

# THOMAS DEACON ACADEMY SCHOOL POLICY ON THE EDUCATION OF CHILDREN KNOWN TO SOCIAL CARE

**Type:** Document  
**Status:** Non-Statutory

## Issue Status:-

Date	Version	Comment	Owner
June 2024	1	Original document	Claire Scane
July 2025	1	Original document	Claire Scane

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**Date:** 10<sup>th</sup> July 2025

**Verified:** Deputy Principal, Martin Paine

**Approved:** Principal, Emily Gaunt

Available publicly on Website: Y/N

**Review Date: July 2025**

Thomas Deacon Academy believes that in partnership with Peterborough City Council as Corporate Parents we have a special duty to safeguard and promote the education of Children in Care (CiC) and those previously in care (CPiC)

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## 1 OUR AIM IS:

- 1.1. To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- 1.2. To support our CiC and CPiC and give them access to every opportunity to achieve to their potential and enjoy learning.
- 1.3. To fulfil our schools' role as corporate parents to promote and support the education of our CiC and CPiC, by asking the question, 'Would this be good enough for my child?'

## 2. LEGISLATION AND STATUTORY GUIDANCE

- 2.1. This policy is based on the Department for Education's statutory guidance on the Designated Teacher for looked-after and previously looked-after students.
- 2.2. It also considers section 2E of the Academies Act 2010.

## 3 DEFINITIONS

- 3.1 The term **Children in Care (CiC)** refers to children who are looked after or accommodated by a Local Authority for more than 24 hours. This can happen under several arrangements:
  - 3.1.1 Children who are accommodated under a voluntary agreement with their parents (section 20)
  - 3.1.2 Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
  - 3.1.3 Children who are subject to emergency orders for their protection (sections 44 and 46)
  - 3.1.4 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)
- 3.2 The term **Children Previously in Care (CPiC)** children previously in care refers to children who are no longer in care through:
- 3.3 The term **Children in Need (CiN)** refers to children who have been assessed as being in need under section 17 of the Children Act 1989 and currently have a social (CWSW) and those who previously had a social worker in the past 6 years due to safeguarding or welfare reasons.
- 3.4 Collectively, these groups are referred to as children known to social care who have or have had a social worker. Children in care and previously in care are collectively referred to as care experienced.

## 4 COMMUNICATION AND SHARING INFORMATION

- 4.1.1 Thomas Deacon Academy will work in collaboration with Peterborough Virtual School and any other relevant Virtual School. This includes the sharing of key performance indicator data and participation in advisory meetings.
- 4.1.2 Contact details for Peterborough Virtual School [virtualschool@peterborough.gov.uk](mailto:virtualschool@peterborough.gov.uk)
- 4.1.3 Contact details for other virtual schools can be requested from Peterborough Virtual School

## **5 LEADERSHIP AND GOVERNANCE**

The Principal, Governing Body and Board of Trustees of Thomas Deacon Academy are committed to promoting aspirational education outcomes for all children known to social care. To achieve this, they will:

- 5.1 Nominate a named Governor who will receive appropriate training which enables robust support and challenge. This includes holding leaders accountable for effective spending of the Pupil Premium Plus grant and scrutiny of attainment and attendance data.
- 5.2 Ensure that the needs of children known to social care are understood and promoted by all senior leaders.
- 5.3 Ensure that the statutory roles of Designated Teacher (DT) have the appropriate training, status and are resourced adequately, including allocated time, to ensure that the role is fulfilled to the highest level.
- 5.4 Ensure that the statutory role of Designated Safeguarding Lead (DSL) has the appropriate training, status and is resourced adequately, including allocated time, to ensure that the role is fulfilled to the highest level; this will include recognition of the protective factor education can play within safeguarding.
- 5.5 Ensure staff, parents, carers, and guardians are aware of the identity of the Designated Safeguarding Teacher, how to contact them and what they are responsible for.
- 5.6 Promote relational practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- 5.7 Ensure that the needs of all children known to social care are recognised within key policy documents including reference to flexibility of approach for this cohort of children.
- 5.8 Provide opportunities for the wider staff team to receive training which promotes the educational outcomes of children known to social care.

