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## RPT Looked after Children Policy

June 2026

Approved	June 2026
Review date	June 2027

With reference to Keeping Children Safe in Education 2026  
Children and Families Act 2014  
Working together to safeguard children 2026

# Looked After Children (LAC) Policy

## 1. Aims

RPT schools are committed to ensuring that all Looked After Children (LAC) and Previously Looked After Children (PLAC) achieve the highest possible educational outcomes and receive the support they need to thrive academically, socially, and emotionally.

We aim to:

- Close attainment gaps between LAC/PLAC and their peers
- Provide a stable, inclusive, and nurturing environment
- Promote safeguarding, wellbeing, and resilience
- Ensure effective multi-agency collaboration in line with statutory guidance
- Recognise and respond to the impact of trauma, attachment disruption, and early adversity

## 2. Statutory Framework and Guidance

This policy is underpinned by:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Children Act 1989
- Children and Social Work Act 2017
- Promoting the Education of Looked-After Children

Where there is any conflict between guidance documents, safeguarding considerations in KCSIE take precedence.

## 3. Definitions

- **Looked After Child (LAC):** A child who is in the care of a local authority under statutory arrangements.
- **Previously Looked After Child (PLAC):** A child who has left local authority care through adoption, special guardianship, or a child arrangements order.
- **Virtual School Head (VSH):** The local authority officer responsible for promoting the educational achievement of LAC.

## 4. Principles

RPT schools will ensure that:

- LAC are prioritised as a vulnerable group in all safeguarding and educational planning
- Education, care, and safeguarding systems are fully integrated

- All practice is trauma-informed and attachment-aware
- High expectations are maintained for all LAC
- Barriers to learning are identified and reduced promptly
- Pupil Premium funding is used effectively and transparently

## **5. Roles and Responsibilities**

### **5.1 Designated Teacher for Looked After Children**

The Governing Body will appoint a Designated Teacher (DT) who will:

- Act as the key advocate for LAC within the school
- Lead on Personal Education Plans (PEPs)
- Liaise with carers, social workers, and the Virtual School Head
- Monitor academic progress, attendance, and wellbeing
- Ensure staff understand the impact of trauma and attachment
- Ensure Pupil Premium is targeted effectively
- Contribute to safeguarding discussions where appropriate

### **5.2 Designated Safeguarding Lead (DSL)**

The DSL will:

- Ensure safeguarding procedures comply with KCSIE
- Coordinate responses to safeguarding concerns involving LAC
- Ensure timely information sharing with relevant agencies
- Work closely with the DT (if this post is held by another member of staff) to support holistic safeguarding responses
- Oversee multi-agency safeguarding arrangements in line with Working Together

### **5.3 Governing Body**

The Governing Body will:

- Ensure a trained Designated Teacher is appointed
- Monitor outcomes for LAC and PLAC
- Ensure compliance with statutory safeguarding duties
- Review the effectiveness of Pupil Premium spending
- Hold leaders to account for LAC progress and wellbeing

### **5.4 All Staff**

All staff will:

- Understand that LAC are a high-priority safeguarding group

- Maintain professional curiosity and high safeguarding vigilance
- Follow safeguarding procedures without delay
- Promote stability, consistency, and emotional security in daily practice

## **6. Admissions and Transition**

The school will:

- Give highest priority admissions status to LAC
- Plan transitions collaboratively with carers and social workers
- Share relevant information securely and promptly
- Provide additional transition support where needed

## **7. Personal Education Plans (PEPs)**

Each LAC will have a current PEP which will:

- Be reviewed termly (or more frequently if needed)
- Include academic targets, pastoral support, and interventions
- Be co-produced with carers, social workers, and the school
- Clearly identify use and impact of Pupil Premium funding

The DT will ensure:

- Actions are implemented and reviewed
- Barriers to progress are escalated appropriately
- PEP quality meets local authority expectations

## **8. Safeguarding (Enhanced Expectations)**

In line with KCSIE and Working Together 2026, RPT schools recognise that LAC are at increased risk of:

- Abuse and neglect
- Exploitation (including child criminal and sexual exploitation)
- Peer-on-peer abuse
- Online harm
- Mental health difficulties and self-harm

RPT schools will:

- Ensure all concerns are recorded and acted upon promptly
- Maintain strong DSL–DT communication
- Share information in a timely and lawful manner with safeguarding partners
- Apply trauma-informed responses to behaviour and wellbeing concerns

## **9. Attendance, Behaviour and Exclusions**

The school will:

- Monitor LAC attendance rigorously and intervene early
- Avoid exclusion wherever possible
- Use restorative, relational, and trauma-informed approaches
- Seek multi-agency support before any significant sanctions
- Consider the impact of care experiences when responding to behaviour

## **10. Emotional Wellbeing and Support**

RPT schools will:

- Provide consistent, predictable routines and relationships
- Offer access to pastoral and emotional support systems
- Promote attachment-aware practice across all staff
- Support identity, self-esteem, and resilience
- Signpost external mental health and wellbeing services where appropriate

## **11. Multi-Agency Working (Working Together 2026 Compliance)**

In line with Working Together to Safeguard Children, the school will:

- Work collaboratively with social care, health, and education partners
- Attend and contribute to statutory meetings (e.g. LAC reviews, PEP meetings, child protection conferences where appropriate)
- Share information promptly and securely
- Support coordinated planning for each child's welfare and education

## **12. Information Sharing and Confidentiality**

The school will:

- Share information on a strict need-to-know basis
- Follow statutory safeguarding information-sharing principles
- Ensure data protection compliance while prioritising child welfare

## **13. Training and Professional Development**

The school will ensure:

- The Designated Teacher receives specific LAC training
- Staff understand trauma, attachment, and adversity-informed practice

- Regular updates are provided on national and local safeguarding changes

## **14. Monitoring, Evaluation and Review**

The Rise Partnership Trust will:

- Review this policy annually
- Monitor outcomes for LAC and PLAC
- Evaluate effectiveness of Pupil Premium Plus
- Use data to inform school improvement planning
- Ensure compliance with statutory guidance remains current

## **15. Equality and Inclusion**

The school is committed to ensuring LAC and PLAC:

- Are not disadvantaged by their care status
- Have equitable access to all opportunities
- Are fully included in school life and decision-making where appropriate

## **16. Safeguarding Statement**

This policy must be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, and SEND Policy.

Safeguarding remains the highest priority of the school and overrides all other considerations where there is concern for a child's welfare.