

# CARING 2 LEARN

## CARING SCHOOLS TOOLKIT



**Partners in Practice**  
Putting children first

**Lincolnshire**  
COUNTY COUNCIL  
*Working for a better future*



<b>Name of Education Setting:</b>	
<b>Head Teacher:</b>	
<b>Designated Teacher for Looked After Children:</b>	
<b>Governor with responsibility for Looked After Children:</b>	
<b>Start Date:</b>	
<b>Submission Date:</b>	
<b>Award Achieved:</b>	
<b>Renewal Due Date:</b>	
<p><b>Please register your start date with the Caring2Learn Team by emailing this form to: <a href="mailto:Caring2Learn@lincolnshire.gov.uk">Caring2Learn@lincolnshire.gov.uk</a></b></p>	



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# WELCOME

## What is Caring2Learn?

Caring2Learn is a research project funded by the Department for Education through the Partners in Practice programme. The overall aim of the project is to improve a wide range of outcomes for Lincolnshire's looked after, previously looked after and other vulnerable children and young people. We want all Lincolnshire education settings to be confident in nurturing vulnerable children and young people so they achieve better than expected progress and we want carers, foster carers and residential care workers, to champion education in the home. We want all our looked after children and young people to feel safe and to belong in their home and school, in order to provide them with a solid foundation to have the confidence to go on to learn, be aspirational and achieve their full potential.

The project aims to:

- improve the learning outcomes for all Lincolnshire looked after, post-looked after and other vulnerable children through knowledgeable Care and Learning communities in which our children and young people feel safe and believe they belong
- upskill and support our Carers and Educators to help them better support children and young people, in and out of their education setting, to improve learning outcomes
- promote good practice to support the wellbeing, emotional and mental health of all vulnerable children at home or in their education setting
- encourage active participation in education and improve the attendance of Lincolnshire looked after, post-looked after and other vulnerable children
- reduce the number of fixed-term and permanent exclusions of vulnerable children by creating more effective and nurturing learning environments, policies and procedures which meet the needs of individuals
- have fewer Post-16 looked after young people in Lincolnshire who are not in education, employment or training (NEET) by promoting higher aspiration and self-esteem

By joining the project your setting will play an integral role in meeting these objectives and you will also gain access to a supportive network of Education Settings, Carers and Social Care Professionals all working together to achieve the same goal.

# THE CARING2LEARN AWARD

## What is a Caring School?

A Caring School can be any type of education setting; early years, primary or secondary, maintained, academy or independent, mainstream, specialist or alternative provision. It is an education setting where the nurture and well-being of all pupils and in particular the most vulnerable is as high a priority as their academic achievement. It is a place where the holistic needs of a child are addressed and their mental health is supported and enhanced so that they can achieve to their full potential. The Caring Schools Award toolkit is designed to help you assess and develop all the ways you support young people in your care to overcome barriers to learning and achieve their full potential. We know that when education and aspiration is promoted and supported in the home young people have a much higher chance of success in school and go on to achieve their goals. Working closely with carers can have a massive impact on how well a young person progresses and can mean the difference to them continuing in education or training for a successful future. With the Caring School Award we want to recognise and celebrate all the amazing ways you do this and also identify any training or development which can help you in your crucial role.

## How long do we have to complete this?

The time you take to complete this portfolio will be dependent on your settings individual circumstances, experience and development journey. We will work with you to complete your portfolio ideally within 12 months, although this is flexible if you require additional time.

## Who can support my setting?

The Caring2Learn team are on hand to support you – this includes Caring2Learn staff, Education Champions and other settings in the wider support network. You can request support by contacting [Caring2Learn@lincolnshire.gov.uk](mailto:Caring2Learn@lincolnshire.gov.uk) We also offer various individual and group support and networking opportunities. For more information, please contact us. You could also speak to the Virtual School or other Children's Services staff who we are working alongside.

