

North Yorkshire Guidance for Vulnerable Learners not attending school during Covid-19 and Safeguarding Frequently Asked Questions (FAQ)

Due to the rapidly moving nature of current events this guidance is likely to quickly become out of date. **Please read any official advice from the government alongside this advice, and always refer to government guidance in the first instance.** Please always refer to the most up to date version of this guidance on <https://cyps.northyorks.gov.uk/covid-19>

It is important that you are familiar with the National Guidance Summary, points 1,2 and 3 and implement the Guidance from North Yorkshire.

This document's additions/amendments will be highlighted in yellow with updated date

- **Please also refer to the most up to date North Yorkshire Children and Young People's Service Information for schools and early years settings regarding Covid-19 (Coronavirus)**
<https://cyps.northyorks.gov.uk/covid-19>
This will include 'What health and safety arrangements must be in place for full or partial closure' provided by the Health and Safety Service and guidance from Property Services.
- It is important that you also refer regularly to **the North Yorkshire Safeguarding Partnership Safeguarding Children During Coronavirus (COVID-19)** which includes any current multi-agency procedure and guidance changes: https://www.safeguardingchildren.co.uk/coronavirus/_update 31.3.20

NATIONAL GUIDANCE SUMMARY:

1.VULNERABLE PUPILS WHO ARE NOT ATTENDING SCHOOL DURING COVID-19

Government guidance on supporting vulnerable children and young people during the coronavirus outbreak (updated by DFE on 19th April 2020) states:

During the coronavirus (COVID-19) outbreak, vulnerable children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision

This might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion. – update 29.4.20

2.EXPECTATIONS REGARDING VULNERABLE CHILDREN AND YOUNG PEOPLE ATTENDING EDUCATIONAL SETTINGS (update 29.4.20)

For children with a social worker or children who are "otherwise vulnerable", the government is encouraging school attendance. Where children with an EHCP can be safely supported at home, the government encourages them to be however, where being at home full time presents similar risks to the family as for other vulnerable groups, the government also encourages school attendance for children with EHCPs.

Children and young people who have a social worker

- Encouraged to attend provision unless their social worker decides that they are at less risk at home or in their placement (eg due to underlying health conditions).

Children and young people with an EHCP

- Many children/young people can remain safely at home.
- LA, education providers, families and the child/young person to carry out a risk assessment.
- Where the risk assessment determines that the child/young person will be as safe or safer at an educational setting, it may be more appropriate for them to attend.

Children and young people who are otherwise vulnerable

- Educational settings should use their discretion to encourage the attendance of children and young people that it is felt would be safer by attending provision.
update 29.4.20

If a school/provider is closed, due to insufficient staff availability, and there are no local collaborations in place, the headteacher should liaise with the school's local authority to ensure that appropriate provision can be accessed.

3.FOLLOWING UP ON NON-ATTENDANCE

For all vulnerable children and young people who do not attend the provision, the provider should explore reasons for absence with the parent or carer – and social worker/local authority, where appropriate.

In addition, for children and young people who have a social worker, the provider should notify the social worker. Where appropriate, they should keep in contact with the family. - update 29.4.20

In all cases, where children or family members are medically shielding, attendance at school may be a higher risk. The risk assessment should reflect any medical shielding and consider how best to support the family with a co-ordinated response across Education, Health and Care. This group will have received a letter from their GP and should register online for support -

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

GUIDANCE FROM NORTH YORKSHIRE LOCAL AUTHORITY regarding vulnerable pupils who are not attending school during COVID-19 update 29.4.20

Where possible, vulnerable Children should be attending school as described in the National Guidance. This Guidance Document is for all North Yorkshire and includes the relevant risk assessment for children with an EHCP and School Attendance Plan for all other vulnerable children where they are not attending school - <https://cyps.northyorks.gov.uk/GuidetoVulnerableChildrenCovidAttendancePlan.pdf>

Additional Guidance and updates:

