

At a Glan

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This resource has been created to support the Surrey Virtual School (SVS) and the council to fulfil our extended duties in [Promoting the education of children with a social worker and children in kinship care arrangements.](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension)

The SVS has a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker. This means that we are:

* making **visible** the disadvantages that children with a Social Worker can experience, enhancing partnerships between education settings and local authorities, including with children’s social care, to help all agencies hold high aspirations for these children.
* promoting practice that supports children’s **engagement in education**, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
* levelling up children’s outcomes and **narrow the attainment gap** so every child has the opportunity to reach their potential. This will include helping to ensure that children with a social worker benefit from support to recover educationally from the impact of the pandemic.

The [DfE guidance](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension) emphasises the importance of including educational targets in children in need or child protection plans;

* stating clear educational targets in the children in need and child protection plans
* social workers familiarising themselves with names and contact details of the designated teachers in the schools of children with social workers.
* ensuring that these designated teachers attend children in need and child protection planning meetings.

Schools play a pivotal role in supporting the plans, alongside social workers, as teachers see the children every day for many years and can share information.

While there is no single cause for the poor educational outcomes for children with a social worker, experiences of adversity can create barriers to good outcomes. Children known to social care are all ‘disadvantaged’ because their circumstances mean they are at risk of underachieving at school.



This resource focuses on the shared challenges characteristic of this cohort.

* **Attendance**
* **Suspensions and Exclusions**
* **School Admissions**
* **Additional Needs and Disabilities** • **Social Emotional and Mental Health needs**
* **Safeguarding at a school or setting.**



How to use this resource:

This resource is designed for social workers to refer to where a barrier to education is identified

and the

children and young people’s (

CYP

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s

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plan recognises education and learning as a

protective factor. It will provide social workers with a knowledge base for each identified area,

some key questions to support joint thinking with schools, parents and CYP and a brief

example of a linked action

/target for a plan.

Each aspect has a

one

-

page

summary for reference that will capture the following in this

format:

Definition

–

the helpful fundamentals to

know.

How it might present for the CYP,

family and school.

Key questions the SW can ask to

support effective planning for

education.

An example of an action/target in a

plan.

Please refer to the

section that is relevant for the CYP plan:

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**Attendance**

•

**Suspensions and Exclusions**

•

**School Admissions**

•

**Additional Needs and Disabilities**

•

**Social Emotional and Mental Health needs**

•

**Safeguarding at**

**a**

**school**

**or**

**setting**

To accompany this

At a Glance Promoting the

Education of CWSW in Plan

resource, we have

available a more

[comprehensive guid](https://orbispartnerships.sharepoint.com/sites/virtual_school/Documents/Children%20with%20a%20Social%20Worker/CIN%20CP%20planning%20resource%20for%20SWs/Final%20Documents%20which%20will%20need%20editing%20in%20the%20future/1%20Promoting%20the%20Education%20of%20CWSW%20in%20their%20plans.docx)

[e](https://orbispartnerships.sharepoint.com/sites/virtual_school/Documents/Children%20with%20a%20Social%20Worker/CIN%20CP%20planning%20resource%20for%20SWs/Final%20Documents%20which%20will%20need%20editing%20in%20the%20future/1%20Promoting%20the%20Education%20of%20CWSW%20in%20their%20plans.docx)

This covers

[.](https://orbispartnerships.sharepoint.com/sites/virtual_school/Documents/Children%20with%20a%20Social%20Worker/CIN%20CP%20planning%20resource%20for%20SWs/Final%20Documents%20which%20will%20need%20editing%20in%20the%20future/1%20Promoting%20the%20Education%20of%20CWSW%20in%20their%20plans.docx)

the key areas in more depth along with quick guides

on a variety of relevant topics.