## How do I access the training?

Caring2Learn offers many training opportunities along with the Lincolnshire Learning and Development team. We have a training diary on our webpage and in most cases you just need to email us. Do not hesitate to contact us to discuss the training available.

## How do I collect evidence?

We would suggest up to 5 pieces of evidence per domain. Evidence can be sought from a number of sources and the more variety the better. We have included evidence tips in each section although please feel free to be creative!

## Who decides if I am successful?

The Caring2Learn Award Assessment Board meets three times a year to make decisions on the submitted portfolios. The board is made up of representatives from Education, Children's Services, Social Care and Caring2Learn Education Champions. Successful applicants will be presented with their award at a celebration event during the year.

## Do I only apply for the award once?

You will need to update your award portfolio with the Caring2Learn Assessment Board every 3 years to ensure continuous professional development and good practice. You will be provided with updates and training throughout and you should continue to add to your portfolio so that you maintain and develop good practice in your Caring School.



# ETHOS AND LEADERSHIP

## Domain 1

In our Caring School:

1.1 We embed Caring2Learn principles and values which are shared, acted upon and experienced by our whole education community

1.2 All staff have and promote high aspirations in terms of achievement and well-being for all children and young people and in particular the most vulnerable in our community

1.3 Senior staff promote and model well-being and nurture as a priority. They are visible, available and approachable to all members of the setting's community

1.4 All relevant staff are involved in the decision making and planning for vulnerable children

1.5 We promote a sense of belonging and involvement with the wider community

1.6 The environment is welcoming to all and promotes a sense of belonging and safety for all learners

1.7 We take a positive restorative approach that is based on relationships and positive regard, particularly to resolve conflict and overcome challenges

1.8 All staff have access to training that equips them to support children and young people's wellbeing and social, emotional and mental health

1.9 Governors promote good practice for vulnerable learners and wellbeing as a priority

*"Leadership is not about being in charge. Leadership is about taking care of those in your charge."*

*Simon Sinek*

Creating a truly Caring School is not the job of individual staff members or a pastoral team. It needs to be an organisational approach and ethos which permeates every area of the education setting.

It must be led and modelled by senior leadership, teaching and support staff of all levels.

*"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."*

*Rita Pierson*

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>1.1 We embed Caring2Learn principles and values which are shared, acted upon and experienced by our whole education community</b>	<p>The Setting's own values and principles are based on equality, diversity and inclusion which reflect those of Caring2Learn and these are evident in policies and procedures.</p> <p>There is a whole school/ setting policy for looked after children which details the support available to students, the responsibilities of staff members and contact details of relevant support services outside the setting.</p>	<p>Caring2Learn and the setting's values are known and acted upon by all members of the education community.</p> <p>A wide range of policies reflect and respond to the diversity and individual needs of vulnerable pupils/ students.</p>	<p>Caring2Learn values are fully embedded in the life of the setting and are evident, visible and tangible in the day to day life of the setting and beyond into the wider community.</p> <p>The setting is fully inclusive and able to respond to the reasonable adjustments needed to support vulnerable learners.</p>
<b>1.2 All staff have and promote high aspirations in terms of achievement and well-being for all children and young people and in particular the most vulnerable in our community</b>	<p>All staff encourage children and young people to challenge themselves and achieve to their full potential both academically and pastorally.</p> <p>Teachers set achievable and ambitious targets for children.</p>	<p>Children's achievements are celebrated and recognised alongside those of individuals from the setting and wider community. A full range of talents and achievements are identified and nurtured.</p> <p>The gifted and talented programme includes looked after and other vulnerable children.</p>	<p>High aspirations permeate throughout the education setting. Children's horizons are broadened beyond their current situations through active participation in learning and cultural opportunities. There is a real belief that ALL children can achieve the highest standards.</p>
<b>1.3 Senior staff promote and model well-being and nurture as a priority. They are visible, available and approachable to all members of the setting's community</b>	<p>Staff including the Senior Leadership Team are available on a daily basis and at events for informal conversations and interactions.</p> <p>There is a named Designated Teacher and Wellbeing Lead.</p>	<p>Roles such as Designated Teacher &amp; Wellbeing Lead are held by members of SLT with the power to influence, monitor and challenge.</p> <p>All carers and children know who the SLT and key staff are and what their roles are.</p>	<p>Wellbeing and nurture are a fundamental part of the school development or improvement plan.</p> <p>All staff are known and make time both informal and formally to build relationships.</p>
<b>1.4 All relevant staff are involved in the decision making and planning for vulnerable children</b>	<p>Class Teachers and Teaching Assistants are routinely asked for their views and observations in regard to vulnerable children.</p>	<p>Relevant people are making good quality contributions towards the plans and decision making in regard to vulnerable children.</p>	<p>Relevant staff are taking a lead in effective plans and decision making in regard to vulnerable children.</p>