- Ensure that key people in school have a current list of identified vulnerable pupils including those who are medically shielding. This is likely to include vulnerable learners identified by school leaders, in addition to those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.
- Allocate a member of staff to coordinate welfare and contact and have the oversight of all the vulnerable pupils during this period of time. This may be a delegated role separate from the DSL role however there must be good liaison.
- Risk based decisions must be undertaken for all vulnerable children and young people. The Government expectation is that vulnerable Children attend school where at all possible. This is a joint responsibility between school, social worker/Early Help worker – update 29.4.20

- Social worker/Early Help worker will call a COVID-19 School Attendance Planning meeting. This meeting will determine the next steps for the child/young person's education provision - update 29.4.20
- Where it is determined that a child should remain at home, contact by the school should continue and this decision should be reviewed on a four-weekly basis- update 29.4.20
- Ensure that there are systems in place for a named member of staff/group of staff (school and/or Children's Social Care) to make contact with named vulnerable pupils. If deemed necessary by Children's Social Care, some pupils will receive home visits.
- Referrals to Children's Social Care will continue to be made in the usual way.
- Contact with vulnerable pupils must be on a weekly basis as an absolute minimum, and this should be captured within the School Attendance Plan – update 29.4.20
- Agree key questions with named members of staff to be asked during conversations - e.g.: How are you feeling? Are you struggling with anything? What did you do yesterday/today? What exercise have you done? What work have you completed? Do you need any additional work/activities? How can we help you so that things are better for you?
- For those who are medically shielding, please check that parents / carers know how to contact the relevant health professional and that they have sufficient medication at this time. If they have any concerns they need to contact their GP urgently.
- As well as contact with the pupil, regular contact should take place with parents/carers by phone/email.
- There is no need to keep detailed notes of this contact but it would be good practice to keep a record of the date, time and type of contact that has taken place for each pupil in order that there is a robust trail, and any pupil who you have not been able to contact can be flagged up with senior leaders. Some schools may choose to update CPOMs/welfare records following contact with pupils.
- Set up an open school email contact for pupils to access at any time.
- Where a pupil has not been regularly attending a school/provision since schools closed for all pupils, there is an expectation that discussions will take place between key professionals and families (social workers, Early Help workers and schools/providers) before the pupil returns to school. This good communication is critical in order that school leaders/providers are able to prepare staffing/facilities in a timely fashion. – update 29.4.20
- A reminder that schools can still access support through the Early Help team, as required.
- School leaders know their pupils and will make decisions on a case by case basis. Where there is no involvement with Children's Social Care or Early Help, there is no need for head teachers to seek permission from the local authority about vulnerable pupils attending school.- update 29.4.20
- For some schools which have been closed due to having no children of key workers or children previously identified as vulnerable, they may need to re-open in order to ensure that newly identified vulnerable pupils can access provision in response to the government's updated guidance – update 29.4.20
- For children with EHCPs whether they attend school or not a risk assessment template for vulnerable pupils with an EHC plan can be accessed by school leaders through the [guidance flow chart in the Guidance Document](#). Schools do not have to submit this to the LA - update 29.4.20
- Check in with pupils with SEND and their parents frequently. Schools are expected to make 'reasonable endeavours' to meet their statutory duties regarding SEND, including holding virtual annual reviews, where possible. If a parent does not want to do this, schools should keep a record evidencing 'reasonable endeavours'. Best endeavours can be used to ensure the targets in EHCPs are being followed. – update 29.04.20

NB Additional government guidance was issued by DFE on 19th April 2020 [Covid 19 SEND Risk Assessment Guidance](#)

Additional Guidance Updates and Safeguarding Frequently Asked Questions (FAQ)

- You can find the government guidance at <https://www.gov.uk/coronavirus>

Current government guidance includes:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers> update 31.3.20

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> update 29.4.20

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance> update 29.4.20

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/covid-19-school-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

<https://www.gov.uk/government/publications/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020>

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/school-governance-update/school-governance-update-march-2020#key-guidance> update 29.4.20

Schools may also find it helpful to sign up to Andrew Hall's (Safeguarding Consultant) weekly safeguarding briefing (no cost).