To support you ‘on the go’ please download our

essential mobile toolkit

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Go to the

[e](https://svsambition.nimbl.uk/scl/login/)

[SVS Ambition websit](https://svsambition.nimbl.uk/scl/login/)

Use the code

**bpc95qmv0**

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| Attendance | |
| **Definition:**    [Attendanc](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)  [e](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)    When a parent or carer register their child at school, they have a legal duty to  ensure  their child attends that school regularly. This means that their child must attend every  day that the school is open, unless:    -    They are too ill to attend.    -    They have been given permission by the school due to exceptional  circumstances.    -    They are taking part in religious observance.    -    The Local Authority is responsible for arranging transport to school and it is not  available on that day or has not been provided yet.    -    They are in a gypsy/traveller family with no fixed abode, and the family are  required to travel for work meaning the child cannot attend their usual school.  The child is required to attend another school temporarily.    Good attendance is considered to be  **at least 95%**  .  **90**  **%**    or less is classed as  **‘persistent absence’**    where the Local Authority and the school are expected to work  together to put additional targeted support in place.  **50**  **%**    or less is classed as  **‘severely absent’**  .  If a child currently has an attendance percentage of 75% during  the spring term, it will take them 6 weeks of attending school every day to increase it  to 80%.    If a child is struggling to come in due to a  [mental healt](https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)  [h](https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)    need this can be classed as  Emotional Based School Non  -  Attendance  [(](https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna)  [EBSNA](https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna)  [)](https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna)  [.](https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna) | **Difficulties in attending a school setting could present in the following ways:**   * Frequently feeling unwell or experiencing physical symptoms like headaches, stomach aches, panic attacks and diarrhoea due to high stress hormone levels causing a physical reaction. * The child or young person may experience sleep disturbances or have trouble getting ready for school and eating breakfast because they are anxious about the pressure of the classroom. * Certain behaviours which appear as tantrums or outbursts may be a sign of anticipation of finding going to school challenging. * Crying, distressed behaviour or irritability showing that they are struggling to contain their emotions leading to emotional volatility. * Frequent minor absences. * Difficulties in maintaining friendships. |
| **Suggested action/target:**  **What is needed?**  For child X to be attending an education setting 95% of the time. **Who will help with this and how?**  Child X will make a plan with parent Y and the school to include an appropriate, low stress way to enter the school building, a named key person child X can go to when feeling dysregulated and who Parent Y can communicate with regarding the morning prior to going to school.  **When will it happen?**  This will be over the next three week.  **What will it mean for me and my family?**  Child X will have access to an effective morning family routine to support them to access learning and increase their overall life chances. |
| **Key questions the SW can ask to support effective planning for education:**  **School:**   * What are the goals and ambitions of the child or young person and how can we use these and their interests to motivate and encourage them to come to school? * Is there a particular subject or teacher that the child or young person is connected to, and can this be used to support their attendance? **CYP:** What makes a day at school a good day? * How can we use these elements of the good days to help you on other days?   **Parents:**   * Are there any patterns in your child’s difficulties in attending school? * What is their routine like in the morning before school and how does this impact their attendance? |