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>1.5 We promote a sense of belonging and involvement with the wider community</b>	The setting is a valued member of the wider community and makes contributions to this.	The setting actively welcomes members of its wider community into the setting.  Encourages children and families to participate in activities that 'give back' or support the community.	The setting is a focal point in the community and leads community based intervention and support.  We plan opportunities for carers to feel they have a stake in their children's learning.
<b>1.6 The environment is welcoming to all and promotes a sense of belonging and safety for all learners</b>	The setting is an inviting place.  Displays and surroundings celebrate and showcase children's achievement.  Visitors, carers and children enjoy a warm and friendly welcome.	The environment represents and reflects all members of their community. For example this may include sensory rooms, reflection corners and parents meeting room etc.	There are areas and spaces that are designed to meet specific needs, such as private areas, calming, quiet and safe spaces. These areas are well known and promoted as accessible to all.  Children are empowered to access tailored areas independently or with support.
<b>1.7 We take a positive restorative approach that is based on relationships and positive regard, particularly to resolve conflict and overcome challenges</b>	Behaviour policies and procedures are attuned to a wide range of additional needs.  Restorative Practice principles are utilised in conflict resolution, problem solving and building relationships.	Staff are trained in Restorative Practice and this is visible in their daily interactions with children, carers and other staff.  We take a restorative approach to behaviour management which is reflected in exclusion rates which are below the Lincolnshire average.	Staff and children have received training in Restorative Practice which is fully embedded and reflected in setting policies, procedures and practice.  We share good practice and support other settings and agencies in restorative and solution focussed behaviour approaches.
<b>1.8 All staff have access to training that equips them to support children and young people's wellbeing and social, emotional and mental health.</b>	We are attachment and trauma aware and understand the challenges this poses in regards to learning. We access additional support for children facing social, emotional and mental health challenges.  Staff are involved in training & development to enhance understanding of children's wellbeing.	We are an attachment and trauma aware setting and take action and plan to best meet the needs of children that have experienced this.  We provide access to therapeutic interventions.  We have a trained Mental Health First Aider.  Staff Wellbeing is a priority and is actively supported in the setting / workplace.	We advocate good practice and share knowledge and experience with other education settings and services.  We provide outreach support for well-being, nurture or mental health needs.  There is a staff well-being and mental health strategy which is reviewed regularly.
<b>1.9 Governors promote good practice for vulnerable learners and wellbeing as a priority</b>	There is a named Governor for looked after and previously looked after children and also for wellbeing and mental health.	The Governing Body regularly monitors and reports on wellbeing provision and the achievement of vulnerable learners.	Governors are supportive of and enable the provision of outreach work, sector led support and sharing good practice with other settings.

