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# Bath & North East Somerset Council

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**Improving People's Lives**

VRU Conference

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# How can we make a difference.....



# What do we need.....

Someone who  
listens to  
me.....

Someone who has  
my back.....

Someone who  
understands that  
my home life is  
different to  
everyone else

What can we do to  
help teachers.....  
They need to  
understand what we  
have been through

Someone who gets  
me

Someone who  
doesn't shout at  
me

# The effect of suspensions.....



## Our story.....

### OFSTED ILACS Inspection 2017:

- *Take action to respond to the rising number of fixed-term exclusions for children looked after so that they are reduced effectively.*
- *24% of CLA have received 1 or more exclusions*

### OFSTED ILACS Inspection 2022:

- *The virtual school headteacher works closely with schools and carers to help ensure that children in care thrive. Exclusions are reviewed and challenged thoroughly and children in care are not permanently excluded from school.*
- *11% of CLA have received 1 or more exclusions*

## What have we done.....

- ✓ Quick and effective intervention as soon as a child 'wobbles'
- ✓ Clear processes to respond to risk of suspension
- ✓ Close working relationships with team around the child
- ✓ Training around trauma informed practice
- ✓ Challenge where needed – support where needed
- ✓ Listen to the voice of the child
- ✓ Provided careers support, supporting aspirations

# Extended Duties

## ***Promoting the education of children with a social worker DFE June 2022***

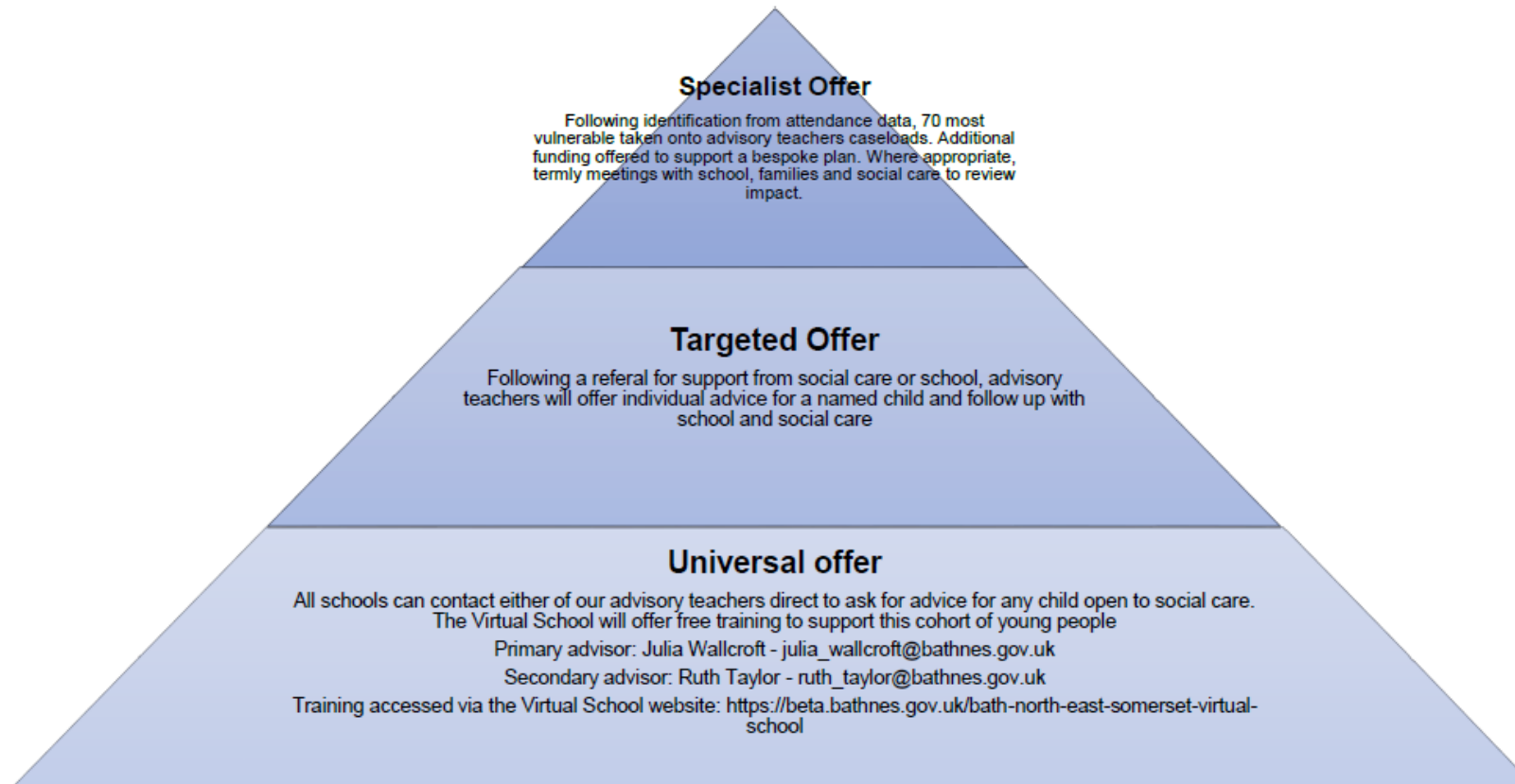
- The new responsibilities for VSHs were introduced in September 2021 – giving them a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker.
- This means that they should be:
  - making visible the disadvantages that children with 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.

# Extended cohort – all young people open to social care

## Supporting Children Open to Social Care – Virtual School offer to schools

For the academic year 2022 – 2023 the Virtual School continue to have extended duties to raise education outcomes for young people open to social care. Across the authority, our targeted aim is to raise school attendance and reduce unauthorised absence for all young people open to CIN and CP plans.

The Virtual School will support in the following ways:





# Guidance for suspensions and exclusions

## *Suspension and Exclusion Guidance – DFE September 2022*

- Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, 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 relevant conversations.
- Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.
- Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it. The information in paragraphs 65 to 68 must be provided in writing to the local authority.
- The following parties must be invited to a meeting of the governing board and allowed to make representations or share information: Pupils social worker if the child has one and the VSH if LAC

## Learning from this process.....

- Early Intervention
- Holistic support – unmet needs identified earlier
- Strengthen the voice of education
- Childs views and aspirations
- So many professionals – sharing of information
- Clear effective support systems
- Continued training and CPD

