



Date for renewal/updates/review	February 2020
Named person responsible for monitoring	Headteacher
Agreed by Personnel Committee	February 2017
Agreed by Governing Body	February 2017

Sir William Ramsay School Looked after Children Policy

1. Introduction

The Governing Body of Sir William Ramsay School is committed to promote the inclusion, well-being and achievement of all its Looked After Children (LAC)..

The Governing Body will ensure that the school has a Designated Teacher for LAC and that the Designated Teacher is able to carry out his/her responsibilities effectively.

Designated Teacher for LAC: Mr C Carter (Deputy Headteacher)
Additional DT for LAC: Mrs S Hilton (Inclusion Manager)
Governor responsible for LAC:

2. Policy Statement

2.2 National and Local Context

At any one time there are around 39,000 children of statutory school age in the care system nationally and about 480 of those are looked after by Buckinghamshire. For most children, care is intended to be time limited with the aim of returning home as soon as possible. Although there are many reasons why children are looked after by local authorities, they are all likely to have undergone distressing experiences. It is important that schools, the Local Authority, carers and parents (where appropriate) work together and intervene early to support these particularly vulnerable children to achieve their educational potential, thus improving their life chances.

Nationally and locally there has been a drive to improve educational outcomes for this group of children and this has brought some success locally. The Virtual School is a joint agency team whose purpose is to work with schools, social workers, foster carers and other agencies, in supporting the children to achieve well. Working together has greatly improved outcomes but there remain challenges, including encouraging higher aspirations.



2.3 Definition of LAC

Children and young people in public care or looked after may either be:

- On **care orders** made by a court. This means that the Local Authority has gone to court to assume parental responsibility because the child has suffered or is likely to suffer 'significant harm'. Children on care orders may be cared for by foster carers, in residential homes, in residential schools, by relatives or occasionally still living at home. Whatever the arrangement they are likely to have ongoing contact with their parents;
- Or **accommodated** by councils with the agreement of their parents e.g. if the parents are ill or otherwise unable to care for their child. In such cases parents retain full parental responsibility. These children may live in any of the settings listed above, except at home.
- **All children in care will have a Care Plan** which details how roles and tasks concerning their education and other aspects of a child's life will be shared between carers, parents, social workers and school.

2.4 Potential Barriers to Success

The Social Exclusion Unit's report 'A Better Education for Children in Care' (SEU 2004) identified five key reasons why children in care underachieve:-

- Their lives are characterised by instability;
- They spend too much time out of school;
- They do not have sufficient help with their education if they fall behind;
- Primary carers are not expected or equipped to provide sufficient support and encouragement for learning and development;
- They have unmet emotional, mental and physical health needs that impact on their education.

2.5 Key Elements of the Statutory Guidance to Local Authorities and Schools (*Promoting the education of looked after children - Statutory guidance for local authorities July 2014*)

- Every school must have a Designated Teacher to act as an advocate for children in care;
- Each looked after child or young person must have a Personal Education Plan;
- All looked after children are entitled to a Pupil Premium Grant. The Virtual school has its own procedure for administering this grant and early contact with the Virtual School is recommended to understand PPG schedules and guidelines.
- Local Authorities must have a protocol for sharing information;



- Care placements are only to be made when education is secured – except in emergency situations;
- All children in public care must have educational arrangements in place within 20 days of entering care;
- Each admission authority must give children in care priority in their admission arrangements;
- Local Authorities must include children in care as a priority within their Fair Access Protocol.
- LAC should be placed in Good or Outstanding schools.
- Exclusion should only be used as a very last resort.

2.6 Aims of the Guidance

‘Corporate Parenting’ emphasises the collective responsibility of the whole Local Authority to achieve good parenting. We recognise that we are an essential partner in this process and as such, we aim to:-

- Act as an effective advocate for any child in care attending our School;
- Implement the relevant statutory elements of the Guidance;
- Have high expectations;
- Develop and implement effective inclusive strategies;
- Intervene early and appropriately to support any child in public care who is experiencing difficulties, liaising promptly with other professionals;
- Work in partnership with parents, carers and social workers to gather and share information to plan and monitor achievement; and
- Listen to the child or young person, respecting their rights of confidentiality.

2.7 Equal Opportunities and Valuing Diversity

We believe that children in public care are individuals, with distinct identities and needs shaped by their racial origins, religious beliefs, their gender and sexuality and whether or not they are in any way disabled. They all have the potential and equal right to succeed.