# A CHILD CENTRED APPROACH

## Domain 2

In our Caring School:

2.1 ensure the voices of our children and young people are valued, listened to and acted upon

2.2 promote learning inside and outside of the classroom

2.3 provide opportunities for our children to be caring and to take responsibility for the wellbeing of others

2.4 adapt our provision to meet the needs of individuals

2.5 assess, plan for and actively address the emotional and well-being needs of all children

2.6 know our pupils well; their history / background / home life

2.7 design our curriculum and teaching to address the needs of individual children

2.8 provide opportunities to take part in national wellbeing initiatives to raise the profile of and reduce the stigma associated with mental health

*"Some of the most wonderful people are the ones who don't fit into boxes."*

*Tori Amos*

A Caring School is flexible enough to meet the needs of individuals in a way that allows them time to develop and thrive despite their challenges and difficulties.

Caring schools ask themselves how can we overcome barriers and provide solutions when faced with issues?

*"Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any barriers presented by our culture."*

*Loris Malaguzzi*

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>2.1 ensure the voices of our children and young people are valued, listened to and acted upon</b>	<p>Settings have arrangements in place to formally collect the voice of their children.</p> <p>Settings encourage young people to air their views, worries or concerns in private and public forums.</p> <p>Settings always include children's views in plans and assessments such as LAC reviews, Behaviour Plans etc..</p>	<p>Children are encouraged to participate in meetings and reviews that look at planning and assessing with them.</p> <p>The setting takes an open and honest approach to the concerns and worries of a child.</p> <p>Children are encouraged to participate in class discussions school initiatives such as school council, specific roles and tasks in the school.</p>	<p>Young people are enabled to take a leading role when planning and reviewing to meet their own needs or resolve difficulties.</p> <p>Children and young people take the lead in opportunities for developing the voice of the child and extend this to wider networks outside the setting e.g. V4C, MAT Schools Council etc.</p>
<b>2.2 promote learning inside and outside of the classroom</b>	<p>The setting provides a broad and rich curriculum and all children are provided with opportunities to learn outside the classroom and experience learning in different contexts including residential trips.</p>	<p>The setting provides or promotes access to extra-curricular activities which are built into plans for vulnerable children.</p>	<p>The setting provides a wide range of learning and extra-curricular activities to develop individual talents and interests through the use of pupil premium.</p>
<b>2.3 provide opportunities for our children to be caring and to take responsibility for the wellbeing of others</b>	<p>The setting has roles for children including monitors, buddies and play leaders to support the needs of others.</p>	<p>The setting regularly promotes, recognises and celebrates children's achievements in caring for others.</p>	<p>Children and young people take the lead in promoting well-being and caring for others including in the wider community.</p> <p>Young people are involved in training other young people and adults to support wellbeing and develop restorative practices.</p>
<b>2.4 adapt our provision to meet the needs of individuals</b>	<p>The setting assesses and provides for adaptations and reasonable adjustments to meet individual needs in line with statutory and non-statutory requirements.</p>	<p>We work together with carers to provide a consistent approach between home and setting.</p> <p>Our interventions are effective and demonstrate impact, improving the well-being and achievement of learners with additional needs.</p>	<p>We are knowledgeable and skilled in providing for a wide range of additional needs and support learners at all levels to make good progress and achieve success.</p>

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>2.5 assess, plan for and actively address the emotional and well-being needs of all children</b>	<p>Staff monitor and report on children's well-being and emotional stability.</p> <p>All children know staff will listen and respond to them in general and in times of need or crisis.</p>	<p>We provide a programme of activities designed to promote emotional health and well-being for all e.g. Mindfulness, yoga etc.</p> <p>We provide key staff for vulnerable pupils who the child trusts and whom they can seek out in times of difficulty.</p>	<p>We use standardised assessment tools across the setting to regularly measure well-being and plan for interventions based on our assessments. E.g. SDQ, Boxhall, Scaling.</p> <p>We provide specific interventions to support wellbeing e.g. Solution Focussed Coaching, Evolve Together Groups etc.</p> <p>There is access to counselling from a trained person either on site or sign-posted provision.</p>
<b>2.6 know our pupils; history/ background/ home life</b>	<p>We value the uniqueness of each child and believe they all have an inner richness and potential.</p> <p>We encourage relevant information sharing to enable staff to understand our children's lives both past and present.</p> <p>We have open lines of communication to ensure we remain fully informed about home life.</p> <p>Staff make it a priority to know vulnerable children well and to build strong relationships with them.</p>	<p>We honour our children by allowing them to participate in decision making around the content of the information that is shared and with whom.</p> <p>Children are provided with safe spaces to share their experiences and what this means to them.</p> <p>We know about the people that are important to our vulnerable children.</p> <p>Plans developed with children are individualised.</p>	<p>Staff share parts of their personal self with children to allow for stronger relationships.</p> <p>Settings support the understanding and knowledge of other settings to avoid children and carers having to explain things over and over again.</p> <p>Settings use life story work and words and pictures when supporting children to make sense of their past or current situations.</p>
<b>2.7 design our curriculum and teaching to address the needs of individual children</b>	<p>The curriculum is tailored and adapted to ensure it meets varied or additional learning needs, abilities and levels of concentration.</p>	<p>We deliver an innovative curriculum which provides access to a range of approaches to learning eg. Forest School, education business partnerships etc.</p>	<p>We explore shared provision to extend opportunities for children and provide for and seek support from other education settings.</p>
<b>2.8 provide opportunities to take part in national wellbeing initiatives to raise the profile of and reduce the stigma associated with mental health</b>	<p>We include PHSE as part of our overall curriculum.</p> <p>We take part in initiatives such as Anti-Bullying Week, Mental Health Awareness Week etc.</p>	<p>Our PHSE curriculum is well developed and is celebrated alongside academic subjects and achievements.</p>	<p>We are accredited in a number of wellbeing and Mental Health initiatives e.g. Young Carers Award, The Autism Friendly Award, The Marjorie Boxall Quality Mark Award etc</p>

# WORKING TOGETHER WITH CARERS

## Domain 3

In our Caring School:

3.1 establish a good relationship with carers to promote good communication and understanding of learning needs and wellbeing and promote home learning

3.2 ensure the voices of our carers are listened to and acted upon

3.3 work with carers to promote good attendance and help remove barriers to attending

3.4 promote, engage, encourage and facilitate carers involvement in the wider life of their child and the setting

3.5 work with carers to support their access to wellbeing and mental health support services

Building strong, trusting and collaborative relationships with carers is a priority for a Caring School.

Vulnerable learners thrive in education settings where carers are genuinely viewed as a member of the team and their knowledge and understanding of the child is valued.

*"Together may we give our children the roots to grow and the wings to fly."*

Anon

*Full engagement with foster carers who have the most direct knowledge of children in care and often have the clearest idea of their strengths, limitations and idiosyncrasies is important. Regular dialogue from a position of mutual respect and partnership underpins successful schooling."*

Cameron, Connery & Jackson

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
<p><b>3.1 establish a good relationship with carers to promote good communication and understanding of learning needs and wellbeing and promote home learning</b></p>	<p>We respect the views of our carers and work with them in the best interests of the child.</p> <p>We are open and honest with carers and encourage them to be the same.</p> <p>We have systems in place to communicate effectively with all carers through face-to-face, phone, text and email.</p> <p>We make contact with new carers and ensure they know who the key contact for their child is.</p> <p>We ensure we have up to date contact information to provide updates for carers regarding meetings, events and news.</p>	<p>We ensure that carers are fully informed about their child and agree the form and frequency of updates in line with their preferences.</p> <p>We plan for specific, additional methods of communication when needed to support good home/setting relationships.</p> <p>Our setting takes a proactive responsibility for establishing communication with home.</p> <p>We are transparent in the decision making we take and explain this clearly to carers.</p>	<p>We provide workshops and forums to develop the skills and knowledge of carers to enable them to support wellbeing and learning in the home.</p> <p>We utilise the skills and knowledge of our caring community to develop our learning.</p>
<p><b>3.2 ensure the voices of our carers are listened to and acted upon</b></p>	<p>Settings have arrangements in place to formally collect the voice of their carers.</p> <p>Settings encourage carers to air their views, worries or concerns.</p> <p>Settings include carers views in plans and assessments.</p>	<p>We encourage carers to participate and contribute to their children's reviews and plans.</p> <p>The setting takes an open and honest approach to the concerns and worries of a carer and has clear systems and procedures in place to allow this.</p> <p>Carers are familiar with and confident with the assessment and planning documents used with their children.</p>	<p>Settings encourage and support families to plan together to meet the needs of their children.</p> <p>Settings make reasonable adjustments to planned events to meet the requirements of carers and their family.</p> <p>Carers take the lead in supporting the school ensure the voice of parents and carers is valued. E.g. PTA led forums. Parent/Carer Governors</p>