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| Suspensions and Exclusions | | |
| **Definition:** In the [DfE guidance](file://surreycc.local/home/k/kread/Data/My%20Documents/Suspension%20and%20Permanent%20Exclusion%20from%20maintained%20schools,%20academies%20and%20pupil%20referral%20units%20in%20England,%20including%20pupil%20movement%20Guidance%20for%20maintained%20schools,%20academies,%20and%20pupil%20referral%20units%20in%20England) the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. A suspension is an exclusion for a fixed period followed by a reintegration meeting to support the CYP to settle back into school. A permanent exclusion requires the CYP to have an alternative school or other education provision. The most common reason for children being excluded from school, is for *persistent disruptive behaviour. For children who have a social worker, this behaviour is often linked to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential.*  Any decision to exclude or suspend a pupil must be lawful, reasonable, and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. | **Behaviours leading to a suspension/e the following ways:**   * Reacting to perceived threats • * Bullying including cyber • bullying. * Non-compliance • * difficulties with adult and peer • relationships * Risk taking behaviours   For CWSW we will see multiple support n  behaviour, mental health issues, special educational needs, unsafe or unstable home situations and other adverse childhood experiences. *(IPPR, 2017, Making the Difference: Breaking the Link Between School Exclusion and Social Exclusion).* | **xclusion could present in**  Difficulty self-regulating Violent outbursts, damaging property Smoking/drug taking.  Inappropriate behaviour travelling to and from school  eeds relating to disruptive |
| **Key questions the SW can ask to support effective planning for education:**    **School:**    -    What strategies and approaches does the school take to ensure a successful  reintegration meeting to support a successful readjustment back to their normal  routine and manage future behaviour?    -    The school should be aware of the DfE guidance on  [suspensions and](https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf)    [permanent exclusion](https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf)  [s](https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf)    *Where a pupil has a social worker … and they are at*  *risk of suspension or permanent exclusion, the headteacher should inform their*  *social worker, the Designated Safeguarding Lead (DSL) and the pupil’s parents*  *to involve them all as early as possible in re*  *levant conversations.*  **As the**  **child’s SW you can ensure this happens and the outcome/actions from**  **these conversations to support your planning**  .    -    Has the school taken into account    any factors that    might have affected the  CYP behaviour, for example: bullying; mental health issues; bereavement;  unidentified    special educational needs?    **CYP:**    What do you enjoy in school? Where do you feel safe?    -    Is there a member of staff you can go to when you feel upset or angry?    **Parents:**  What do you think your child is good at/enjoys?    -    Is there anything that might help you to support your child to understand their  feelings and actions? | Often the behaviours we experience in school are linked to the survival brain and we need to understand where the behaviour is coming from in order to plan support and prevent suspension/exclusion. | |
| **Suggested action/target:**  **What is needed?**  For child X to understand/name their feelings and recognise when they need to go to/see (name place or adult). **Who will help with this and how?**  Adults in child x’s school will help them to recognise their feelings by noticing allowed how they communicate their overwhelming feelings; they will co-regulate with them (for a younger child it might be to access a calm box). **When will it happen?**  School and parent Y will use the ‘home/school partnership book’ to communicate anything child X is finding hard at home or at school and things they are doing well. **What will it mean for me and my family?**  It will mean child X will feel safe and supported in school so that they can learn. | |

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| School Admissions | | |
| **Definition: Admissions**  Admission arrangements' means the overall procedure, practices, and criteria to be used in deciding on the allocation of school places. [The DfE Guidance](https://www.gov.uk/schools-admissions) will give you a comprehensive legal guide to the following: | | **Behaviours and scenarios that might present with admission difficulties:** |
| [Choosing schools](https://www.gov.uk/schools-admissions)  [How to apply](https://www.gov.uk/schools-admissions/how-to-apply)  [Appealing a school's decision](https://www.gov.uk/schools-admissions/appealing-a-schools-decision)  [Admission criteria](https://www.gov.uk/schools-admissions/admissions-criteria)  [School waiting lists](https://www.gov.uk/schools-admissions/school-waiting-lists)  [Complain about the appeals process](https://www.gov.uk/schools-admissions/complain-about-the-appeals-process)  [School starting age](https://www.gov.uk/schools-admissions/school-starting-age)  All schools have admission criteria to decide which children get places. The school or local council usually set these.  Admission criteria are different for each school. They may give priority to children: | | * CYP or parents are not engaging in school, they are expressing feelings, but they are not feeling supported, the school is not meeting needs. * Low attendance data * CYP will be on Child missing education (CME) panel. * Parents do not understand the admission process. * Escalating behaviours developing an exclusion profile and consideration being given a fresh start in a new school * Family address is cross border. * Awaiting placement through EHCP • The CYP is not on a school’s roll. * The CYP is on roll at a school and the school are not providing any work or support. |
| * Who live close to the school? * Who have a brother or sister at the school already * From a particular religion (for faith schools) * Who pass an entrance exam (for selective schools, for example grammar schools) | * Who went to a particular primary school (a ‘feeder school’) * Who are eligible for the pupil premium or the service pupil premium? * Whose parent has works at the school more |
| [Surrey County Counci](https://www.surreycc.gov.uk/schools-and-learning/schools/admissions)  [l](https://www.surreycc.gov.uk/schools-and-learning/schools/admissions)    can give you information about schools’ criteria and how to apply.    Applying for a school place will be necessary for a:    -    Key stage transfer (starting infant school, junior school, secondary school)    -    Change of address    -    Where a setting may no longer be suitable; including admission to a specialist school due to EHCP.    -    CYP at risk of permanent exclusion    NB: A teacher is not allowed to recommend a school, but these questions can be asked when supporting the  parents/carers in considering which type of school might best suit a young person. | |
| **Key questions the SW can ask to support effective planning for education:**  **School:** While the CYP is on your school roll; what activities are you providing and opportunities to keep in touch?- What information and advice can you give to the new school?   * What information and advice do you need from the CYP’s current school? **CYP:** What do you enjoy at school? * Is there anything that worries you? * What makes you feel safe at school?   **Parents:** Does your child have an EHCP? (If they do then choice of schools happens much earlier than e.g. for year 7 applications must be started in year 5 and a different application process must be used.)- What are your child’s main areas of need/strength?   * Where are their friendship group likely to move to? Would it be beneficial for them to attend that school/setting? * Have you accessed this resource to support you? [Parentkind's Understanding Education](https://www.parentkind.org.uk/for-parents/understanding-education) | | **Suggested action/target:**  **What is needed?**  To secure a school place.  **Who will help with this and how?** The SW will support parent Y to understand the admission process; parent Y will visit the school and use the online process to make a school admission.  **What will it mean for me and my family?**  It will mean child X will feel safe and supported in school so that they can learn. |