3. School Responsibilities

3.1 Designated Teacher (DT)

It is a statutory requirement that all schools designate a teacher for children in care. This teacher must understand about care and its impact on education; they should preferably be a senior member of staff who will act as an advocate for children in care, and who will be critical to tackling underachievement (See: The role and responsibilities of the designated teacher for looked after children)



3.2 Personal Education Plans (PEPs)

It is a statutory requirement that every child in care who is of statutory school age has a Personal Education Plan; this forms part of their statutory Care Plan. The child's social worker in conjunction with the Virtual School should initiate the PEP working with relevant teachers/education professionals. It is usually held in the school. It is a record of what needs to happen for the child to enable him/her to fulfil their potential and it reflects any existing education plans, such as an EHCP. The child should be involved in this process and the PEP should be reviewed termly.

3.3 Pupil Premium Grant for Looked After Children (PPG+)

The Pupil Premium Grant is additional funding to help schools close the attainment gap between our looked after children and their peers (nationally).

Schools need to decide how to spend these extra funds in conjunction with the Virtual School and the benefits *must be* quantifiable. Schools need to be aware that, in assessing their performance, OFSTED will be looking forensically at how well their PPG pupils do. This will be reflected and recorded in the PEP.

Schools must ensure:

- That relevant pupils are clearly identified on the schools tracking system so that evidence of performance is clear;
- They document how whole-school initiatives to close the attainment gaps have impacted on these pupils;
- They evidence curriculum enrichment activities not directly linked to literacy and numeracy from which these pupils have benefitted thanks to the PPG;
- Show they have used the funding to raise these pupils aspirations e.g. through mentoring schemes or visits to university;
- And where applicable, demonstrate that relevant pupils are performing well above age related expectations or identified as gifted and talented.
- Complete the school section of the ePEP every term.

See appendix for overview of spending the PPG successfully.

3.4 Attendance

School ensures that all pupils attend regularly; continuity and stability are known to promote educational success for children in public care. Often school can be a lifeline when care placements are changing. However, where non-attendance is identified, early intervention is essential. It signals to the young person the importance of their education and that because they are in care of the Local Authority they are a priority. Working in partnership with the Social Workers, Foster Carers, Education Welfare Officers, and/or The Virtual School, school will take positive action quickly to avoid unauthorised absences.



3.5 Narrowing the Gap

The school sets challenging targets for children in care and has high expectations of them, both with regard to attainment and also participation in broader school activities. It recognises, however, that there are often additional hurdles for them to surmount because of their early life experiences; support will be offered where appropriate to help them achieve their potential and 'narrow the gap' between their attainment and that of their peers.

Teachers also recognise that sensitivity is needed in dealing with aspects of the curriculum which deal with family values and experiences which are likely to either rekindle distressing memories or put the spotlight on the child.

3.6 Data on Children in Care

It is the responsibility of the school to inform The Virtual School about any new children in care joining the school, or any leaving the school. Through PEP meetings, training courses and the annual conference, Virtual School staff will ensure that systems are in place to support the young people, to discuss their progress and to confirm their willingness to help the school resolve any issues which may arise.

Other LA teams, including advisers, The Buckinghamshire Learning Trust and School Improvement Partners will also be aware of the names of children in care and may also enquire about their progress.

3.7 Admissions

School understands the importance of ensuring continuity of education for children in care. It works in partnership with the Local Authority to try to achieve suitable outcomes in terms of admission for these children, including those who are hard to place and / or who move into the area on an emergency placement. When the school is over-subscribed top priority is given to children in care, and consideration is given to going over numbers in line with the Council's Fair Access Protocol which can be viewed at:

http://www.buckscc.gov.uk/assets/content/bcc/docs/schools/adm_fair_access_protocol.pdf

3.8 Exclusions

Continuity is vital for children already suffering disruption in their family life; exclusion from school can place great strain on care placements, sometimes resulting in more disruption in the children's lives if these break down. School will always aim to tackle the underlying causes of poor behaviour e.g. through pastoral support programmes, working with support services and giving purposeful help through the SEN framework. Exclusion will be used only as a last resort; wherever possible



school will work creatively (with support teams where appropriate) to find other strategies to implement behavioural boundaries.