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>3.3 work with carers to promote good attendance and help remove barriers to attending</b>	<p>We promote the importance of good attendance and monitor dips and themes in order to support.</p> <p>We discuss concerns regarding attendance with carers at an early stage.</p> <p>We follow the Early Help Pathway in regards to worries or concerns about a child.</p>	<p>We plan and consider flexibility around attendance in the best interests of children, for example reduced timetables as a short term measure or limited participation in certain areas of the curriculum.</p> <p>We advise carers on the services and support functions that can help them in the home to overcome barriers and challenges outside of the setting.</p>	<p>The setting has support mechanisms to support carers with issues and challenges to attendance, such as mental health and routines.</p> <p>We take a supportive and inquisitive view on issues of attendance and employ bespoke approaches to improving this.</p> <p>We seek all alternative routes before using forms of statutory intervention.</p>
<b>3.4 promote, engage, encourage and facilitate carers involvement in the wider life of their child and the setting</b>	<p>We encourage and welcome the participation of carers in events such as PTA, fundraising, social and celebratory occasions.</p>	<p>We seek to understand and recognise the difficulties some carers have in access in events and plan with other agencies to overcome barriers where possible. E.g. Crèche, different timings, travel etc.</p>	<p>Where carers are unable to attend important events we put alternative arrangement in place to ensure young people and families feel supported and valued.</p>
<b>3.5 work with carers to support their access to wellbeing and mental health support services</b>	<p>We signpost Carers to other support, agencies and services such as The Family Services Directory, Kooth, Healthy Minds, CAMHS etc.</p>	<p>We support the findings, advice and recommendations from external support services and ensure they are fully implemented into our setting.</p>	<p>We are active in providing support for families as a whole who are dealing with mental health issues and challenges through Parents Support Advisors, Family Support Workers, Family Support Groups etc.</p>

# WORKING WITH OTHER PROFESSIONALS

## Domain 4

In our Caring School:

4.1 ensure the relevant professionals in settings are aware of and have good communication with the child's 'key' professional

4.2 work effectively with other professionals and agencies to support the holistic needs of a child and access specialist services when needed

4.3 work with other professionals to ensure that children and young people in our care can access education and extra-curricular activities

4.4 advocate for the child's best interests with other professionals

4.5 have a clear and timely system for sharing information/concerns around our children with other professionals

4.6 ensure attendance at EPEP, LAC, TAC CIN, CP SEND meetings are a priority for relevant setting staff

4.7 work together with the Virtual School and other agencies around how pupil premium will be allocated and spent

4.8 establish clear lines of communication and good partnership working with other settings

*"Coming together is a beginning;  
keeping together is progress;  
working together is success."*

Henry Ford

Caring Schools are most often the conduit through which true multi-agency working develops and succeeds.

Caring schools build and maintain strong working relationships with a multitude of professionals, services and agencies to get the best for their vulnerable learners.