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| Additional Needs and Disabilities | |
| **Definition: Additional Needs and Disabilities**  **-**    **AND (formally**  [**Special Educational**](https://www.gov.uk/children-with-special-educational-needs)    [**Needs and Disabilities**](https://www.gov.uk/children-with-special-educational-needs)    [**-**](https://www.gov.uk/children-with-special-educational-needs)    [**S**](https://www.gov.uk/children-with-special-educational-needs)  **END**  **)**    Learning, and not just education, is considered to be a protective factor for  [children](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension)    [with a Social Worke](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension)  [r](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension)    and so we should consider the impact of learning on a child’s  safety plan.    Section 20 Children and Families Act 2014 is the legislation which defines Special  Educational Needs (SEN) as the child having  *a learning difficulty or disability which*  *calls for special education provision to be made for him or her*  . Some of the SEN seen  in schools are Autism, Attention Deficit Hyperactivity Disorder (ADHD), Speech  Language and Communication Needs (SLCN), Dyslexia, Dyspraxia, Sensory  Processing needs, Dyscalculia  .    The Equality Act 2010 classes a person as being disabled  *if they have a physical or*  *mental impairment that has a substantial and long*  *-*  *term adverse effect on a person’s*  *ability to carry out normal day*  *-*  *to*  *-*  *day activities*  . Some of the disabilities which are often  seen in schools are Autism; Dyslexia; Attention Deficit Hyperactivity Disorder (ADHD);  medical conditions such as cerebral Palsy; Multiple Sclerosis and cancer; mental  health disabilities; and visual and hearing i  mpairments.    A learning difficulty is considered if the child has  *significantly greater difficulties in*  *learning than the majority of others of the same age; or has a disability which prevents*  *or hinders them from making use of facilities of a kind generally provided for others of*  *the same age in mainstream schools or ma*  *instream post 16 institutions*  . | **Behaviours that could indicate potential additional needs or a disability can present as:** • Needing additional help in reading, writing, number work or interpreting meaning   * Finding it difficult to make themselves understood or interpreting and processing what is said by others. * Struggling to make and maintain friendships. * Managing their emotions to allow them to make positive behavioural choices. * Organising themselves (this is known as executive functioning skills) • Finding particular, smells, sounds or light challenging (known as sensory needs)   Children who have experienced early trauma and neglect are more likely to have a speech language and communication need. Studies have *confirmed that as a group, these children perform below the normative average on standardised tests of language and social skills*. This results in them finding it difficult to access mainstream class learning and more likely need personalised support to access learning (e.g., different tasks, extra support resources, modelled examples of tasks, accessing on technology rather than writing, additional adult support). |
| **Possible questions that can be asked to support effective planning for education:**  **School:** Is the CYP on the SEN register and are you completing any Assess Plan Do  Review (APDR) documents?   * Have any formal or informal assessments been done and if so, what information did you gather from them? What is the CYP current attendance?   **CYP:** What are you good at in school and what do you find tricky/challenging?   * What is the best way to help you overcome these challenges? * How can the adults help you if something is hard?   **Parents:** How does your child best learn?   * What interests and motivates your child? * What are your opinions on what your child needs to be fully supported at school? | **Suggested action/target (these can be taken from the child’s Assess, Plan, Do, Review targets):**  **What is needed?**  Child X to access subject Z in school and make progress towards … **Who will help with this and how?**  Child X will access intervention groups lead by adult Y three times a week to support them in understanding upcoming topics, child X will have access to scaffolded and learning prompts in class etc.  **When will it happen?**  This will be over the next three months (as these plans are normally termly).  **What will it mean for me and my family?**  It will mean child X will be able to make progress in Z subject to support their later life chances. |

