**Sutton CWSW Principles:**

**Multi-agency principles to promote the education of children in Sutton who have, or have had, a social worker (CWSW)**

We want to support all children and young people to fulfil their potential, especially those who experience additional barriers or disadvantage. The 2019 [Child in Need review](https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need#the-review) found that on average, children who have needed a social worker have poorer educational outcomes than their peers at every phase. In Sutton, we are committed to working in partnership so that schools, social care, the local authority and other partners work collaboratively to ensure that this cohort of children have the support they need to overcome educational barriers.

Sutton Virtual School works to promote the education of children who have, or have had, a social worker and consulted representatives from a range of educational services, social care leaders, school Headteachers and health, to devise a set of principles to promote the education of this cohort across the local area. These principles alongside the Sutton Attendance principles, which are listed below the CWSW Principles.

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**Attendance Principles:**

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| We believe that school attendance is everyone's business, and we take collective responsibility to work together to create positive change that enables children and young people to attend school regularly. |
| We will use data to support intervention to prevent lost learning. Recognising that patterns of low attendance can form early, we will encourage good attendance from the early years across all phases of education and intervene at the earliest opportunity to support positive attendance habits. |
| Poor attendance can be a safeguarding issue. We will ensure parent/carers, pupils and partners are aware of the importance of school attendance in children staying safe both at home and in the community and achieving their full potential though professional support and challenge. |
| We will work with parents and carers to help them prioritise school attendance and understand their roles as an identified partner, along with the multi-agency professional network. Support will utilise restorative and trauma-informed approaches |
| We recognise that barriers to attendance are often complex and can include a variety of factors within a family, environment, and the wider community. We are committed to breaking down these barriers**.** |
| We will hold each other to account when we are not meeting our commitments to improve attendance. |
| We will act as one voice to communicate, champion and create awareness of the importance of school attendance in keeping safe and achieving full potential. |