

<u>Policy Title</u>	Care Experienced Student Policy
<u>Policy Category</u>	Compliant
<u>Owner</u>	Assistant Director - Quality
<u>Group Executive Lead</u>	Principal of Carlisle College
<u>Date Written</u>	June 2022
<u>Considered By</u>	Executive Board
<u>Approved By</u>	Executive Board
<u>Date Approved</u>	July 2022
<u>Equality Impact Assessment</u>	The implementation of this policy is not considered to have a negative impact on protected characteristics
<u>Freedom of Information</u>	This document will be publicly available through the Groups Publication Scheme.
<u>Review Date</u>	April 2025
<u>Policy Summary</u>	The policy sets out the NCG commitment to promoting positive outcomes for our Care-Experienced Students based on their holistic experience at an NCG College. It also reconfirms our commitment to the Care Leaver's Covenant and the Employer Charter.

<u>Applicability of Policy</u>	<u>Consultation Undertaken</u>	<u>Applicable To</u>
Newcastle	Yes	Yes
Newcastle 6th Form	Yes	Yes
Carlisle	Yes	Yes
Kidderminster	Yes	Yes
Lewisham	Yes	Yes
Southwark	Yes	Yes
West Lancashire	Yes	Yes
Professional Services	Yes	Yes

<u>Changes to Earlier Versions</u>	
<u>Previous Approval Date</u>	<u>Summarise Changes Made Here</u>
March 2022	New policy – not previously approved

<u>Linked Documents</u>	
<u>Document Title</u>	<u>Relevance</u>
Apprenticeships Policy	The policy will reflect our commitments to Care Experienced Students (CES) as a provider, and employer
Attendance Policy	This policy will include additional safeguards to ensure that CESs are included in monitoring fields and that special consideration and support may be required in specific circumstances.
Careers education, information advice and guidance framework Policy	This policy specifically references the progression support available for CES
Data Protection Policy	This policy will make specific reference to the additional sensitive data being held in relation to CES
Equality, Diversity, Inclusion and Belonging Policy	This policy will require specific reference to the issues faced by CES
FE and Apprenticeships Admissions Policy	This policy will reflect the specific identification and support for CES on admissions
HE admissions policy	This policy will reflect the specific identification and support for CES on admissions
HE Tutorial Policy	This policy will reference specific tutorial support given to CES
Learner Support Fund Policy	This policy references the eligibility of CES for the 16-19 vulnerable bursary and other support, for example free meals or adult support funds if eligible
Recruitment Policy	This policy is updated in line with the Employer Charter for CES
Safeguarding Policy	This policy specifically references the safeguarding risks associated with looked-after and CES
Student Positive Behaviour Policy	This policy references the additional support to be given to CES to assist them at the specific stages of the process
Tutorial, Progress and Attainment Policy	This policy sets out the specific progression support available to CES

Equality Impact Assessment

	Judgement	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in Section 2?	Yes	
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?		
Age	No	
Disability / Difficulty	No	
Gender Reassignment	No	
Marriage and Civil Partnership	No	
Race	No	
Religion or Belief	No	
Sex	No	
Sexual Orientation	No	
EIA3 - Does the proposed policy/processes contain any language/terms/references/phrasing that could cause offence to any specific groups of people or individuals?	No	
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	No	
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	No	
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	Yes	The policy focuses on how we improve the experience of our care-experienced students. A number of key policies have been updated as a result. (see previous page)
EIA 6 - How do you know that the above is correct?	Policy has been through a broad range of consultation with the Care & Connect Group, Executive Board members and all colleges	

1. Purpose

The purpose of the policy is to set out the commitments that NCG makes to working with our community of Care-Experienced students across our colleges.

2. Scope

This policy statement covers the work of colleagues across all our colleges and will also impact on the work of our professional services.

3. Care Experienced Student Policy Statement

Promoting Positive Outcomes for Care Experienced Students

3.1 Introduction

Across NCG we are committed to ensuring that students who have experience of being in care can unlock their aspirations, achieve social and economic prosperity through the exceptional education and support we offer. We will do this by taking a whole-institution approach, working with a wide range of internal and external partners, while fully engaging our care-experienced students in how we develop and adapt our services.

3.2 Commitment

At NCG we take a whole-institution approach to ensuring that students who have experience of being in care have a successful and enjoyable time studying with us. As part of this commitment, we are:

- a) Signatories to the Care Leavers Covenant in partnership with DfE and Spectra – fully committed to the objectives of the Covenant.
- b) Committed to working towards the Care Leavers Employer Charter to ensure Care Experienced people are supported to apply and gain employment with NCG.
- c) Participating in the National Network for the Education of Care Leavers (NNECL) Quality Mark for the Inclusion and Success of Care Experienced Students.

In line with the NNECL Quality Mark, we aim to:

- Maintain an inclusive culture that is championed by senior leaders across all our colleges.
- Understand the barriers and disadvantage care experienced students have encountered and play our part to try to counter this.
- Actively listen to our care experienced students and related key stakeholders so that their views shape the decisions that affect them.

- Proactively monitor our performance so we can continue to improve outcomes for our care experienced students.
- Engage with potential students and anticipate their needs before they arrive.
- Promote the physical, emotional, and mental wellbeing of our care experienced students.
- Maintain high individual expectations for their academic, personal, and professional development and support structures that reflect this through liaison with key stakeholders.
- Collaborate effectively with relevant partners to promote the interests, progress, and attainment of our care experienced students, including transition to employment or further study.
- Support progression of care experienced students to positive destinations both inside and outside the organisation.

The activities we will undertake to ensure we deliver on our commitments will be outlined in an Action Plan developed during our submission to the NNECL Quality Mark. Care experienced students have been consulted as part of the submission.

This Policy and its accompanying Action Plan are owned and monitored by the NCG Care and Connect Group, chaired by the Principal of Carlisle College.

3.3 Definition

At NCG we define a care experienced student as:

Any student who is or has ever been in the care of the Local Authority and would therefore classify themselves as Care Experienced.

This term refers to anyone who has been, or is currently, in (Local Authority) care. This care may have been provided in many different settings, including living with foster carers; living in a residential children's home; being looked after at home under a supervision order; living with friends or relatives in kinship care.

3.4 Information for Care Experienced Students

We will ensure that Care Experienced Students receive the appropriate information, guidance and signposting at each stage of their journey in an NCG College. This will include (but is not limited to):

- Access to student support services (e.g., financial, wellbeing, academic, employability support, Students' Union, childcare) in their college

- Access to a specialist Progression Coordinator within their college to support them into Covenant employment and leisure opportunities.
- Quotes from existing or past care experienced students
- Provision of specific information about key staff and useful contacts
- Early identification of Care Experienced students during our application process and for students when they are unsure whether they meet the definition.