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Signed Headteacher *Date of Signature:*

Signed Chair of Governors *Date of Signature*.....

We are walking in the Footsteps of Jesus with Love Trust and Forgiveness

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Our Mission and Aims

At Romsey Abbey Church of England Primary we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others.

As a church school, we are shaped around our common values to, “walk in the footsteps of Jesus in love, trust and forgiveness”, and we are committed to shape our whole school life around these values and to make them a reality throughout the life of the school.

Our School Aims are to:

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Purpose of Policy

Romsey Abbey Primary School believes that in partnership with relevant Local Authorities as Corporate Parents we have a special duty to safeguard and promote the education of Looked After and Previously Looked After Children.

Children and young people become 'Looked After' either if they have been taken into Care by the local authority, either via a legal route under The Children's Act 1989 or where a voluntary agreement has been reached with the birth family. Most LAC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their birth family.

Previously looked-after children are those who are no longer looked after by a local authority because they are the subject of an adoption, special guardianship or child arrangements order. The School believes that in partnership with Local Authorities as Corporate Parents we have a special duty to safeguard and promote the education of looked after and previously looked after children.

AIM

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our looked after and previously looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our looked after and previously looked after children, by asking the question, 'Would this be good enough for my child?'

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of looked after and previously looked after children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend the termly Designated Teacher Network meetings and any specific training on Looked After Children which is required to ensure that they have the most up to date information.
- Review all policies and procedures regularly to ensure that they adequately address the needs of looked after and previously looked after children and that those children have access to all aspects of education, particularly with regard to admissions, curriculum, examinations, extra support and extra curricular activities,.
- Have a clear and consistent plan for attendance at all PEP meetings to ensure coherence and efficiency in planning and attaining targets. The members of staff attending need to be free or made free from teaching commitments to attend PEP meetings.
- PEP meetings will be called every 6 months and more regularly if required.
- Papers required for each PEP meeting will be available prior to the start of the meeting or there will be reading time at the start of the meeting.

- Unless otherwise agreed the child or young person agreed should attend all or part of the meeting and should be released from lessons to do so.
- Following a PEP meeting, Targets and Actions will be circulated to all relevant teaching and support staff immediately after the PEP meeting or as soon as Minutes are received from the Social Worker.
- Further details raised at PEP meetings will be circulated to other teaching and support staff on a 'need to know' basis as agreed at the meeting and, in best practice, agreed with the child or young person concerned
- Discuss issues relating to attendance and/or exclusions with the Virtual School Headteacher to ensure that there is as little disruption to a child's education as possible.

The Designated teacher will:

- Be an advocate for any looked after and previously looked after children in the school.
- Maintain an up to date record of all looked after and previously looked after children who are on the school roll. Ensure that there is a Personal Education Plan for each looked after child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Education, Health and Care Plan, and associated plans, Transition Plan, Pastoral Support Programme.
- Ensure that someone attends Childrens' Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
- Liaise with the Virtual School on a regular basis with regard to the performance, attendance and attainment of Looked After Children.
- Provide the Virtual School with regular updates on attainment and progress by recording this in the child or young person's PEP, enabling the Virtual School Headteacher to have clear tracking data for all Looked After Children
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when looked after or previously looked after children are underachieving and have early interventions to improve this in line with existing school policy including access to 1:1 tuition.
- Ensure that systems are in place to keep staff up to date and informed about looked after or previously looked after children where and when appropriate. Ensure that looked after or previously looked after children, along with all children are listened to and have equal opportunity to pastoral support in school.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of looked after or previously looked after children.
- Report to the Governing Body annually on the academic performance; attendance and exclusions of the looked after or previously looked after children who are on the roll of the school.
- Ensure that the school evaluates the performance data for all looked after or previously looked after children

All staff will:

- as with all children, have high aspirations and celebrate the educational and personal achievement of looked after or previously looked after children;
- ensure entry to examinations for looked after or previously looked after children;
- be familiar with the Guidance on looked after or previously looked after children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;

- liaise with the Designated Teacher where a looked after or previously looked after children is experiencing difficulty. These may be academic; pastoral; behaviour and/or attendance issues

All governors will:

- ensure that admission criteria (Aided and Foundation) prioritise looked after or previously looked after children, according to the Code of Practice on Admissions
- ensure all governors are fully aware of the legal requirements and Guidance for looked after or previously looked after children;
- ensure that there is a named Designated Teacher for looked after or previously looked after children;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.
- review the effective implementation of this policy, preferably annually and at least every three years.
- ensure that the school's other policies and procedures give looked after or previously looked after children equal access in respect of: - Admission to school - The National Curriculum and public examinations - Additional educational support where this is needed - Extra curricular activities
- Support the local authority in its statutory duty to promote the educational achievement of looked after or previously looked after children
- Ensure that appropriate systems and procedures are in place in the school even if there are no looked after or previously looked after children on roll at the time and that the Designated Teacher continues to attend training and is up to date in regards to the legal processes.

Further Information Sources

Links to other policies/documents

[Child Protection Policy](#)

[Safeguarding Policy](#)

[SEND Policy](#)

[Admission Policy](#)

Links to other websites

Improving the attainment of Looked After Children in Primary Schools – Guidance for School. 2009

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190244/01047-2009.pdf

Role Holders

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbeyschool.co.uk/>

Appendix I – Admission Procedures

Looked after children are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the child will meet with the designated teacher and their named member of staff. They will discuss any relevant issues, academic or pastoral, and ensure the child is made to feel comfortable in our school. Records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and child as appropriate. This will provide information to inform the child's new Personal Education Plan, and ensure that communication systems are established early.

In the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed.