



Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy

Sir William Burrough Primary School

September 2026



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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
September 2025	4.2.2	Updated 'Statutory guidance' documents
September 2025	5.2	Updated role title
	5.3	Updated responsibilities for 'Designated Teacher'
	5.4	Updated responsibilities for 'All staff'
	5.5	Added roles and responsibilities for 'Virtual School Head'
	12	Appendix 1- Updated key staff list
September 2026	4	Updated versions of statutory guidance
	5	Added role- 'Designated Safeguarding Lead'
	7	Added section- 'Working with the agencies and the Virtual School Head (VSH)'
	8	Added section- 'Safeguarding'
	13	Added section- 'Information sharing'
	16	Updated links to statutory guidance



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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

"Looked After Children (LAC)" or "Children in Care (CiC)" are registered pupils that are:

- in the care of a local authority, or
- provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours.

"Previously Looked After Children (PLAC)" are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be because of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
- They appear to the governing board to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care because of being adopted.



2. Scope of the Policy

This policy applies to all relevant adults who are defined as:

- Trust staff, including any agency workers and contractors;
- Teacher trainees and other trainees/apprentices;
- Volunteers and any other individuals who work for or provide services on behalf of or for the school to include, but not limited to, all those detailed in the single central record (as amended);
- Trustees and governors
- Parents/carers

3. Policy Aims and Ethos

At Sir William Burrough Primary School, we believe that all Looked After Children (LAC) and Previously Looked After Children (PLAC) have a right to expect the best possible outcome from their education.

Many LAC (Looked After Children) and PLAC (Previously Looked After Children) will have experienced disruption to their schooling and consequently gaps in their learning. In addition, a significant proportion of LAC and PLAC have been excluded from school; this has resulted in the attainment of this group not being in line with the attainment of their peers nationally.

At Sir William Burrough Primary School, we will address this by ensuring the following:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously Looked After Children.
- The designated teacher promotes the educational achievement of Looked After Children and Previously Looked After Children, and supports other staff members to also do this
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and for which they are responsible.
- Providing a safe environment for all Looked After Children and Previously Looked After Children, where their educational experience is valued, high aspirations are encouraged and belief in the potential of all children is held.



4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behavioural Policy
- Child Protection and Safeguarding Policy
- Early Years Policy
- Educational Visits Policy and Procedures
- E-Safety Policy
- Health and Safety Policy
- Induction Policy
- Special Educational Needs and Disability Policy
- Whistleblowing Policy

4.2. Relevant External Documents

This policy is written with reference to statutory guidance to governing bodies issued by the DCSF under Section 20 of the Children and Young Persons Act 2008.

Staff and governors are also aware of the local authority's responsibility to promote the educational achievement of children and young people looked after under Section 52 of the Children Act 2004. This policy is also based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#). It also takes into account section 2E of the Academies Act 2010.

This policy adheres to the following guidance and should also be read in conjunction with the following documents:

4.2.1. Legislation

- Human Rights Act 1998
- [The Children Act 1989](#) (and 2004 amendment)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations")
- Childcare Act 2006



- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

4.2.2. Statutory Guidance

- DfE (2023) [Statutory Guidance on the Prevent Duty](#)
- DfE (2023) [The Prevent duty: safeguarding learners vulnerable to radicalisation'](#)
- Children Missing Education 2016
- DfE (2026) Working Together to Safeguard Children
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Section 5B (11) of the Female Genital Mutilation Act 2003/2019
- DfE (2026) 'Keeping children safe in education 2026'
- [The Rehabilitation of Offenders Act 1974/2020](#)
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- DfE (2021) 'Teachers Standards'
- Statutory Framework for the Early Years Foundation Stage 2021
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'
- [Children's social care: national framework](#) 2024

4.2.3. Non-Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- National Police Chief's Council (2020) 'When to call the police: guidance for schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

5. Roles and Responsibilities

All staff and governors are committed to ensuring a safe and secure learning environment for all children and have high expectations of all pupils, including those looked after. Staff and governors are aware of the need for confidentiality/safeguarding in regard to any information about Looked After Children or Previously Looked After Children, including their care status.



