confirm young person’s awareness and use of:
 - Induction support arrangements
 - Ordinary school expectations
 - Additional support related to care status.
- Designated teacher to:
 - contact CiC
 - make contact with The HOPE Virtual School
 - link with other professionals or agencies involved with child e.g. SENCO, CAMHS etc.
 - ensure PEP is arranged (SW’s responsibility, but helps if school is proactive in giving available dates)

Performance information gathering and assessment

- Gain PEP and as much other information as possible from previous school.

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- Undertake an assessment in core subjects and build up picture of current performance and achievement including social as well as academic.
- Identify gaps in learning due to interrupted education.

Matching support to emerging understandings of need

- Pastoral Care/Well being: *As for when a child enters care.*
- Additional numeracy/literacy support.
- Additional provision for pupils with English as an additional language.
- Add to More Able and Talented register.
- 1:1 tuition.
- Use of Pupil Premium.
- TA/LSA.
- Tailor curriculum to concentrate on strengths.
- Adopt flexible approach e.g. reduced curriculum, IT packages, links with other schools.
- Additional emotional support via learning mentor or referral to school counsellor.

Attendance

- DT to identify whether there are any concerns over attendance and work closely with attendance officer to address e.g.
 - First day calls
 - Early home visits
 - Understanding/resolving barriers to attendance.

B. WHAT TO DO WHEN A CHILD AT YOUR SCHOOL ENTERS CARE

Initial Response

By Tutor / Keyworker / Significant Professional – whoever hears first!

- Confirm/Ensure the Designated Teacher (DT) is aware that child has entered care.
- If necessary, agree with Designated Teacher, who will act as (interim) keyworker, to discuss with child:
 - How school usually supports young people in this situation.
 - Talk through the current version of the school leaflet, (if appropriate).
 - Who in the school needs to know s/he is now in care and why this has happened
 - What sort of information will be shared
 - And why anybody else may need to know.
 - How s/he will explain the circumstances to peers (help to formulate a narrative).
 - How other children in care may be able to support him/her.
- Clarify arrangements for getting home at the end of the first school day and getting in to school the next day.
- Make sure you know of anyone who is not allowed to contact the child.

Designated Teacher

- Appoint/confirm a keyworker, who the child knows well who can:
 - Support the child through this time.

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- Explain how and when they will meet the child and how the child can make contact in an emergency.
 - Identify and address issues that might undermine stability in the education setting.
 - Further explain relevant school structures. Including:
 - Sanctuary arrangements, if appropriate
 - PEPs.
- Confirm that appropriate travel arrangements are in place and agreed with carer. Including:
 - Ensure that the child can easily and reliably get to and from school.
 - Ensure that the transport arrangements are not stopping the child joining in after school activities/clubs/sport fixtures.
- Make personal contact with young person as soon as possible to explain role.
- Alert other staff, as required and in line with outcome of discussion with the young person.
- Make initial contact with carer and social worker within 2 working days **at the most** to explain:
 - how school will respond to a crisis
 - who to go to if carer or social worker need to talk to someone in school
 - support structures such as PEPs
 - relevant school information (a prepared carers' booklet)
 - the young person's timetable and requirements for PE kit, instruments etc.
 - how school teaches literacy/numeracy etc. so that carer can help
 - young person's current attainments – with explanation if necessary
 - how best to support school in maintaining learning.
 - school expectations (uniform, homework, punctuality, attendance, procedure for reporting illness...)
- Ensure all agencies and professionals involved with child are known
 - And that effective links are established and maintained. e.g., SENCO, CAMHS etc.
- Alert the named governor for CiC that an additional CiC is on roll.
- Ensure that a Personal Education Plan (PEP) meeting is organised, held and PEP completed within 10 working days.
- Ensure that The HOPE Virtual School is aware of this child and sets up a record on the online database by:
 - emailing: thehope@bristol.gov.uk or ringing 0117 90 36282.

Personal Education Plan (PEP)

This should involve: Designated Teacher (or representative), the child, the social worker, foster carer, the relevant HOPE lead staff member and keyworker.

Bristol documents are available on the website: [Personal Education Plans](#)

Purpose of PEP should be explained as being to:

- Record information on current achievement levels
- Assess learning needs
- Track, monitor and review progress and barriers to success

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- Set actions to anticipate, identify and address:
 - relevant learning needs (in conjunction with subject teachers) including:
 - 1:1 tuition
 - Barriers to regular attendance.
- Next PEP date to be set for 3 months' time.
 - The DT is responsible for the quality of the PEP
 - The PEP should be securely emailed to The HOPE.

Ongoing support for emerging needs

Between PEPs, the DT (and keyworker) to monitor and review:

Attendance and Punctuality

- Effectiveness of relevant systems.

Learning Issues

- Emerging signs of problems in class.

Social and Emotional Issues

- Emerging signs of problems elsewhere.

Further Resource Requirements

- Eg: need for, or issues with, a suitable buddy.

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The HOPE Virtual School Year Leads as at September 2020

Role	Name	Days worked	Email address
Early Years Support Teacher	Anne Mortimore	Mon-Fri (term-time)	anne.mortimore@bristol.gov.uk
Y1 to 5 Advocate	Shelina Jerram	Tues, Weds and Thurs (term-time)	shelina.jerram@bristol.gov.uk
Y1 to 5 Advocate	Ian Hutton	Mon-Fri (term-time)	ian.hutton@bristol.gov.uk
Y6 to 8 Advocate	Rene Katiisa	Mon-Fri (term-time)	rene.katiisa@bristol.gov.uk
Y6 to 8 Advocate	Leanne Bishop	Mon-Fri (term-time)	leanne.bishop@bristol.gov.uk
Y9 to 11 Advocate	Hattie Billsberry	Mon-Fri (term-time)	hattie.billsberry@bristol.gov.uk
Y9 to 11 Advocate	Craig Barnett	Mon-Fri	craig.barnett@bristol.gov.uk
Post 16 Advocate	Angela Ryan	Mon (noon-3).; Tues (9-5); Wed-Fri (9-3) (term-time)	angela.ryan@bristol.gov.uk
Post 16 Advocate	Penny Russell	Mon-Fri (term-time)	penny.russell@bristol.gov.uk

C. WHAT TO DO WHEN A CHILD IN CARE LEAVES YOUR SCHOOL

Prepare the package you would expect for a child entering your school

- Support and reassure the child and help with the arrangements.
- Give goodbye cards/have a goodbye party.
- Ask the receiving school or college to set up someone for the CiC to talk to (peer mentor).
- Ask the receiving school or college to help the CiC focus and orientate himself/herself.
- DT to liaise with DT at receiving school or college if CiC changes school or transfers to Post 16 provision e.g. pass on PEPs.
- DT to work closely with Leaving Care team if leaving post 16.
- Ensure that information is passed on to The HOPE via charlotte.moody@bristol.gov.uk
- Input final information onto online database.