*"How wonderful is it that no one need wait a single minute to improve the world."*

Anne Frank

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>4.1 ensure the relevant professionals in settings are aware of and have good communication with the child's 'key' professional</b>	Relevant staff are aware that a key professional is in place for individual children and how they can contact them directly or through lead people in their setting.	Relevant staff have direct communication with key professionals where appropriate or are kept informed as part of the child's network.	Provide agreed, regular updates to the child's key professional to inform effective decision-making, interventions and risk management.
<b>4.2 work effectively with other professionals and agencies to support the holistic needs of a child and access specialist services when needed</b>	<p>Staff are clear about how they can support social workers, carers and the child's birth parents to ensure that the vulnerable children in their school receive the support they need.</p> <p>Settings explore the families' resource, networks and universal provision before accessing alternative provisions.</p>	<p>Staff will follow the Early Help Pathway and ensure that appropriate forms of assessment are completed.</p> <p>Staff contribute to and support other professionals and agencies when completing assessments and plans.</p> <p>Staff have an ongoing knowledge and remain up to date in regards to external services and resources.</p> <p>Assessments are holistic and schools request external services and support as part of a multi-agency response.</p>	<p>Schools will use funding and access relevant services in order to meet the needs of their children by amending the scope of their support packages and services.</p> <p>Schools will share good practice and support services and packages with other settings/ services.</p> <p>Schools will share community resource and services to meet the needs of their vulnerable children.</p>
<b>4.3 work with other professionals to ensure that children and young people in our care can access education and extra-curricular activities</b>	Provide information to children and carers around the services available in and out of school.	<p>Settings access external provision and inform their carers and children about wider activities they can participate in.</p> <p>Settings support children to access alternative forms of education to improve learning outcomes.</p>	<p>The setting takes steps to network with other schools and external agencies to share good practice and improve educational opportunities for vulnerable children outside of school.</p> <p>Settings provide shared learning activities and events to children and their families in school.</p>
<b>4.4 advocate for the child's best interests with other professionals</b>	<p>Settings support and challenge decisions made by other professionals and carers for the benefit of the child.</p> <p>Staff advocate clearly the voice of a child and make decisions in the best interest of the child, being flexible around policy and procedure. E.g. 'child before process'.</p>	<p>Actively seek the voice of the child and present that effectively to impact on decision making.</p> <p>Support children to express themselves within a safe environment.</p> <p>Actively seek to better understand the views of other agencies and professionals and their rationale for decisions.</p>	<p>When conflict arises or communication breaks down settings strive to resolve difficulties and look for restorative outcomes.</p> <p>Encourage and advocate an open and honest approach when explaining things to children.</p> <p>Help children to make decisions for themselves and inform decision making.</p>

# WHAT THIS LOOKS LIKE IN PRACTICE:

In our Caring School we:	BRONZE	SILVER	GOLD
<b>4.5 have a clear and timely system for sharing information / concerns around our children with other professionals</b>	<p>Have effective policies and procedures in place in line with statutory guidance for safeguarding and looked after children and following Lincolnshire's Early Help Pathway.</p> <p>There is a system of confidential record keeping about incidences and external contacts relating to vulnerable children and staff know how to use it.</p>	<p>Staff contribute towards the coordination of plans and systems for sharing information. They are able to make changes to the nature of support and risk management when needed.</p>	<p>Staff lead the coordination of plans and systems for sharing information. They are able to make changes to the nature of support and risk management when needed.</p>
<b>4.6 ensure attendance at EPEP, LAC, TAC CIN, CP SEND meetings are a priority for relevant setting staff</b>	<p>Prioritises meetings for vulnerable children and allows the relevant staff time to prepare and attend as necessary.</p> <p>The Senior Leader for Inclusion, Safeguarding or Designated Teacher for LAC &amp; Post LAC has oversight of all reviews and plans for individual children.</p>	<p>Staff attend and prepare for reviews with other agencies and carers.</p> <p>Staff are fully informed on arrival and have an update in regards to any responsibilities in the current plan.</p>	<p>Relevant staff members take a lead in effective coordination of meetings, plans and decision making in regard to vulnerable children.</p>
<b>4.7 work together with the Virtual School and other agencies around how pupil premium will be allocated and spent</b>	<p>A key staff member updates the EPEP regularly and attends the PEP meeting 3 times a year.</p> <p>Targets and funding are linked to raising the educational achievement and wellbeing of children and young people.</p> <p>Settings census is up to date to ensure for accurate allocation of Pupil Premium through the school budget.</p>	<p>Settings ensure that the allocation and spending of pupil premium is used to its maximum potential in meeting the needs of children that have barriers to learning.</p> <p>The use of pupil premium is highlighted in children's plans and progression and the use of this funding is captured and monitored to ensure its use is effective.</p>	<p>Children and families are aware of funding and contribute towards the decision making in regards to how this is used.</p>
<b>4.8 establish clear lines of communication and good partnership working with other settings</b>	<p>There are measures in place to help peers support children in care on joining a school</p> <p>Transition plans are clear and in place for children to support changes of class, settings or staff for vulnerable children.</p>	<p>Settings establish and secure good information sharing and joined up thinking with other settings that have siblings on role, both formally and informally.</p>	<p>The setting takes steps to network with other schools and external agencies to share good practice and improve educational provision for vulnerable children.</p>