The following people have additional responsibilities:

5.1. Named Governor for Looked After Children

The named governor for Looked After Children/Previously Looked After Children will ensure the following:

- That a suitably qualified person has been appointed as the designated teacher for looked after children
- That the school has a clear and effective policy for looked after children
- That the designated teacher receives appropriate support and training in order to fulfil his or her role
- That the governing body receives a regular report on the performance of looked after children.

5.2. Executive Headteacher/Head of School

The Executive Headteacher/Head of School will ensure the implementation and adherence of this policy across their school and ensure that all those defined under 'scope of the policy' receive and have access to a copy of this document.

The Executive Headteacher/Head of School will:

- Be responsible for all systems to support Looked After Children/Previously Looked After Children
- Ensure that all school staff are aware of the powerful role they can play in significantly improving the quality of life and the educational experiences of Looked After Children/Previously Looked After Children
- Recognise the importance of the role of the designated teacher and liaise with the governing body to appoint an appropriately experienced teacher to that role
- Liaise with the governing body to ensure that the designated teacher has the opportunity to acquire, and keep up to date with necessary skills, knowledge and training
- Ensure that all staff are aware who the designated teacher is and what their responsibilities are
- Ensure that the school has clear and effective protocols for gathering and sharing confidential information with the local authority and other agencies.

5.3. Designated Teacher (DT) for LAC & PLAC

The designated teacher takes lead responsibility for promoting the educational achievement of Looked After and Previously Looked After Children at our school. They are the initial point of contact for any of the matters involving Looked After Children/Previously Looked After Children from both internal and external stakeholders. They will:

- Promote a whole school culture where the needs of these pupils matter and are prioritised
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding Looked After Children and Previously Looked After Children are responded to quickly and effectively
- Keep a confidential and up to date record of all look Looked After Children and Previously Looked After Children and previously looked after children in the school regardless of which local authority has parental responsibility
- Work directly with Looked After Children and Previously Looked After Children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations



- Ensure that the teaching and learning needs of looked after children and previously looked after children in the school are assessed
- Promote a culture in which Looked After Children and Previously Looked After Children are encouraged and supported to engage with their education and other school activities
- Ensure all looked after children and previously looked after children feel welcome and valued and their achievements are recognised in an appropriate way (respecting the need for confidentiality about their care status)
- Ensure that all school staff are made aware of difficulties and disadvantages generally faced by looked after children
- Ensure that school staff who need to know, are aware of any specific issues faced by individual looked after children, so as their needs can be met
- Be responsible for the prompt transfer of information including the PEP when a child changes school
- Liaise with other agencies as required, especially with regard to achievement, attendance and exclusions
- Being a contact for parents, guardians or carers who want advice or have concerns about their pupil's progress at school
- Being vigilant for any signs of bullying towards LAC and PLAC
- Promoting the self-esteem of LAC and PLAC
- 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
- Liaising with the SENDCO to ensure all pupil needs are met
- Ensure that information is kept confidential and shared on a strictly need to know basis and that the views of looked after children are taken into account in the sharing of information about them and their care status
- Ensure social workers and carers are aware of who the designated teacher is and what his or her role involves
- Report to the governing body on a regular basis regarding the number of looked after children in school, how they have achieved, their attendance and details of any exclusions that may have occurred
- Help raise the awareness of parents and carers of Previously Looked After Children about Pupil Premium Funding and other support for these children and play a key part in decisions on how this funding is utilised to support them
- Discuss, with social workers, how the school should engage with birth parents and ensure the school is clear about who has parental responsibility and what information can be shared with whom.