<https://www.safeguardingschools.co.uk/safeguardingbriefing-2/>

Please note

- North Yorkshire safeguarding policies and procedures including referral processes remain in place and schools should continue to follow these as far as possible. See <https://www.safeguardingchildren.co.uk/coronavirus/> for any changes. update 31.3.20
- Health and Safety Policies and procedures should be followed with attention to government and local authority additional guidance as above

| Questions | Responses |
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| <p>Policies</p> <p>Have any NYCC policies been updated including Covid 19 guidance?</p> <p>Are policies such as child protection health and safety aspects going to be updated?</p> | <p>A number of policies in relation to safeguarding are being reviewed at present by the local authority and will be made available as soon as possible. This includes arrangements for Child Protection conferences, Looked After Children visits etc. In the meantime, the current policies remain in place. Please see any updates as they become available on https://cyps.northyorks.gov.uk/covid-19</p> <p>Schools and colleges will have an effective child protection policy in place reflecting business as usual. It is likely that the policy will not accurately reflect new arrangements in response to COVID-19. It is important schools and colleges (led by a DSL or deputy, wherever possible) review and revise their child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summaries any key COVID-19 related changes might be more effective that re-writing and re-issuing the whole policy.</p> |

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| | <p>It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.</p> <p>A sample NYSCP Addendum to Child Protection Policy COVID-19 school closure arrangements for Safeguarding and Child Protection is available to download from https://cyps.northyorks.gov.uk/covid-19 or the quick Links to Useful Documents at https://www.safeguardingchildren.co.uk/coronavirus/_update 31.3.20</p> |
| <p>Are there any changes to our guidance for safer working practices/staff behaviour policy that we should be aware of?</p> | <p>There has been an Addendum April 2020 to the Guidance for Safer Working Practice for those working with children and young people in education settings.</p> <p>This will be uploaded to https://cyps.northyorks.gov.uk/covid-19</p> <p>This should be agreed with governors and all staff and volunteers made aware of the addendum.</p> <p>update 29.4.20</p> |
| <p>Is there any additional safeguarding guidance for governors?</p> | <p>In addition to the DfE Advice for governing bodies the National Governance Association (NGA) has produced a free safeguarding information sheet for governing boards covering: safeguarding guidance during COVID-19, revising the child protection policy to reflect new arrangements and advice about what governing boards should do.</p> <p>You can find the information sheet here: https://www.nga.org.uk/getmedia/661645b5-80ff-44a0-8fed-13bd2cf3afdc/NGA-Coronavirus-Guidance-Issue-4-19-March-2020.pdf</p> <p>update 29.4.20</p> |
| <p><u>Designated Safeguarding Lead (DSL) Role</u></p> <ul style="list-style-type: none"> • Do we need a safeguarding lead on site at all times? • What happens if my DSL is ill? Can we cluster a DSL? • With GDPR is it okay to share information when clustering with staff from other schools? See later section on GDPR • What happens in the event that the school has no designated safeguarding lead? • What basic DSL requirements need to be in place when staffing is low? • I am the only DSL for my school(s). Is it okay to share this role with another Headteacher locally who is a DSL to ensure that we can support each other in managing some time off over Easter? | <ul style="list-style-type: none"> • If the DSL is self-isolating and able to work from home, they can continue to undertake the role using a school laptop and a school mobile. They can make contact with any professionals by phone. Any follow up activity, including attendance at meetings by phone or in person, can be undertaken by staff from the school, if the Headteacher and DSL determine they are competent to do so, or by agreement with a DSL from another school. • If DSL is absent through ill health/Covid 19 symptoms, they should note on any referrals that the DSL from “named” school is stepping in to cover. The Chair of Governors and nominated safeguarding governors know what the temporary arrangement is. As far as possible anyone undertaking DSL work should have undertaken the appropriate training, but if this is not possible they should take advice from an established DSL from another school. Staff should know who and how to contact to raise concerns. The DSL stepping in should use the school’s recording system, and should be given temporary confidential access to hard copy files or CPOMs as required. • Key telephone numbers of all available DSL’s/deputies should be provided to staff covering the setting. • Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty. • Access to such confidential information may need to be given to the senior designated member of staff (in the absence of the nominated DSL/deputy) where normally access would be restricted to the |


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| <ul style="list-style-type: none"> • What interim DSL arrangements need to be in place where DSL staff are self-isolating. I suggested HT supporting each other but they are querying how they would they record this? | <p>DSL/deputy. Confidentiality of records must be maintained at all times.</p> <ul style="list-style-type: none"> • If it has not been possible to make an interim temporary DSL arrangement, then staff should be reminded that they can make a referral in these exceptional circumstances to the Customer Contact Centre number 01609 780780 and/or LADO contact number 01609 532477. • Schools need to ensure that access to a Designated Safeguarding Lead is available during the Easter holidays possibly through a shared arrangement with another school in line with current arrangements for cover required in Keeping Children Safe in Education 2019. |
| <p>Designated Teacher for LAC update 29.4.20</p> | <p>New ePEP arrangements Contact VirtualSchool@northyorks.gov.uk eGOV.UK.COM</p> <p>There is a new COVID 19 Summer Term PEP. (Selected questions below)</p> <ul style="list-style-type: none"> • If the children/YP are in school or at home • What resources are in place, IT/Internet access? • Who will monitor the work and maintain contact with the child/YP and how frequently? • Transition plans where appropriate for year 6, 11 & 13 <p>There are new Child/YP Views (known as Squiddle) below is a selection from the form</p> <ul style="list-style-type: none"> • Are you still attending school? yes/no • Do you have access to a computer/tablet and does it belong to you? Do you have to share it with others in the family? • Is someone from school keeping in touch with you? Do you get feedback on your work? • Do you have any worries and who do you talk to about how you feel? - update 29.4.20 |
| <p>Please also refer to https://cyps.northyorks.gov.uk/covid-19 NYCC Coronavirus - Staffing Guidance for Schools 06.04.20 Safeguarding – new section was added 31.3.20</p> <ul style="list-style-type: none"> • What are the implications for safer recruitment, including DBS checks? • Can a referral to the Teaching Regulation Agency and DBS still be progressed? • What checks do schools need to complete for staff who are loaned from another school? • If staff from another school are temporarily working in school, what are the implications for the Single Central Record (SCR) during this period? • In terms of safeguarding, what induction needs to be completed for staff who have been loaned from another school? <p>update 29.4.20</p> | |
| <ul style="list-style-type: none"> • If I arrange for pupil X to go to the school up the road next week, since they can provide wrap around and I can't and that would help critical worker parents, what safeguarding | <ul style="list-style-type: none"> • The responsibility lies with the child's Designated Safeguarding Lead, or Deputy/Interim in their absence through ill health, to alert you to any specific vulnerabilities, risk assessment and action plan (including EHCP) for the individual pupil and to maintain contact. It is recommended where possible for a member of staff who is familiar to the child to be deployed to the other school to support the arrangement. |

