**Bentley New Village Child and Young Person in Care Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: victoria simmons

2026 2028

**Child and Young Person in Care Policy**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: September 2026** |
| **SIGNED:** A.Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **September 2028** |

Contents

[OUR SCHOOL VISION 1](#_Toc169706214)

[ETHOS 1](#_Toc169706215)

[OUR SCHOOL VALUES 2](#_Toc169706216)

[RATIONALE 2](#_Toc169706217)

[LEGAL FRAMEWORK 3](#_Toc169706218)

[DEFINITIONS 3](#_Toc169706219)

[PERSONAL EDUCATION PLANS (PEPS) 4](#_Toc169706220)

[THE DESIGNATED TEACHER 5](#_Toc169706221)

[COMMUNICATING WITH AGENCIES 5](#_Toc169706222)

[STAFF RESPONSIBILITIES 5](#_Toc169706223)

## OUR SCHOOL VISION

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

## ETHOS

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

## OUR SCHOOL VALUES

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

Our mission statement, **“What Challenges us, Changes us”**

# RATIONALE

Learning happens best when children feel confident, safe and are able to enjoy their learning experience. To ensure this happens we strive to provide immersive and differentiated learning environments with a clear expectation of how behavior impacts on learning and memory. We use a range of strategies and approaches to support this, making our teaching diverse and inclusive to our pupils’ individual needs. As a school, we offer an expertise in how children grow and develop and the role this plays on their behavior in school. As such, we adopt a research-based, nurturing approach to the social, emotional and mental health development of our pupils so that they become empowered to make daily decisions about their behaviour and social interaction independently. We strive to teach to all pupils of Bentley New Village how to become the best version of themselves.

PURPOSE

Educational achievement and subsequent life chances for looked after children are of real concern. Children and young people who are looked after require special treatment and positive discrimination in their favour in order to improve their situation. Bentley New Village Primary School endeavours to provide positive experiences and offer stability, safety, continuity and individual care and attention for all our pupils. With this in mind, we aim to:

• Encourage pupils to reach the highest standards of which they are capable and to make good progress from what they are currently already able to do.

• Ensure that pupils enjoy high quality teaching and are enjoying a curriculum which meets their needs and the requirements of legislation.

• Plan realistically and using the school’s resources efficiently in order to ensure the school meets the needs of the children.

• Promote a positive approach in all aspects of school life.

• Help pupils develop their cultural, moral and social understanding.

# LEGAL FRAMEWORK

* 1. This policy has due regard to legislation including, but not limited to, the following:

• The Children Act 1989

• The Care Planning, Placement and Case Review (England) Regulations 2010

• The Children (Leaving Care) Act 2000

• The Children and Young Persons Act 2008

• The Children and Families Act 2014 1.2.

This policy will be implemented in conjunction with the school’s:

• Admissions Policy.

• Code of Conduct.

• Behaviour Policy.

• Home School Agreement.

• Anti-bullying Policy.

• Equality Opportunities Policy

• Child Protection Policy.

• Special Educational Needs Policy.

# DEFINITIONS

Looked after children are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.

This definition applies to children who are placed in foster care, children’s residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

If a child is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as looked after, since 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, are regarded as looked after.

# PERSONAL EDUCATION PLANS (PEPS)

Every looked after child must have a personal education plan (PEP), which is used to support the child in fulfilling their educational potential.

The PEP is an evolving record of what needs to happen for the child to enable them to make their expected progress.

The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.

The PEP will include access to nursery provision that is appropriate to the child’s age.

On-going, catch-up support will be made available for children who have fallen behind with work.

If a child is not in school because of suspension or exclusion, suitable education will be provided by the LA.

If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.

Support will be provided to help the child meet their aspirations, including:

• Support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.

• Careers advice, guidance and financial information about further education, training and employment.

The PEP will include extended services such as afterschool clubs, study support and leisure interests.

Support will be provided for improving attendance and behaviour.

# THE DESIGNATED TEACHER

Under the Children and Young Persons Act 2008, all maintained schools are required to have a designated teacher for looked after children. The primary duty of the designated teacher is to promote the educational achievement of looked after children at the school. It is the responsibility of the governing body to ensure the designated teacher has received adequate training for the role.

THE DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN AT BENTLEY NEW VILLAGE PRIMARY SCHOOL IS

MRS A SMITH

The designated teacher will:

• Promote a culture of high expectations and aspirations.

• Ensure the child is involved in setting their targets.

• Advise staff on teaching strategies for looked after children.

• Ensure that looked after children are prioritised for 1 – 1 tuition.

• Take responsibility for developing and implementing PEPs.

# COMMUNICATING WITH AGENCIES

The school will ensure that copies of all relevant reports are forwarded to the looked after children’s social workers, in addition to carers or residential social workers.

The school will co-ordinate their review meetings, for example, hold their annual review of looked after children with their statutory care review.

The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.

# STAFF RESPONSIBILITIES

Staff will be aware of looked after children in their classes and provide them with support and encouragement. Staff will preserve confidentiality and show sensitivity and understanding. Staff will be vigilant for signs of bullying Staff will promote the self-esteem of looked after children.