



SARACENS BROADFIELDS

LOOKED AFTER CHILD POLICY

| | |
|------------------------------------|----------------------|
| Responsibility of: | Local Governing Body |
| Approved by: | Local Governing Body |
| Date Approved (<i>by above</i>): | 8th October 2025 |
| Next Review due by: | October 2028 |

Contents

- 1. Introduction 2
- 2. Roles and Responsibilities 3
- 3. Duties of the Designated Teacher..... 3
- 4. The Designated Teacher will report to the Local Governing Body and the Local Authority (as required) on: 4
- 5. Good practice for all staff..... 4
- 6. Good practice suggests that the Local Governing Body will: 4
- 7. Good practice requires that the Local Authority will: 5

1. Introduction

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents
- children who are the subjects of a care order (section 31) or interim care order
- children who are the subjects of emergency orders for their protection
- children who are compulsorily accommodated - this includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement.

All these groups are said to be 'Looked after Children' (LAC or CLA). They may be looked after by their local authority or may be in the care of another authority, but living in Barnet. LAC will have a care manager who arranges their care plan. All schools have a Designated Teacher for LAC.

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the Local Authority under section 20 of the Children Act - they may live in foster care, in a Children's home or in a residential school.

The Children Act 2004 and the statutory guidance, "Promoting the education of looked-after and previously looked-after children 2014, (updated 2018)" places a duty on schools to work together to promote the educational achievement of LAC. At Saracens Broadfields we recognise that schools and teachers are at the very heart of this process and can provide this vulnerable group with a good education to unlock a bright future and increase life chances. The Local Governing Body of Saracens Broadfields is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes.

The Local Governing Body recognises that, nationally, there is educational underachievement of LAC when compared with their peers, and is committed to implementing the principles and practice, as outlined in the statutory guidance.

The Improving Attainment Guidance recognises the collective responsibility of local authorities and schools to support looked after young people by setting out these principles:

1. Doing the things they do for all young people, but more so
2. Balancing high levels of support with real challenge
3. Skillfully linking each young person to a key person, they relate well to
4. Making it a priority to know the young people well and to build strong relationships
5. Developing strong partnerships with carers, local authorities and specialist agencies
6. Making things happen and seeing things through
7. Ensuring consistency as well as discrete flexibility
8. Actively extending the horizons of each young person
9. Planning for future transitions.

This Guidance introduced two key measures:

- To ensure that a Designated Teacher is nominated for LAC in every school
- To ensure Personal Education Plans (PEPs) are in place for all LAC (excluding children

under special guardianship arrangements).

The Local Governing Body is committed to ensuring that the Designated Teacher and staff at Saracens Broadfields are able to carry out their responsibilities effectively.

2. Roles and Responsibilities

Rationale for roles and responsibilities: LAC are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:

- a high level of disruption and change in school placements
- lack of involvement in extra-curricular activities
- inconsistent or no attention paid to homework.

This may result in:

- poor exam success rates in comparison with the general population
- under-achievement in further and higher education.

It is the duty of the Local Governing Body to designate a member of staff (the 'Designated Teacher') as having responsibility to promote the educational achievement of LAC who are registered pupils at the school.

3. Duties of the Designated Teacher

The Designated Teacher has a leadership role in promoting the educational achievement of every LAC on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every LAC matters and their personal, emotional and academic needs are prioritised, while also ensuring the welfare of other pupils. In promoting the educational achievement of LAC, the Designated Teacher should:

- contribute to the development and review of whole school policies to ensure that they do not unintentionally put LAC at a disadvantage;
- make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a LAC's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve;
- promote a culture in which LAC believe they can succeed and aspire to further and higher education;
- promote a culture in which LAC are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;
- be a source of advice for teachers at school about adapted teaching strategies appropriate for individual pupils who are looked after;
- make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short- and medium-term progress of LAC and help them and their teachers understand where they are in their learning, where they need to go and how to get there;
- make sure that LAC are given appropriate priority in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support;
- promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective

communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home;

- have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary;
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.

4. The Designated Teacher will report to the Local Governing Body and the Local Authority (as required) on:

- the number of LAC on roll and the confirmation that they have a PEP
- their attendance compared to other pupils
- their attainment compared to other pupils
- the number, if any, of fixed term and permanent exclusions for LAC
- the destinations of LAC who leave the school.

5. Good practice for all staff

The Designated Teacher should have lead responsibility for helping school staff to understand the things which can affect how LAC learn and achieve. Everyone involved in helping LAC achieve should:

- have high expectations of LAC's involvement in learning and educational progress;
- be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences;
- understand the reasons which may be behind a LAC's behaviour, and why they may need more support than other children, but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving;
- understand how important it is to see LAC as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers;
- appreciate the importance of showing sensitivity about who else knows about a child's looked after status;
- appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential;
- have the level of understanding they need of the role of social workers, Virtual School Headteachers (or equivalent) in local authorities and how education – and the function of the PEP - fits into the wider care.

Guidelines set out in 'The Role and Responsibilities of the Designated Teacher for Looked After Children' also form part of this policy and will be adhered to.

6. Good practice suggests that the Local Governing Body will:

- ensure that the admission criteria and practice prioritises LAC according to the DfE Admissions Code of Practice
- ensure all Governors are fully aware of the legal requirements and guidance for LAC
- ensure there is a Designated Teacher for LAC who is a
 - qualified teacher who has completed the appropriate induction period (if

- required) and is working as a teacher at the school, or
- a Principal or Acting Principal of the school
- liaise with the Principal, Designated Teacher and all other staff to ensure the needs of LAC are met
- nominate a Governor with responsibility for LAC who links with the Designated Teacher
- receive regular reports from the Designated Teacher and at least one annual report
- ensure that the annual account of income received to support LAC and how it was spent is available for the Local Authority and Secretary of State when requested
- ensure that the school's policies and procedures give LAC equal access in respect of: admission to school; National Curriculum and examinations (both academic and vocational); out of school learning and extra-curricular activities; work experience and careers guidance
- annually review the effective implementation of the school policy for LAC
- ensure that the Designated Teacher is invited to the exclusion meetings of LAC.

7. Good practice requires that the Local Authority will:

- lead on the drive to improve educational and social care standards for LAC
- ensure that the education of this group is as good as that provided for every other pupil
- ensure that LAC receive a full-time education in a mainstream setting wherever possible
- ensure that every LAC has a school to go to within 20 days of coming into care
- make sure that every LAC has a PEP according to national guidance
- ensure that every school has a Designated Teacher for LAC and that these teachers receive appropriate information, support and training
- provide alternative educational provision where appropriate.