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| <p>measures will I need to put in place?</p> <ul style="list-style-type: none"> If my school is hosting children from another school how do I record any child protection concerns or injuries? | <ul style="list-style-type: none"> If pupils are attending other schools, it is important to ensure that all appropriate information, including child protection and medical information, is shared with the 'senior designated leader' to ensure their safety and well-being. Ensure that this information is held securely by the other school/hub. <p>A sample Child Protection Concern recording sheet including a Record of Injuries form are available for all hubs/host schools which can be used for children attending from other schools. These can be found at https://cyps.northyorks.gov.uk/covid-19 update 29.4.20</p> |
| <p>GDPR</p> <ul style="list-style-type: none"> With GDPR is it okay to share information when clustering with staff from other schools? Is there any guidance that we need regarding pupil contact information? | <ul style="list-style-type: none"> Keeping Children Safe in Education 2019 is clear that The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Staff should be using school mobile phones wherever possible. If having to use personal phones, then this should have been agreed with the school's Headteacher. Staff should follow safer working practices with regard to sharing of personal information and their personal phone number should not be visible to the recipient (parent/carer or students). |
| <p>DBS</p> <ul style="list-style-type: none"> Are there any changes to DBS processes during the current challenges? What checks should we be carrying out when we have offers of help from people who are not our current volunteers who have not undergone our safer recruitment checks? | <ul style="list-style-type: none"> The DBS have made temporary changes to the ID document checking process, not the DBS safer recruitment procedures. The changes came into effect on 19th March 2020. The guidance can be found at https://www.gov.uk/government/news/covid-19-changes-to-standard-and-enhanced-id-checking-guidelines You must continue to follow safer recruitment processes including a risk assessment. Start with people you already know, and then the people that are working in schools now, preferably who are on the DBS Update Service and have references; strangers offering their services may not be suitable. |
| <p>Checks on visitors</p> <ul style="list-style-type: none"> Should a school restrict visitors | <ul style="list-style-type: none"> Make a professional judgment on essential/non-essential visits – some schools are using skype meetings as an alternative to visits e.g. Health and Safety. For visits by persons in the vulnerable category e.g., underlying health condition try and make arrangements for them to work alone and have restrictions on where they go and see. If County Hall NYCC staff with underlying health conditions they should have their own risk assessments. Make available alternative methods of communication and ensure parents/carers know these contacts school e-mail/ telephone. See Department for Education guidance for educational settings for visitors picking up poorly children/students If the reason for the school visit is essential and does not amount to a group visit, the visit may go ahead, subject to a straightforward risk assessment. |
| <p>Home/Online learning</p> <ul style="list-style-type: none"> What safeguarding arrangements need to be in place for home on line learning? | <ul style="list-style-type: none"> Safeguarding and remote education during Coronavirus (https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 published 19.4.20) This guidance supports schools in how to manage remote learning during this critical period. The guidance considers six main areas: |

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| <ul style="list-style-type: none"> • Is there support for parents and pupils to discuss online safety together? • If pupils feel they are being bullied online by other pupils who attend their school who should they report this too? • What guidance is there to support children and young people and parents in schools in relation to mental and emotional wellbeing? • Are there any resources especially for younger children to help address anxieties about Coronavirus ? • Are there any resources to support pupils with SEND? | <ul style="list-style-type: none"> ○ Safeguarding pupils and teachers online ○ Reporting concerns ○ Communicating with parents, carers and pupils ○ Virtual lessons and live streaming ○ Providing pastoral care remotely ○ Personal data and GDPR <p>update 29.4.20</p> <ul style="list-style-type: none"> • Useful safeguarding advice has been prepared by the London Grid for Learning, including delivering lessons via livestream or video meetings. The guidance can be found here: https://coronavirus.lgfl.net/safeguarding • Thinkuknow has produced some materials for children and young people and their families to discuss online safety to cover all age groups. https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets • Pupils need to be informed how to contact a named member of staff if they are being affected by bullying online aligned to safeguarding arrangements for home learning. Staff need to follow the school’s agreed policy for recording and responding to the reported incident. Support for pupils can be accessed at https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/ and anti-bullying alliance has information to support schools, pupils and parents https://www.anti-bullyingalliance.org.uk/ Please see https://cyps.northyorks.gov.uk/covid-19 for Covid-19 support for (staff pupils and parents in primary and secondary school in relation to mental and emotional wellbeing. update 29.4.20 • <u>Dave the Dog is worried about coronavirus</u> is a book for children about coronavirus that aims to give information without fear. This can be downloaded free from the official website. • https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#special-educational-needs-and-disabilities-send - update 29.4.20 |
| <p>Staff children in schools</p> <ul style="list-style-type: none"> • If staff bring their own children into school how does this impact on safeguarding? | <ul style="list-style-type: none"> • School staff will be designated as critical workers and their children may attend school if there is no other suitable person to look after them at home. • If staff children are attending a school that they do not normally attend (particularly if it is a different phase of school) consideration will need to be made as to how this is managed to ensure that all children are as safe as possible. This may include them being accommodated in separate rooms if appropriate. |
| <p>Health Services for parents/carers</p> <ul style="list-style-type: none"> • Are there any updates on local health services that I could share with my parents/carers? | <ul style="list-style-type: none"> • There is a helpful update on local services Children and Young People’s Community Health Services and COVID-19 FAQs April 2020 This can be downloaded from https://cyps.northyorks.gov.uk/covid-19-useful-documents-your-community update 29.4.20 |

