



PYRAMID
SCHOOLS TRUST

Working in partnership, so future generations achieve, belong and contribute

Looked after Children Policy

Edition 5: 18/03/2026

Document Control		
Edition	Issued	Changes from previous
1	28/03/2022	New Policy. Approved by the Board of Trustees.
2	14/03/2023	None – renewal. Approved by the Board of Trustees
3	13/03/2024	Removal of the term LAC. Addition of: A named Designated Teacher for Looked After Children in each academy who has protected time to support the looked after children and undertake additional training Approved by the Board of Trustees
4	20/03/2025	Amendment of wording on page 2 Students who have been identified as having Looked After Child status but have since left the care system and been adopted also attract the highest level of Pupil Premium funding and are categorised as Adopted from Care (AfC). These students are still very vulnerable and the change in status doesn't diminish the likelihood that they will suffer from some or all of the issues identified above. There are different circumstances that will see a student identified as being AfC.
5	12/3/26	None Renewal Approved by Board of Trustees

Review Cycle: Annually

Review Date: March 2027

Introduction

The Pyramid Schools Trust and academy governors are committed to providing quality education for all students, based on equality of opportunity, access and outcomes. This policy sets out the role of the Pyramid Schools Trust in supporting and enhancing the educational experiences of Looked After Children on its roll. The Trust recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers and is committed to implementing the principles and practice, as outlined in 'Promoting The Education Of Looked After and Previously Looked After Children' (February 2018) and Section 52 of the Children Act 2004.

A 'looked after child' is any child or young person taken into care by the local authority ('in public care'), being accommodated by the local authority under Section 20, having an interim care order, a full care order or being remanded/detained by the court. The child's placement may include living with a relative, emergency care and short or long term formal foster placement. This does not apply to those children under a private fostering agreement.

Accommodated (Section 20): a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care: if a court has granted a Care Order which it will issue if it believes a child is suffering or is likely to suffer significant harm. A Care Order normally gives parental responsibility to the local authority who shares this with the parents.

Remanded/detained: an emergency protection order; removed by police using their powers of protection; remanded by a court following criminal charges; a court directing social services to accommodate a child for up to six months.

The local authority and the school are the 'corporate parent' and will work together to ensure that the child/young person is fully supported during their period of compulsory education. Looked After Children are recognised to be a very vulnerable group in terms of education and future life chances.

Students who have been identified as having Looked After Child status but have since left the care system and been adopted also attract the highest level of Pupil Premium funding and are categorised as Adopted from Care (AfC). These students are still very vulnerable and the change in status doesn't diminish the likelihood that they will suffer from some or all of the issues identified above. There are different circumstances that will see a student identified as being AfC.

From April 2014, maintained schools, non-maintained special schools and general hospital schools will attract the Pupil Premium for children:

- that left care under a Residential Order on or after 14 October 1991 (under the Children Act 1989);
- that left care under a Special Guardianship Order on or after 30 December 2005 (under the Children Act 1989);
- that were adopted from care on or after 30 December 2005 (under the Adoption and Children Act 2002);
- are in Reception to Year 11;
- where the parent self-declares their child's status to the school, providing supporting evidence (e.g. an adoption order); and
- where the school records on the January School Census that it has a child on roll who meets the above criteria.

The Pyramid Schools Trust trustees are committed to ensuring that these children are supported as fully as possible and, as part of its Corporate Parent role, will ensure that the following are in place and working effectively:

- A named Designated Teacher for Looked After Children in each academy who has protected time to support the looked after children and undertake additional training
- A named Designated Governor in each Academy (see Academy websites)
- Personal Education Plans (PEP) for all Looked After Children up to the end of Year 11 and beyond this if the young person continues in education and chooses to continue the PEP.
- All staff have a clear understanding of confidentiality and the issues that affect Looked After Children.
- Effective strategies that support the education of this vulnerable group.
- Close working links with local authorities and the Head of Virtual School.

Role and Responsibility of the Designated Teacher:

The Designated Teacher(s) will:

- Be an advocate for Looked After Children and Previously Looked After Children in the school.
- Ensure a smooth and welcoming induction for any new looked after child and carer.
- Ensure that a PEP is completed as soon as possible, working jointly with the child and carer, in liaison with the social worker and other relevant support workers/agencies.
- Keep PEPs and other records up to date, particularly in time to inform review meetings.
- Ensure that each child in public care has an identified member of staff who they can talk to

- Co-ordinate support for the child in school and liaise with other professionals and carers as necessary.
 - Ensure staff receive relevant information and training in relation to the teaching and learning of Looked After Children and provide feedback for review meetings.
 - Ensure confidentiality for individual children and only share personal information on a need to know basis.
 - Provide written information to assist planning/review meetings and ensure attendance as far as possible.
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- Ensure the child and carer receive early notification of meetings, parents evenings and other events.
 - Encourage Looked After Children to participate in extra-curricular activities and out of hours learning where feasible, applying for additional funding where appropriate (e.g. for music lessons, or sports coaching).
 - Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if the child transfers.
 - Seek urgent meetings with relevant parties where the child is experiencing difficulties or is in danger of exclusion.
 - Ensure that returns on Looked After Children are completed as requested by local authorities.
 - Work with the school's senior leadership team to make sure that Looked After Children are represented fairly in all school policies and feature as a recognised group of vulnerable children.
 - Attend appropriate training as provided by the local authority.
 - Seek to support behaviour in a pro-active manner so as to avoid exclusion of Looked After Children whenever possible.
 - Identify Looked After Children students as a priority group for any relevant intervention programmes.
 - Ensure that school policies do not unintentionally discriminate against Looked After Children students.
 - Provide an annual report on Looked After Children to the Governing/Trust Body

Role and Responsibility of all staff

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- Be familiar with and respond to requests for information to support the completion of PEPs and other review meetings.
- Contribute to the Designated Teacher's request for information on educational attainment and needs as appropriate.
- As with all children, ensure that no Looked After Children is stigmatised in any way.
- Provide a supportive climate to ensure that a Looked After Children can achieve stability within the school setting.
- Set high aspirations for the education and progress of all Looked After Children.
- Positively promote the self-esteem of Looked After Children.

Role and Responsibility of the Governing Body and Trustees:

- Ensure all governors and trustees are fully aware of the legal requirements and guidance for Looked After Children and Previously Looked After Children.

- Be aware of whether the Pyramid Schools Trust Academy has any Looked After Children on roll and how many in each school and year group.
- Ensure there is a named Designated Teacher for Looked After Children in each Academy.
- Liaise with the Headteachers to ensure the Designated Teacher is able to carry out his/her responsibilities in relation to Looked After Children.
- Support the Headteachers, Designated Teachers and other staff in ensuring the needs of Looked After Children are met.
- Nominate a Governor in each Academy who links with the Designated Teacher, receives regular progress reports and provides feedback to the local governing body (any reports must not include the names of Looked After Children).
- Review the effectiveness of this policy annually.

Confidentiality:

Information on Looked After Children and Previously Looked After Children will be shared with school staff on a 'need to know basis'. The Designated Teacher will discuss what information is shared with which staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person and other parties, complete confidentiality is to be maintained. Any reports to the Governing Body in relation to Looked After Children will not include names of children.

Training:

The Designated Teacher for Looked After Children will undertake regular training as provided by the local authority and provide training/support to all staff of the school.