5.4. Designated Safeguarding Lead

- Support the review of the LAC and PLAC policy and advise on safeguarding requirements arising from statutory guidance.
- work with the Designated Teacher for LAC and PLAC to ensure safeguarding concerns, attendance issues, children missing education and contextual safeguarding risks are identified and responded to promptly
- Participate in strategy discussions and any safeguarding decisions related to LAC/PLAC children



5.5. All Staff

- Have high expectations in regard to the achievement of Looked After Children and Previously Looked After Children
- Being aware of LAC and PLAC and providing them with support and encouragement
- Ensure that the individual needs of the Looked After Children and Previously Looked After Children are met through quality-first teaching
- 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
- Are aware that Looked After Children and Previously Looked After Children have high rates of SEND and flag concerns regarding learning with the SENDCo and DT
- Are aware of the specific needs of Looked After Children and Previously Looked After Children and make appropriate adjustments to teaching and classroom management to meet these needs.
- Work proactively with the DT to ensure that Looked After Children and Previously Looked After Children meet their targets and achieve. Ensuring that any barriers to learning, and inclusion are highlighted at the earliest opportunity.
- Work to ensure the inclusion of Looked After Children and Previously Looked After Children within the school community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationship with peers in line with the Anti Bullying policy.

5.6. Virtual School Head

- Ensuring that arrangements are in place to improve the educational experiences and outcomes of LAC and PLAC placed within and outside the authority
- Monitoring and evaluating the educational attainment and progress of LAC as if those children attended a single school
- Ensuring that there are effective systems in place to:
 1. Maintain an up-to-date roll of the LAC and PLAC who are attending the school.
 2. Gather information about the education placement, attendance and educational progress of LAC and PLAC
 3. Ensure social workers, the DT, the school, carers and Independent Reviewing Officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating the pupil's PEP and how they help meet the needs identified in that PEP
 4. Ensure all LAC and PLAC at the school have up-to-date, effective and high-quality PEPs that focus on educational outcomes.
 5. Avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation.
 6. Ensure the educational achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
 7. Report regularly on the attainment, progress and school attendance of LAC through the LA's corporate parenting structures.



- In respect of PLAC's the VSH will:
 - respond to parental requests for advice and information
 - respond to requests for advice and information from the DT, and build a good working relationship with the DT
 - make general advice and information available to the school to improve awareness of the vulnerability and needs of PLAC, including promoting good practice on identifying and meeting their needs, and guidance on effective use of the PP+

6. Personal Education Plans (PEP) for all Looked After Children

The Designated Teacher is responsible for working with teachers, social workers and other professionals to ensure that Personal Education Plans:

- Are in place within 20 days of joining the school, or going into care
- Are reviewed at least once per term
- Are made available for statutory care plan reviews
- Identify strengths as well as needs
- Include a review of previous educational targets and the setting of clear, measurable new ones
- Record the child's interests and talents both in and out of school
- Reflect and are informed by other educational plans, such as Individual Education Plans (IEPs), and Education Health Care Plans (EHCPs)
- Record and reflect the child's views
- Work with Virtual School to agree how Pupil Premium Funding for Looked After Children/Previously Looked After Children can most effectively be used to improve their attainment
- Ensure the PEP monitors and tracks how Looked After Children/Previously Looked After Children's attainment progresses in relation to a PEP

The Designated Teacher should also:

- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- With the help of teachers and the Virtual School, identify signs of potential SEN or mental health issues in Looked After Children/Previously Looked After Children, and know how to access further assessment and support where necessary.

7. Working with agencies and the Virtual School Head (VSH)

The school will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers or residential social workers. The school will coordinate their review meetings; for example, hold their annual review of LAC with their statutory care review.

The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard LAC and PLAC. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The designated teacher for LAC and PLAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are



implemented without delay. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.

PP+ for PLAC will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or PLAC, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

The school will share their expertise on what works in supporting the education of LAC and PLAC.

8. Safeguarding

The school recognises that many LAC and 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.

The school recognises that children who have a social worker may be vulnerable and that this fact should inform safeguarding, attendance and welfare decisions. Where a LAC or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community.

The headteacher will implement appropriate pastoral support services in place throughout the 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 Child Protection and Safeguarding Policy.

The school recognises that some LAC and PLAC may be at increased risk of contextual safeguarding concerns including exploitation, serious violence, online abuse and child-on-child abuse.