## **6 DESIGNATED LEADS**

The Designated Teacher, the Safeguarding Officer and Designated Safeguarding Leads of Thomas Deacon Academy are committed to promoting aspirational education outcomes for all children known to social care. To achieve this, they will:

- 6.1 Promote relational practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- 6.2 Raise awareness among the wider staff of the impact of the lived experiences of children known to social care and how this can affect their learning and development.
- 6.3 Provide leadership, training, information, challenge, and advice to the wider staff team that will promote educational outcomes for this cohort.
- 6.4 Ensure compliance with all statutory processes, including the termly Personal Education Plan (PEP) for all children in care. A PEP is a part of a looked-after child's care plan that is developed with the child, carer, social worker. It and education advisor form Virtual Schools. forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.
- 6.5 Oversee the allocation of the PP+ grant for CiC (alongside the relevant Virtual School) and CPiC (in collaboration with families). For CPiC this will include ensuring they are accurately identified within the October census.
- 6.6 Ensure the individual and collective voices of children known to social care are heard and responded to and are central to any decisions made regarding their education.
- 6.7 Ensure children known to social care are encouraged and prioritised to participate fully in the breadth of school life including high quality enrichment experiences targeted to individual interests, needs and aspirations.
- 6.8 Work in partnership with other agencies, parents and carers sharing information as appropriate.
- 6.9 Regularly report to the governing body and SLT on the use of PP+; attainment and progress; attendance and enrichment for children known to social care via an annual report and any other necessary communication.
- 6.10 Support any transitions to new schools by providing information, attending meetings, and ensuring a timely transfer of school files.
- 6.11 Be the key point of contact in school for families and social care colleagues. Work in partnership with other agencies, sharing information as appropriate.

## **7 IDENTITY OF DESIGNATED TEACHER & SAFEGUARDING OFFICER**

- 7.1 Thomas Deacon Academy's Designated teacher is Mrs Claire Scane.
- 7.2 You can contact her via email: [csc@tda.education](mailto:csc@tda.education)
- 7.3 Mrs Scane is the initial point of contact for any matters regarding CiC & PCiC.
- 7.4 Thomas Deacon Academy's Safeguarding Officer is Mrs Keelie Kerr
- 7.5 You can contact her via email: [kjk@tda.education](mailto:kjk@tda.education)
- 7.6 Mrs Kerr is the initial point of contact for any matters regarding CiN.

## **8 WHOLE SCHOOL RESPONSIBILITY**

All staff of Thomas Deacon Academy are committed to promoting aspirational education outcomes for all children known to social care. To achieve this, they will:

- 8.1 Promote relational practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- 8.2 Proactively seek advice and guidance to ensure that barriers are minimised and they are best able to provide well-matched teaching and learning opportunities for children known to social care. This will include ensuring that specific needs are considered and planned for curriculum 'hotspots' such as RE, RSE, PSHE, Science, English and assemblies.

## **9 POLICY AND PROCEDURE**

Thomas Deacon Academy policies and procedures reflect the specific needs of children who are known to social care. This may include reasonable adjustments such as celebrating 100% attendance despite incidents of non-attendance due to care placement moves for a child in care or not proceeding with a suspension for a child on a CP plan in recognition of the protective factor school attendance plays.

### **9.1 Admissions**

- 9.1.1 In line with the Schools Admissions Code, CiC and CPiC have priority.
- 9.1.2 Where a child in care moves out of area following a care placement move, they will not be removed from roll. Work will be provided and safeguarding checks will be undertaken until the child starts at their new school.

### **9.2 Attendance**

- 9.2.1 School attendance is a protective factor for all children including those known to social care.
- 9.2.2 The attendance of children known to social care will be actively monitored. Where attendance is falling or below expectation, proactive work is undertaken with families and other agencies.
- 9.2.3 Reduced timetables and alternative provision may be considered when there is a specific need for a pupil, it is in the child's best interests and it is temporary and the child is expected to return to full-time education. Both must be agreed with the child, social worker, carer, and Virtual School.

### **9.3 Suspensions and Permanent Exclusion**

- 9.3.1 In recognition of the impact of their lived experiences, our aim is to avoid suspending or excluding a child known to social care, unless there is a serious breach of academy behaviour policy. Where possible, creative, and flexible approaches will seek to identify alternatives to exclusion; this may require deviation from policy.
- 9.3.2 Suspensions and exclusion can be used to support successful access, inclusion, and reintegration.
- 9.3.3 Work will be provided from the first day of any suspension.
- 9.3.4 Where the potential for multiple suspensions or a permanent exclusion can be anticipated we will work proactively with others (including families, social worker, psychology services, behaviour panel and Virtual School) to reduce risk.