# COMPLETING THE TOOLKIT

*A member of the SLT is available every morning in the playground to welcome families and deal with enquiries and requests.*

## What our current practice looks like?

- Describe what your setting currently does to meet each criteria
- Use bullet points and be succinct but explain how the criteria is demonstrated in your day to day practice
- Refer to evidence documents, links to the school website or what pupils and parents tell you

## What is the impact of this on children & young people?

- Describe the real impact of your practice on an individual or group of pupils in a case study
- Provide evidence of improved outcomes or progress for individual children or vulnerable groups e.g. attendance, progress, attainment or exclusion data in line with, above or showing an improving trend towards national standards

*The staff member responsible for looked after children is highlighted on the school website with contact details included.*

## Top Tips for Evidence:

- Provide up to 5 pieces of evidence per domain
- A case study describing the story or journey of success, improvement or progress of a vulnerable child can demonstrate your settings effectiveness across a number of criteria
- Photos speak a thousand words but include one or two only! (Please ensure you have permission to publicly share photos or that they do not show the faces of children)
- Do not include blank forms or templates but do include anonymised plans, meeting minutes or review documents which demonstrate how you support your vulnerable learners
- Include links to your school website or statutory information webpages such as OFSTED reports or DfE Performance Data
- Include results and quotes from pupil, parent/carer and child questionnaires and surveys or thank you cards and letters

*Behaviour is excellent. There have been 0 permanent exclusions and only 4 fixed term exclusions in the last 3 years.*

## Proposed actions / next steps for development:

- What are you going to do in the short and longer term to maintain and improve provision for looked after children and other vulnerable learners?

# COMPLETING THE TOOLKIT

## Standard met?

- The practice examples given in the toolkit are not designed to be a 'tick list' or a blueprint for what a Caring School is.
- It is up to you to describe and evidence your practice and provision and use the examples given as a guide to make a decision about the standard met.
- Bronze standard describes practice and provision which all schools meeting their statutory requirements should achieve.
- Silver standard aims to describe enhanced levels of practice, provision, knowledge and experience.
- Gold standard exemplifies settings which go far above statutory requirements to provide their young people with the best provision and practice and also support the dissemination of this excellent practice beyond their own setting.



## Submitting your reflection and progress record and evidence portfolio:

- Where possible submissions should be made electronically.
- This can be done via email or cloud transfer e.g. Dropbox.
- If necessary hard copies can be submitted to the Caring2Learn office.

## Assessment and Award:

- The Caring2Learn Award Assessment Board meets three times a year to make decisions on the submitted portfolios.
- The board is made up of representatives from Education, Children's Services, Social Care and Caring2Learn Education Champions.
- Successful applicants will be presented with their award at a celebration event during the year.

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