Staff are required to report to the DSL any concerns they have over LAC or PLAC in line with the processes outlined in the Child Protection and Safeguarding Policy.

The school will work with safeguarding partners to identify emerging needs at the earliest opportunity and contribute to Early Help assessments and plans where appropriate.

When there is reasonable cause to suspect that a LAC or PLAC is suffering or is likely to suffer significant harm, the school will collaborate in the multi-agency strategy discussion where appropriate to determine the pupil's welfare and plan rapid further action as necessary. The school's representative at any strategy discussion meetings will be sufficiently senior, skilled and experienced, and authorised to make decisions on the school's behalf. Information and analysis about the pupil and their family will be provided as required.



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.

9. Admissions

Looked After Children are a priority for admission and the school's published admission criteria reflects this. As part of a student's induction, they will meet the Designated Teacher to introduce them to key staff and discuss a support plan.

10. Training

Staff and governors will attend local authority and other training regarding the roles and responsibilities involved in the education of Looked After Children/Previously Looked After Children. The Executive Headteacher/Headteacher and Designated Teacher will be responsible for ensuring all staff are briefed on the practice detailed in this policy.

11. Attendance

School attendance procedures reflect the specific needs of Looked After Children/Previously Looked After Children to ensure good school attendance. Where there is a concern about attendance or punctuality the school contacts the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in the attendance policy.

12. Exclusions

The school will make every effort to avoid excluding a Looked After Child/Previously Looked After Child, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Where a Looked After Child/Previously Looked After Child, is at risk of exclusion the school will contact the child's parents or guardians and the Virtual School to consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour. If there is no option other than exclusion, we will liaise with the assigned Education Adviser from the Virtual School and the Local Authority to provide education at an alternative site from the first day of exclusion.

13. Information Sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs.

Staff will be made aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes, as data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.



If staff members are in doubt about sharing information and data protection legislation, they will be encouraged to speak to the DSL.

School staff will be proactive in sharing information in accordance with data protection principles as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

The school will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

The school will ensure that copies of all relevant reports are forwarded to the social workers of LAC and PLAC, in addition to carers or residential social workers.

The DT will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

The school will share their expertise on what works in supporting the education of LAC and PLAC.

14. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

15. Appendix 1 – Key Members of Staff Referenced

Named Governor	
Designated Teacher for Looked After Children	David Ash-Uwadiae
Designated Safeguarding Lead	David Ash-Uwadiae
Deputy Designated Safeguarding Lead	David Hodges
Executive Headteacher	Siobhan Fehim
Head of School	David Hodges
Chair of Governors	Ross Tranter
Safeguarding Governor	Lorraine Flanagan

16. Appendix 2 – Links to Legislation & Guidance Documents



- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf Teachers Standards 2021
- [Working Together to Safeguard Children 2026](#)
- [Keeping Children Safe in Education 2026](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#)
- [What to do if you're worried a child is being abused 2015](#)
- [The Prevent Duty](#)
- [Promoting Fundamental British Values](#)
- [FGM procedural information](#)
- [Promoting the Education of Looked After Children](#)
- [Children Missing Education: Statutory Guidance for Local Authorities.](#)
- [Preventing Youth Violence and Gang Involvement.](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Use of reasonable force: Advice for headteachers, staff and governing bodies.](#)
- [Working Together to Safeguard Children 2022](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Non-Maintained Special Schools \(England\) Regulations 2015](#)
- [The Children Act 1989 \(and 2004 amendment\)](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#)
- [What to do if you're worried a child is being abused 2015](#)
- [Serious Crime Act 2015](#)
- [The Rehabilitation of Offenders Act 1974](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Statutory Guidance on the Prevent Duty](#)
- [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)
- [the Statutory Framework for the Early Years Foundation Stage 2021](#)

Additional Guidance Sources

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Beat Bullying: <http://www.beatbullying.org/>
- Childnet International - making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>
- Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>
- Safer Internet Centre <http://www.saferinternet.org.uk/>
- Transgender <http://www.mermaidsuk.org.uk/>