



Looked After Children (LAC) Policy

Principal	Shereka James
Designated Safeguarding Lead:	Benjamin Howe
Deputy Safeguarding Leads:	Clare De Jode, Catherine Carroll, Faiza Asif
Designated Governor for Child Protection:	Paul Merchant
Review Cycle:	Annual
Governing Body Ratification	
Date shared with Academy Staff	March 2023
Review Date	March 2024
Legal Framework	Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards' 2012
Department of Education and Local Advice and Guidance	Looked After Children The designated teacher for looked after and previously looked after children Keeping children safe in education (September 2022) Working together to safeguard children (September 2016) Children who run away or go missing from home/care (Jan 2014)
	What to do if you're worried a child is being abused – March 2015 Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015 Hackney CYPS Resource Guide (July 2016) City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework
Safeguarding Policies	Safer Recruitment; Educational visits, Visitor Welcome Statement, Health and Safety, Critical Incidents, Employee Code of Conduct, Volunteer, Behaviour for Life, Lettings and External Agencies Safeguarding Checklist.
Linked policies	Attendance including Children Missing in Education, Preventing and Tackling Bullying, SEND, PSHE, ESafety, Sex and Relationships, Teaching and Learning and Equality.

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ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Benjamin Howe	BHowe@skinersacademy.org.uk
Deputy DSL	Clare De Jode Cathy Carroll	cdejode@skinersacademy.org.uk ccarroll@skinersacademy.org.uk
Local authority designated officer (LADO)	Liesel le Roux Local Authority Designated Officer London Borough of Hackney	Tel: 0208 356 4569 Email: liesel.leroux@hackney.gov.uk LADO email: lado@hackney.gov.uk
Chair of governors	Ms Jocelyn Mitchell	

Context

Skinners' Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In relation to pupils falling under 'Looked after' or 'Previously looked after' status, this can be summarised by the following:

'a child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;

- a previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales; and*

- a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society' ⁱ*

The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities, 2018

1. As Governors and teachers of Skinners' Academy school, we aim to:

- Make a real difference in helping to provide the best possible education for looked after children as much as any other;
- Seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place;
- Be fully inclusive and we will challenge negative views and stereotypes;
- Offer support to and work with their foster carers on how to assist the young person's learning and enhance educational opportunities.

2. We support the Government's agenda for giving all looked after children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society, and achieve economic well-being.

3. The Children Act 2004 and the statutory guidance Promoting the Educational Achievement of Looked After Children 2015ⁱⁱ, (updated 2018) place duty on us to work together to promote the educational achievement of looked after children. We recognise that schools and teachers are at the very heart of this process so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable

group. We are highly ambitious for these young people, knowing that securing the best possible progress for them will greatly enhance their life chances.

4. We recognise our responsibilities as governors and teachers and we actively want to support the local authority in undertaking its statutory responsibility, under section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.

5. As school Governors and teachers we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of looked after children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.

6. As a governing body we introduced a monitoring procedure where we will look closely at the progress that looked after children are making in our school and identify if there are barriers to their next steps of learning and progress.

7. We introduced an annual reporting cycle on the progress and performance of looked after children, to be presented to relevant committees within the governing body by our appointed Designated Teacher across each academic year as an agenda item.

8. As a governing body we require our Designated Teacher to carry out the specific duties below in relation to the looked after children attending this school.

9. We require our appointed Designated Teacher to undertake the recommendations set down in the statutory guidance entitled The Designated teacher for looked after and previously looked-after children. Statutory guidance on their roles and responsibilities Feb 2018ⁱⁱⁱ.

In this context the Designated Teacher will:

- become the central point of contact at this school for all professionals and agencies working with and supporting the individual looked after children we have on roll;
- take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan (electronic for Hackney and Haringey children). The PEP should be established within appropriate timescales for any looked after child starting on roll. This includes the gradual addition and updating of further information over time e.g. attendance, attainment and progress results;
- attend relevant update training and cascade information for staff development and updating regarding looked after children;
- ensure that personal information is handled carefully and sensitively and that the child's wishes and preferences are taken into account;
- establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews;
- provide support and sanctuary to help settle a looked after child into the school, and at other times; ensure that the looked after child feels safe, knows who to trust and who to go to if they feel the need for support;
- ensure the transfer of records if a looked after child moves school;
- provide written information to assist planning, reviews and reporting as required;
- seek and prioritise meetings with, and referrals to, appropriate external agencies in situations that require external support.

10. In addition, we require our school Teaching and Support Staff to assist in the implementation and support of this policy for looked after children by requiring all staff to:

- ensure the appropriate sensitivities and confidentiality are maintained;
- be familiar with, and respond appropriately to, requests for progress and/or attainment information in order to compile the PEP and other documentation necessary for reviews;
- respond positively to any request by a child to be the person they want to talk with;
- ensure that no child in care becomes the victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated;
- positively promote the self-esteem of looked after children;
- convey high aspirations for their educational and personal achievement.

11. As a Governing Body we endeavour to raise expectations for achievement of looked after children and encourage them to do well by combining high expectation and standards with inclusion.

12. We consider and set appropriately challenging targets and in so doing facilitate the appropriate resources in order to support the child to reach those targets.

13. We monitor and evaluate the impact of our school provision, teaching and learning and support for looked after children. The annual reporting cycle informs on the following key aspects of provision:

- the number of looked after children on roll;
- attendance statistics for any authorised and unauthorised absence;
- the frequency, circumstance and reasons for any recorded exclusion;
- how they are performing in core subjects, their progress and any value added measure when compared against initial baseline assessment;
- the frequency of them taking part in extra-curricular activities;
- the attainment relative to the targets set in core and foundation subjects;
- the provision arrangements for additional support identified to include 1:1 tuition at school and any externally added booster work provided in the care home; the quality and updating of the educational targets recorded in the PEP.

14. We are aware that the new OFSTED inspection framework considers the provisions that we, as a whole school, have put in place to support looked after children. We understand that a judgement will be made within the OFSTED framework in terms of how far this school is able to support looked after young people. The formal report includes comments about the progress and support provided to these vulnerable young people.

15. At Skinners' Academy, the designated safeguarding lead is also the lead teacher for looked after children. This group is extremely vulnerable, the most common reason for children becoming looked after is as a result of abuse and/or neglect and the school is aware of the need to monitor the welfare and ensure the support of children in this category.

16. The designated safeguarding lead has details of the of the legal status of each individual looked after child's care arrangements and what the contact arrangements are with birth parents or those with parental responsibility. They also know the levels of authority delegated to the carer by the authority looking after him/her.

17. The designated teacher will work with the virtual school head and the child's social worker to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan and to ensure their safety and security.

18. As the majority of children looked after have special educational needs and/ or disabilities, our SENDCO will be closely involved with the provision for this group.

The name of our appointed Designated Governor is: Mr Paul Merchant.

The name of our school's Designated Teacher is: Benjamin Howe, DSL The name
of our school's SENDCo is: Suzanne Scott

Appendix 1: Table of policy document changes in effect from March 2022

Where	What
Summary	
Newly formatted and updated as a complete document	

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of looked-after children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)