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| Social, Emotional and Mental Health Needs | |
| **Definition**  :  Social, emotional, and mental health (SEMH) needs are    a type of  special educational needs in which children/young people have severe  difficulties in managing their emotions and behaviour. They often show  inappropriate responses and feelings to situations  . This means that they have  trouble in building and maintaining relationships with peers and adults; they  can also struggle to engage with learning and to cope in classroom without  additional strategies and interventions. CYP with SEMH will often    feel  anxious, scared, and misunderstood.    The DfE state; good mental health and wellbeing helps CYP:    •    develop    •    attend school.    •    engage in learning.    •    fulfil their potential.    Schools and colleges contribute to wellbeing by providing:    •    a safe, calm, and  supportive learning environment    •    early targeted support for pupils and learners who need help.    **More information can be found in this DfE guidance:**  [Promoting and](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges)    [supporting mental health and wellbeing in schools and college](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges)  [s](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges)  [.](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) | **Behaviours that could indicate potential SEMH needs can present as:**   * Disruptive, antisocial, and uncooperative behaviour * Frustration, anger, and verbal and physical threats / aggression * Withdrawn and depressed attitudes * Opting out of learning or other activities • Changes in eating and/or sleeping patterns. * Anxiety and self-harm * Stealing * Truancy * Vandalism • Drug abuse.   These presenting behaviours are often a sign the CYP is dysregulated or in distress; they can sometimes get stuck in a pattern of behaviour and struggle to develop a way of feeling calmer. They may have experienced adverse childhood experiences (ACEs) which, depending on support systems and prevalence, can increase stress and stress responses. SEMH needs can also arise from neurodevelopmental needs (for example attention deficit hyperactivity disorder – ADHD, Tourette’s, or aspects of Autism). |
| **Key questions the SW can ask to support effective planning for education:**  **School:** What whole school approach do you take to support the SEMH needs of your pupils? (Please refer to the [DfE guidance](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) for further guidance and the links to the Surrey offer in the full document.)   * Has this CYP completed a Strengths and Difficulties Questionnaire (SDQ)? What is their score? If not, have you used a different screening tool to understand their emotional wellbeing/state? What had it helped you to understand?   **CYP:** Do you prefer lessons and learning or break and lunchtimes? (Try to unpick the reasons/possible triggers with them.)   * Who can you go to in school to talk about your feelings and situations?   **Parents:** Does your child ever express to you how they are feeling? Is there anyone else they can talk to?   * Have you looked at any additional support to help you understand SEMH? For example: [What are SEMH Needs?](https://www.twinkl.co.uk/teaching-wiki/social-emotional-and-mental-health-needs-semh) | **Suggested action/target:**  **What is needed?**  For child X to be able to understand what makes them feel angry and use a calming technique (self-talk). **Who will help with this and how?**  Child X will be supported by teacher X and parent through co-regulation activities.  The Designated Safeguarding Lead (DSL) will complete the SDQ to help child X and the other adults understand why they find it hard to stay calm.  **When will it happen?**  Co-regulation (ongoing with the DSL and parent Y). Child X will go to ELSA sessions 1x week. **What will it mean for me and my family?**  Child X will have ways to help them remain calm so they can enjoy learning and taking part in activities. |

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| Safeguarding at a School or Setting | |
| **Definition:**  [Keeping children safe in education 202](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)  [3](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)      part 2 explains the duty of schools and settings as  having  *a strategic leadership responsibility for their school or college’s safeguarding arrangements …*  *ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at*  *all times*  and  *particularly those concerning referrals of cases of suspected abuse and neglect, are understood,*  *and followed by all staff*  .    It goes on to say:    •    107  . Schools and colleges have a pivotal role to play in multi  -  agency  safeguarding arrangements.    •    108  . Safeguarding partners will make arrangements to work together with appropriate relevant  agencies to safeguard and promote the welfare of local children, including identifying and responding  to their needs.    •    109  . Safeguarding partners have a shared and equal duty to work together to safeguard and promote  the welfare of children.    •    110  .  [Working together to safeguard childre](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)  [n](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)    is very clear    that all schools and colleges in the local area  should be fully engaged, involved, and included in safeguarding arrangements. It is expected that,  locally, the safeguarding partners will name schools and colleges as relevant agencies.    •    111  . It is especially important that schools and colleges understand their role within the local  safeguarding arrangements.    •    113  . Schools and colleges should work with local authority children’s social care, the police, health  services and other services to promote the welfare of children and protect them from harm. This  includes providing a coordinated offer of early help when  additional needs of children are identified  and contributing to inter  -  agency plans to provide additional support to children subject to child  protection plans.    •    **115**  **. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and**  **in promoting children’s welfare, including in relation to their educational outcomes. Schools**  **and colleges have clear powers to share, hold and use informatio**  **n for these purposes.** | **Behaviours that could indicate potential safeguarding needs seen at school:**   * Unexplained changes in behaviour or personality * Becoming withdrawn * Concerns around bullying * Having access to multiple mobile phones and large quantities of money * Lacking in social skills and has few (if any) meaningful friendships. * Knowledge of adult issues inappropriate for their age * Running away or going missing from school * Always choosing to wear clothes which cover their body |
| **Suggested action/target:**  **What is needed?**  For child X to have positive friendships with other young people at school who are not involved in gangs. **Who will help with this and how?**  Child X will access a small social skills training group comprising five other young people of a similar age, and which focuses on the development of friendship skills. This will be provided for 45 minutes once a week.  **When will it happen?**  This will be over the next three months. **What will it mean for me and my family?** Child X will have a friendship group at school and their time there will be more enjoyable. |
| **Possible questions that can be asked to support effective planning for education:**  **School:** Does the school have a clear way of communicating to all staff that our CYP has a social worker and is classed as having a social worker?   * How does each member of staff who works with our CYP know the strategies to use for… to ensure consistency? * How can we ensure that the CYP is able to positively engage their education as we know that learning is a protective factor for them?   **CYP:** Who do you go to for support when you are in school? How does that help you? - What concerns you at school?  **Parents:** These will be contextual and are likely to be around friendships, bullying, online concerns etc.   |  |  | | --- | --- | | **Title** | Promoting the Education of Children with a Social Worker in their Plans | | **Purpose** | To provide practical guidance for social workers to support their conversations with schools around education issues regarding children with  a social worker and  children in kinship care | | **Updated by** | Michelle Cain and Kiri Read | | **Approved by** | Anwen Foy | | **Date** | December 2024 | | **Version** | V1 | | **Status** | Final | | **Review** |  | | **Frequency** | 12 months | | **Next review date** | July 2025 | |

