



## Children Looked After Policy

<b>Date of Policy/Reviews</b>	<b>Author(s)</b>	<b>Approved by Gov. Body</b>	<b>Date for Review</b>
November 2016	Dave Whiting		November 2019
November 2019	Dave Whiting		March 2022 – Extended to match EET.
February 2022	Anna Goodwin	3.3.22	February 2023
February 2023	Gemma Yapp	15.2.23	February 2025
January 2025	Gemma Yapp	29.1.25	Spring 2026



# Our Vision Statement



# Our Values



Compassion



Friendship

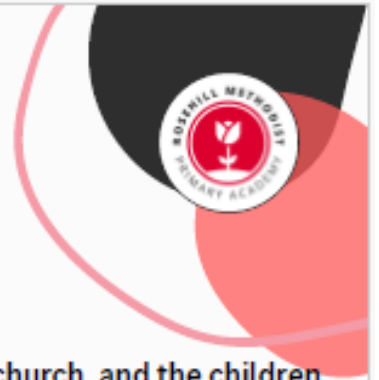


Forgiveness





## Our Vision Statement



Our vision statement was reviewed in 2024 in discussion with staff, the church, and the children.

In our school we have always had very strong relationships but we have recognised social changes. The need for faith's guidance and strength has intensified. We looked at what our community needed- we saw a need for Christian values, and above all a need for compassion, forgiveness and friendship.

We looked at what the Bible teaches us about these things, and adopted them as our values. We saw them as encapsulated by the theme of Christian love.

We looked at the two most important commandments- (Matthew 22:36-40) "love the Lord thy God with all thy heart" and "love thy neighbour as thyself", and saw Paul's message to the church in Corinth as relevant to our school today: "Do everything in love."

At Rosehill Methodist Primary School we strive to do everything in love.

Through living out our Christian Values we seek to equip our pupils with the skills to become the very best they can- for themselves, for others and for our wonderful world. We want our children to be grounded in their relationships with themselves, in their relationships with others, in their relationships with their world and in their relationship with God/ the big beyond.

We want children to be able to enact positive change across all spheres of society- that our children feel empowered and that the world benefits from their words and deeds.

"Do everything in love," is at the heart of what it means to be Christian. The context of the verse is that Paul was writing to the church in Corinth. He said: "Be on your guard; stand firm in the faith; be courageous; be strong. Do everything in love."

At Rosehill we aim to apply this instruction to our lives as we pursue our vision and strive to be more like Jesus. That is our calling- to provide a school where the values of Jesus are alive.

We actively seek to let love guide our thoughts, actions and words as we embrace a culture of togetherness.

Likewise, following the words of John Wesley, "I look upon all the world as my parish"- Journal, June 11, 1739- we aim to ensure that all members of our school have a clear understanding of Christian faith and are able to develop the skills required to reach out and engage with the world. That they may truly love God, and also love their neighbour. (Mark: 12:30-31)





## Living out our Values



Compassion



Friendship



Forgiveness

**‘Love one another as I have loved you’ John 13:34**

**In our school, we believe that God’s love surrounds us all. This part of our vision guides our way in setting the highest aspirations for the relationship we enjoy with both God and each other. This is why we do what we do.**

**In our school community, it is important to show that love for each other in the ways we act towards others. Everyone is welcome. We value compassion and peace, respecting each other and accepting difference so as to live in harmony.**

**“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.” 1 Corinthians 13:4-8**

**Our goal is that in the passage above you may replace “Love” with “Our school” and that is how we shall be.**

**John Wesley (co-founder of the Methodist movement) urged us to ‘watch over one another in love.’**

**Hence our overriding mission statement: “Do everything in love.”**



## **Safeguarding Statement**

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

## **Rationale**

At Rosehill Methodist Primary Academy we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Educational achievement and subsequent life chances for LAC and PLAC are of real concern. Pupils who are looked after require additional support and attention in order to improve their situation. Barriers to their progress include high levels of disruption and change in home and school placements, lack of motivation or involvement in extra-curricular activities. We are committed at Rosehill to promoting the educational achievement and wellbeing of every Looked after Child.

We do this by:

- Sharing Christian values with all
- Respecting the individual difference of all
- Providing exciting learning experiences for all
- Fulfilling the potential of all
- Offering stability, safety, and individual care and attention for all our pupils

With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

## **Legal framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'

- DfE (2021) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- SEND Policy

### **Definition of Looked After Children**

**"Looked after children (LAC)" are defined as:**

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order but are accommodated by the LA under an agreement with their parents.