3.9 Children and Young People who have Special Educational Needs

- Like other children, children in care may at some time have special educational needs. It should not, however, be assumed that all children in public care will have such needs. If they do have learning needs or difficulties accessing learning opportunities they need support and advocacy. The needs of most pupils with special educational needs are expected to be met in mainstream schools through their EHCP and/or Individual Provision Map.
- The needs of the child in care should be known to the SENCO, the Designated Teacher and their Carer and Social Worker. The PEP should detail their needs and the support already provided. It should be used in conjunction with the statement or Individual Provision Map to monitor and record progress and to indicate any barriers with plans to overcome these.
- Children who are separated from their families will have behavioural and emotional responses to that separation and the often traumatic events which led to it. Schools have an important role to play in helping to ensure that unmet emotional needs do not lead to disaffection, difficult behaviour or exclusion wherever possible.

3.10 Post 16 Education

The aim of all professionals working with students considering Post 16 education is to overcome the barriers that contribute to the Further and Higher Educational underachievement of young people in care. Professionals should work creatively with young people in care along with their care providers, in order to ensure that an increased proportion take up places in Further and Higher Education and achieve success in them. Schools should be aware that while young people in public care will usually be in foster care or residential care, they may be in supported lodgings, living with a greater degree of independence and self-reliance. For these young people, their educational placement in a caring sixth-form is crucial to the stability of their life and to their success in the future.

Young people in care require the following:

- A key adult or mentor whom they can access within school for support
- Teachers and school staff to be ambitious for them, and ensure that they access the same opportunities as their peers
- Continued monitoring of and support for special educational needs, including BESD
- Effective liaison and co-ordination with other support services and professionals



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- Focused, personalised support with the transition to University via UCAS, or into further education or employment



Appendix 1

The Aims and Role of the Virtual School

The Virtual School is a small, joint agency, countywide team of specialist staff from education and social care set up in 2001 to improve the educational achievement and experience of Buckinghamshire's children in care.

Background

- **There are approximately 480 children in care in Buckinghamshire and about 300 of these are of statutory school age.**
- 50% of children in care nationwide reach school leaving age with no educational qualifications and a significant percentage are unemployed a year after leaving care.
- Educational underachievement and social isolation are clear issues for this very vulnerable group.

'As corporate parents we are charged to provide the children in our care with 'the education they deserve and...to do at least what any good parent would do' to improve their educational outcomes.

Our Aspirations and Aims:

The Virtual School strives to work in partnership with schools and social care teams, and is committed to the ideals:

- Every child is educated in a setting that understands their needs and has high expectations for their future achievements.
- All our children fulfil their potential and strive to achieve more academically, socially and emotionally.
- All our children benefit from a child centred approach that values academic achievements as well as recognising the importance of their place in local communities including organised social groups, enrichment activities and with their peers.

In [practise](#) we promote good corporate parenting across the county council by implementing the statutory elements of the [Guidance and Outcomes of "Every Child Matters"](#):

- There must be a Designated Teacher for children in care in every school.
- Every child in care must have a Personal Education Plan.
- No care placements are to be made without education secured.
- No child in care must be without educational provision for more than 20 school days.



- To support Early Years and Post 16 settings, schools, social workers and foster carers in raising the attainment of all Buckinghamshire's children in care and in doing so,
- To promote the educational and social inclusion of all Looked After Children.

How can we help?

Through effective communication, early intervention and liaison with all relevant services we offer practical support to implement:

- Effective training and advice for education and social care staff.
- Efficient tracking and monitoring of the children's educational needs, provision and achievements.
- Successful partnership work for individual children at risk of exclusion, underachievement or without a school place.

How are referrals made?

The virtual school tracks and identifies children at risk and needing support via a number of procedures including:

- Personal Education Plans (PEPs)
- Termly attendance and attainment information
- Social care lists of children in care
- RIG (Reintegration Group)
- Network links with relevant agencies/services.