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| <p>Vulnerable Pupils</p> <ul style="list-style-type: none"> What Safeguarding arrangements should be in place for all vulnerable pupils, including EHCP, not in school who choose not to come? | <ul style="list-style-type: none"> Schools should follow the DFE Guidance. https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people |
| <ul style="list-style-type: none"> Is there any action we should be taking if we know that one of our pupils is staying with family friends during Covid 19 as parents are critical workers or vulnerable through shielding? | <p>Private Fostering should always be considered in these situations. Where you identify a Private Fostering arrangement you have a statutory duty to notify the Local Authority. You should do this though making a referral.</p> <p>Private fostering is when children and young people under the age of 16 years or under 18 if they are disabled, are cared for on a full time basis by a person who is not their parent, who does not have parental responsibility or who is not a "close relative" for 28 days or more. Please see Appendix 1 One Minute Guide Private Fostering for more information and definition of 'close relative'. – update 29.4.20</p> |

APPENDIX 1



Notification of Private Fostering Arrangements

One Minute Guide

What is private fostering?

Private fostering is when children and young people under the age of 16 years or under 18 if they are disabled, are cared for on a full time basis by a person who is not their parent, who does not have parental responsibility or who is not a "close relative" for 28 days or more. Close relatives are defined as:

- grandparents
- brothers and sisters
- uncles and aunts, or
- step-parents (if married to the partner or in civil partnership)

There are many circumstances in which an unmarried partner becomes the carer for a child. A parent's **unmarried partner is not a step-parent in this context**. It is a common misunderstanding and parents/carers are often unaware of the legal requirements to notify the local authority of a private fostering arrangement.

Who should notify the Children and Families Service of a private fostering arrangement and when should this be done?

Any parent proposing to have their child looked after by someone other than a close relative for more than 28 days, or a carer who is proposing to look after someone else's child, must notify the Children and Families Service **at least 6 weeks before the arrangement is due to begin**.

What if the arrangement is less than 6 weeks away or is already in place?

Where a private fostering arrangement is either intended to start in less than 6 weeks, is in existence, or an emergency arrangement has been put in place, the carer or parent should tell the Children and Families Service **within 48 hours**.

What if a child is being accommodated by a school?

If it is intended for a child to remain in a residential setting outside of term time for more than 14 days this becomes a private fostering arrangement and the parent/carers must give written notice stating the estimated number of children, **not less than 2 weeks before the arrangements begin**.

Is there a limit on the number of foster children?

In cases where a person is privately fostering, or proposes to foster privately **more than three children who are not siblings at any one time, then that person needs an exemption from the local authority**.

If a private foster carer exceeds the usual fostering limit or, where exempted, privately fosters a child not named in the exemption and in so doing exceeds the usual fostering limit they shall be considered to be running a children's home. **Any person who is considered to be running a children's home without being registered may be found to be guilty of an offence**.

Where should notice of a private fostering arrangement be made to?

The parents/carers should notify **the Local Authority Customer Contact Centre on 01609 780780**.

Under the Private Fostering Arrangements (2005), professionals who come into contact with children, for example teachers, religious leaders, health care staff are under a duty to inform the Children and Families Service about any private fostering arrangements they are made aware of. To make a notification of a private fostering arrangement professionals should call **01609 780780**.