**"Previously-LAC (PLAC)" are defined as:**

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, Special Guardianship Order or Child Arrangements Order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

### **The name of and role of designated teacher for Looked After Children.**

Miss Gemma Yapp (Headteacher) is the Designated Teacher. Roles and responsibilities are as follows:

- Ensuring that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children who are looked after and understand the need for positive systems of support to overcome them.
- Inform members of staff of the general educational needs of children who are looked after, and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils, etc.
- Ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date.
- Monitor the educational progress of all children who are looked after in order to form part of the school's development plan.
- Liaise with outside agencies and keep all parties informed of any issues that may have arisen.
- Ensure that each Looked After child has a Personal Education Plan (PEP) and that it is reviewed on a termly basis.
- Ensure that the reviewed Personal Education Plan is forwarded to Tameside Virtual Schools within the agreed time frame.
- Overseeing this policy and monitoring its implementation, feeding back to the School's Local Advisory Board annually on the following:
  - The number of LAC and PLAC in the school
  - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of LAC and PLAC, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting LAC is a key priority.
- Ensuring PP+ for PLAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of LAC.
- Building relationships with health, education and social care partners and other partners so that they and the VSH (Virtual Schools Head) understand the support available to LAC and PLAC.
- Promoting the educational achievement of LAC and PLAC at the school; this includes those that left care through adoption, Special Guardianship Order or Child Arrangement Order or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that LAC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding LAC and PLAC due to their increased vulnerability to harm and reporting these to the DSL as soon as they arise.

- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.

### **Local Advisory Board Roles and Responsibilities**

The named governor for Looked After Children is Rev Rob Balfour. The named governor will meet with the Headteacher to review:

- The number of children who are looked after in the school.
- A comparison of progress as a discrete group, compared with those of other pupils.
- The attendance of pupils as a discrete group, compared to other pupils.

The named governor should be satisfied that the school's policies and procedures ensure that children who are looked after have access to:

- The National Curriculum
- Extra Curricular Activities
- Additional Educational Support if needed

### **Staff roles and responsibilities**

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Designated Teacher.

It is appropriate for a classroom support assistant to have knowledge that the young person is a looked after child only when directly involved in the teaching of the young person.

Staff are responsible for:

- Being aware of LAC and PLAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards LAC and PLAC.
- Being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible. Promoting the self-esteem of LAC and PLAC.

### **Admission Arrangements**

E.g. On admission, records will be requested from the pupil's previous school. A meeting will be held as soon as possible with carer/parent/social worker/educational resource team to form part of the pupil's Personal Education Plan and clarify contact arrangements.

### **Personal Education Plan (PEP)**

Every looked after child will have a Personal Education Plan. This will identify specific areas of concern and achievable targets. A PEP meeting will be held each term and the completed paperwork will be sent to Virtual Schools and Children's Social Care.

Areas for consideration will include:

- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Relationship to Care Plan
- Special Educational Needs (if any)
- Development Needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long term plans and aspirations (targets including progress, career plans and aspirations)

It is important that the child is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding

### **Communication with Other Agencies**

Schools should ensure that a copy of all reports (e.g. end of year) should be forwarded to the young person's social worker, foster carer, residential social worker and parents, if deemed appropriate.

Services for Children & Young People, and schools, will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

### **Safeguarding**

Rosehill Methodist Primary Academy recognises that many LAC or PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible.

Where a LAC or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence or missing education where there are known safeguarding risks.

The Headteacher will ensure appropriate pastoral support is in place within school to ensure that the welfare of LAC and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over LAC or PLAC in line with the processes outlined in the school's Child Protection and Safeguarding Policy.

Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a LAC or PLAC is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

### **Pupil mental health**

LAC and PLAC are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst LAC and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

### **Exclusions and Fixed Term Suspensions**

Past experiences of LAC and PLAC will be considered when designing and implementing school's Behaviour Policy. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any LAC. Where school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.

As far as possible, school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour. Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

If a LAC is at risk of permanent exclusion the CEO of the Epworth Education Trust will be informed in the first instance.

### **Pupils with SEND**

Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews. The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress.

If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC. The designated teacher and SENCO will ensure that LAC and PLAC with SEND are supported in line with the school's SEND Policy

### **Monitoring and review**

This policy will be reviewed on an annual basis by the Headteacher. The next scheduled review date for this policy is Spring 2026.