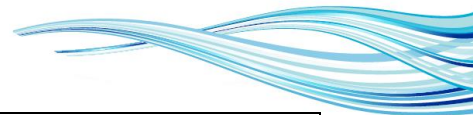
Appendix 2

Virtual School Contacts

Team Member	Role Summary
<p>Penny Todd Headteacher ptodd@buckscc.gov.uk Office 01296 387126 Mobile 07921 406089</p>	<p>To lead The Virtual School. To ensure ever improving educational provision and experience for children in the care of Buckinghamshire County Council and those of other authorities educated in our schools. To liaise with Virtual School Heads in other authorities and Social Care Managers in Bucks.</p>
<p>Barbara Smith Data & Tracking Officer/Office Manager basmith@buckscc.gov.uk Office 01296 383163</p>	<p>To collect, record and collate data, produce reports and monitor PEPs for all Buckinghamshire Looked after Children. To manage the day to day budget including the management of the Pupil Premium Grant process. To process all tutor and mentor salaries and expenses.</p>
<p>Sue Pennington Business Support Administrator sjpennington@buckscc.gov.uk Office 01296 387047</p>	<p>To support the Team in all aspects of the day to day running of VS; in particular the co-ordination of PEPs. First point of contact Monday to Friday.</p>
<p>Chris Elsbury Inclusion Manager celsbury@buckscc.gov.uk Office 01296 383171 Mobile 07921 406090</p>	<p>Overview of <i>Out of County</i> students - ensuring PEP meetings are taking place and progress is being made. To provide VS colleagues/schools with advice/information on Child Protection matters. To oversee the day-to-day running of the Chestnut Lane Teaching Base. Fostering Panel Vice Chair/Educational Link. To keep social workers/managers updated on VS and educational matters by attending their unit meetings on a regular basis. VS link for the residential children's home.</p>
<p>Tess Hancock Early Years Education Lead thancock@buckscc.gov.uk Office 01296 387060 Mobile 07921 492963</p>	<p>To oversee the developmental/educational needs of Looked After Children within the Early Years Foundation Stage (from birth to the end of their reception class year) including their transition into year one. This includes children moving to adoptive placements in/out of county. Liaison with other Early Years professionals to provide support to children, carers, prospective adopters, preschool settings and schools. Oversee the Book Bag co-ordinators in promoting reading to young children.</p>
<p>Denise Cheetham and Cilla King ECPC Book-Bag Co-ordinators dcheetham@buckscc.gov.uk c-pking@buckscc.gov.uk Office 01296 383427</p>	<p>To source and post out appropriate books to Looked After Children under the care of Buckinghamshire. To co-ordinate the Book Bag scheme and offer age and ability appropriate books and games to children and their carers on a loan basis. Attend foster carer support group meetings. Support young children in Early Years settings to enjoy a love of books/stories/reading.</p>



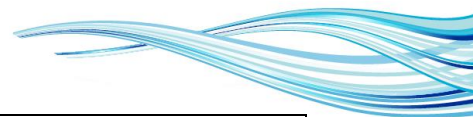
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<p>Jenny Stuart Specialist Teacher jstuart1@buckscc.gov.uk Mobile 07738 501289</p>	<p>To liaise closely with schools and other professionals within, and out of Buckinghamshire. To ensure that the most appropriate support is in place for young people with disabilities to enable</p>
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	<p>them to make as much progress as possible.</p>
<p>Gail Frazer Primary Liaison Teacher gfrazer@buckscc.gov.uk Mobile 07921 406066</p>	<p>To track, monitor and support the education of Bucks Looked After Children in the primary phase. To ensure each school in my cohort has the right information and access to resources that improve educational outcomes for our LAC</p>
<p>Sally Rose Primary Liaison Teacher sarose@buckscc.gov.uk Mobile 07825 195679</p>	<p>To track, monitor and support the education of Bucks Looked After Children in the primary phase. To ensure each school in my cohort has the right information and access to resources that improve educational outcomes for our LAC.</p>
<p>Ripalda Byrne Specialist Support Assistant rbyrne@buckscc.gov.uk Mobile 07738 024938</p>	<p>To provide emotional, behavioural and academic support to students from KS1 – KS3. Working together with teachers to provide the correct support in the classroom and 1:1. Also delivering Speech and Language intervention when required.</p>
<p>Emma Owen KS3 Liaison Teacher eowen@buckscc.gov.uk Office 01296 387576 Mobile 07889 736384</p>	<p>To support, monitor and track the education of Looked After Children in Key Stage 3 and help to raise their educational attainment. To promote good relationships with schools, carers and social care to improve outcomes for all these young people.</p>
<p>Joella Ball Specialist Support Assistant tbc Mobile tbc</p>	<p>To provide practical support to pupils where there is an identified need, such as behavioural and learning difficulties, from KS4 – Post 16. This may include delivery, monitoring and evaluation of specific programmes - usually within the setting. On occasions, and where appropriate, to escort pupils to educational bases. This also extends to liaising with school based staff and other professionals to provide support that cater to the pupil's abilities and needs.</p>
<p>Liz Hynds Inclusion and Participation Worker ehynds@buckscc.gov.uk Mobile 07921 406091</p>	<p>To provide practical support to students in KS3, KS4 and post-16, including support with the transition to further / higher education. To work with students who have become disengaged with education and at risk of exclusion in a variety of ways, including advocacy, mentoring and academic support.</p>
<p>Jean Hadder Deputy Headteacher jhadder@buckscc.gov.uk Office 01296 383730 Mobile 07834 531614</p>	<p>To support, monitor and track the education of Key Stage 4 young people and help to raise their educational attainment. To promote good relationships with schools, carers and social care. To have an overview of one to one tuition and alternative education.</p>



<p>Kerry McShane Post 16 Teacher kmcshane@buckscc.gov.uk Office 01296 382068 Mobile 07796 274513</p>	<p>To promote the aspiration and achievement of young people in care and care leavers post-16. To support them to take up their place and achieve success in Further Education and Training.</p>
<p>Lucy White Higher Education Lead luwhite@buckscc.gov.uk Office 01296 382068 Mobile 07921 492964</p>	<p>To promote the Higher Educational aspiration and achievement of young people in care and care leavers. To support them to take up their place and achieve success in Further and Higher Education.</p>

Appendix 3

Pupil Premium and Pupil Premium Plus Funding

Pupil Premium Plus for Looked After Children [LAC] Buckinghamshire Virtual School - June 2014

Summary

There is a significant change in arrangements for Pupil Premium for LAC from April 2014. This paper summarises these changes and describes how the Virtual School plans to work with partners to implement them for our Buckinghamshire LAC

1. The overall amount of Pupil Premium for LAC will be based on numbers of LAC aged 4-15 with a mid-year revision to account for additional children and a notional £1900 per child.
2. Unlike in previous years, there is no requirement for the authority to pass a set amount of funding onto the school. Instead the money must be managed by the Virtual School to be used to improve outcomes as identified in the Personal Education Plan [PEP] in consultation with the Designated Teacher. This then is a child needs driven model, managed through high quality PEPs
3. Accountability for outcomes rests with:
 - The Virtual Head ‘demonstrate how pupil premium funding managed by the virtual school head is linked to raising achievement for looked after children and the school’
 - The school ‘Schools are accountable for the educational attainment and progress of all disadvantaged pupils’
4. We will be moving to PEP meetings which will supported by an electronic online PEP to reduce paperwork etc. (from September 2014 with training in July, September and October)
5. In addition and through a separate process, children adopted from care will be entitled to £1900 passed directly to the school. The parents need to self-nominate annually in time for the January census

Basis of the allocations to the local authority



The Department will allocate a provisional allocation of £1,900 per child for the number of children looked after for at least one day as recorded in the March 2013 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be updated and finalised in October 2014 based on the number of children looked after for at least one day as recorded in the March 2014 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

Use of the Looked After Children Premium

The grant allocation for Looked After Children must be managed by the designated Virtual School Head -in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by 31 March 2015 will be recovered.

Pupil Premium Plus: Overall principles

The Virtual Head is responsible for the use of Pupil Premium Plus to improve outcomes for all children in our care, wherever they live [nearly 50% out of authority].

The money is provided according to the needs of the child. There is no set amount.

None of the money will be used to pay for Virtual School management or administration.

Buckinghamshire County Council and the Virtual School Head are corporate parents, so the question 'would this be good enough for my child?' is a central one in making decisions and evaluating the effectiveness of the use of Pupil Premium Plus.

Criteria for use

- The Pupil Premium Plus will be used to improve outcomes for children in the following areas
- Academic achievement and value added
- Wider achievement e.g. in an area in which the child is gifted and talented
- Attendance
- Inclusion [by reducing internal and external exclusion]
- Transition
- Mental health [overcoming the effects of attachment and developmental trauma] where this affects learning and progress.
- Management and accountability
- Personal Education Plan [PEP] Targets
- Pupil Premium Plus will only be provided to meet needs identified in a high quality plan in the PEP with clear quantitative targets for improvement, underpinned by multi-agency support.



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- There is an online request form should funding be needed between PEP's
- The PEP will show the baseline data, target for improvement, expected outcomes and cost of support
- e.g. Sam says he want to improve his reading. To enable Sam to accelerate progress in reading he will have 40 hours of one to one support at £30 per hour, membership of Letterbox Club and 15 minutes a night of reading with foster carers recorded in his reading log. Time period for achievement of this target: September 2014-July 2015. Measured by: progress from 2c to 3c.
- NB national and international studies have shown the one to one tuition has a disproportionately positive impact for children in care. To aid transparency and audit we will fund one to one at a standard rate of £30 per hour. How and why will the amount of Pupil Plus vary?
- Children's needs vary and can 'spike'.
- For some children £1900 is only a fraction of the cost of the support they need e.g.:
- Children who come into care in an emergency with a fragmented home and education history and who are behind academically
- Children who have to move into or out of city in an emergency
- Children placed out of city in other LAs where the level and quality of support may not be the same and who therefore will lose out without additional help
- Children where there is a significant [and often delayed] reaction to abuse and neglect, which manifests in hard to anticipate behavioural 'spikes'
- In view of this there will be a significant difference in the amount of Pupil Premium Plus distributed.
- Proposals to pool Pupil Premium Plus to enhance services, providing its use is directly linked to children in care via the PEP, are welcomed.
- Circumstances in which Pupil Premium Plus will not be provided
- Pupil Premium Plus will not be used to double fund or replace funding which should already got to the child and specifically:
- to fund SEN were there the child is on School Action Plus [the school has a notional £6,000 per child in its budget]
- To fund services that should be provided via a statement, or EHC plan
- Other statutory work e.g. statutory assessment or support from health
- We will only provide extra funding to independent schools and for children 100% educated in Alternative Provision by the LA in exceptional circumstances, because these are already funded at a high level by central budgets.
- Where there is a need to clarify what funding a school is providing from its own resources, the school may need to provide evidence before Pupil Premium Plus can be allocated.

Appendix 4



Glossary of Terms

Accommodation –

(Section 20
Children Act 1989)

Some children are looked after by the Local Authority by agreement with, or at the request of, their parents, perhaps because of problems within the family which are making it hard for them to cope. Under Section 20 of the Children Act, it is the duty of all local authorities to make accommodation available for such children in need. Children may be accommodated (in residential or foster care) for a short or longer period. No court proceedings are involved, and the parents retain full parental responsibility. Their continued involvement with their children's education should be encouraged wherever possible.

CAMHS

Child and Adolescent Mental Health Service.

Children in Public Care / Children in care

The two terms mean the same and are used interchangeably in this document.

Care Order

(Section 31
Children Act 1989)

A Care Order is made by the court (under Section 31(1)(a) of the Children Act), placing the child in the care of a designated Local Authority, with parental responsibility being shared between the parents and the Local Authority. It can only be made if the court is satisfied that:

- the child concerned is suffering, or is likely to suffer significant harm; and
- the harm or likelihood of harm is attributable to either:
 - the care given to the child, or likely to be given to him if the order were not made, not being what it would be reasonable to expect of parent to give him; or
 - the child being beyond parental control.

Children's Guardian

On receiving the application for the Care Order, the court will appoint a Children's Guardian. This is an independent Social Worker working as a Court Officer, to safeguard and promote the interests of the child and young person during court proceedings. This replaces the Guardian Ad Litem.



Corporate Parent

The primary duty of the Local Authority is to act as 'corporate parent' to safeguard and promote the welfare of the child or young person in public care, and to make use of services available for children and young people cared for by their own parents as appears to the authority to be reasonable in the case of the particular young person (Children Act, 1989, 23(3)(b)). In order to act as a 'good corporate parent' we need to base our expectations and aspirations for these children and young people as if they were our own children.

Interim Care Order

The court may make an Interim Care Order (for up to eight weeks in the first instance) where, in an application for a Care Order, the proceedings are adjourned or where a court in any proceedings gives a direction for the investigation of a child's home circumstances.

Special Guardianship Order

A Special Guardianship Order or Residence Order is a legal way for someone with whom the child has a relationship, other than a birth parent, to provide that child or young person with a secure, loving family when their own parent cannot.

If a child needs to live permanently away from their parents and the carer would like to make major decisions on behalf of the child, similar to those with an adoption order, but everyone agrees that links with their birth parents should continue, then a Special Guardianship Order can be applied for. This will restrict the birth parents rights but will not permanently end the relationship.