St Anthony's Catholic Primary School, Shipley.



'Every Child. Every Chance. Every Day. Together with Christ.'

Designated teacher for Looked-After and previously Looked- After Children Policy

Designated Teacher for Looked-After and previously Looked-After Children

Date	Review Date	Designated Teacher	Nominated Governor
October 2026	October 2027	Mrs S Clementis	Mrs K Spillane

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name	Mobile No.	Home Tel. No.
Designated Safeguarding Lead	Mrs S Clementis		
Deputy Designated Safeguarding Lead	Mrs E Bainborough		
Second Deputy Designated Safeguarding Lead	Mr A Wilkinson		
Nominated Governor for Safeguarding	Mrs K Spillane		
Local Authority Designated Officer (LADO)	Dawn Holt		
Social Services Referrals	01274435600		
Out of Hours Social Services	01274431010		
Police	999 (if immediate risk) 01274 376061- Poice Child and Public Protection Number		
Chair of Governors: Person to contact regarding concerns about the Headteacher	Mrs K Spillane		
NSPCC Whistle-blowing Helpline	0800 028 0285		

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children and Young Persons Act 2008
- Children and Social Work Act 2017
- Academies Act 2010
- Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009

The following documentation is also related to this policy:

- Designated teacher for looked - after and previously looked-after children: Statutory guidance on their roles and responsibilities (DfE)

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2026)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Improving the attainment of Looked After Children in primary schools (DCSF))
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe this policy should be viewed in **conjunction** with the following policies:

- Safeguarding Policy
- Antibullying policy

We are aware that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2026))

We have the duty to ensure that an 'appropriately qualified and experienced member of staff undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll.'

We understand that the designated teacher role is statutory and that we must ensure that the designated teacher undertakes training that is appropriate to carrying out this duty.

We are aware that many looked-after and previously looked-after children may have:

- suffered disrupted learning;
- missed extended periods of school; and
- special educational needs

We understand that attainment data for looked-after and previously looked-after children clearly shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-looked-after children. We believe that gaps in their learning and the emotional impact of their experiences are likely to have become significant barriers to their progress.

We are aware that the role of the designated teacher need not necessarily be carried out by a single individual or by a qualified teacher and that the role varies from school to school. The main role is raising the attainment of looked-after and previously looked-after children on roll but at times it may include pastoral and administrative tasks depending on the circumstances.

We ensure the designated teacher provides a termly report on how looked-after and previously looked-after children (including how the PP+ is used) are supported and their level of progress.

We are aware that the needs of looked-after and previously looked-after children may have implications for all school policies and therefore we ensure that policies are effective in reflecting their needs.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.
We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that an 'appropriately qualified and experienced member of staff undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll.'
- To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to promote the educational achievement of looked-after and previously looked-after children on the school's roll;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:

- ☐ full compliance with all statutory responsibilities;
- ☐ the school complies with all equalities legislation;
- ☐ funding is in place to support this policy;
- ☐ this policy and all policies are maintained and updated regularly;
- ☐ all policies are made available to parents/carers;
- ☐ the nomination of a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ☐ all pupils make progress in achieving the expected educational outcomes;
- ☐ the subjects are well led, effectively managed and well planned;
- ☐ the quality of provision is subject to regular and effective self-evaluation;
- ☐ the teaching is delivered in ways accessible to all pupils with SEND;
- ☐ clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn;
- ☐ the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
- ☐ the involvement of the School Council in:

    - ➢ determining this policy with the Governing Body;
    - ➢ discussing improvements to this policy during the school year;
    - ➢ organising surveys to gauge the thoughts of all pupils;
    - ➢ reviewing the effectiveness of this policy with the Governing Body

- ☐ the nomination of a link governor to:

    - ➢ visit the school regularly;
    - ➢ work closely with the Headteacher and the Designated teacher for looked-after and previously looked-after children;
    - ➢ ensure this policy and other linked policies are up to date;
    - ➢ ensure that everyone connected with the school is aware of this policy;
    - ➢ attend training related to this policy;
    - ➢ report to the Governing Body every term;
    - ➢ annually report to the Governing Body on the success and development of this policy

- ☐ the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work in conjunction with the governing body and the school leadership team and will appoint a member of the school personnel to undertake the role of designated teacher who is able to:

- ☐ provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children;
- ☐ have the appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them;
- ☐ use training opportunities and time away from timetable commitments to acquire and keep up-to-date with the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children;
- ☐ have a good knowledge of SEN;
- ☐ contribute to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve;
- ☐ highlight and request the necessary resources to undertake the role;
- ☐ work with the SENCO, health and mental health support;
- ☐ have in place the appropriate monitoring arrangements

- monitor how school policies reflect the needs of looked-after and previously looked-after children by ensuring:

  - ☐ there are no unintended barriers to the admission of looked-after and previously looked-after children either at normal transition or any other point of the school year;
  - ☐ whether there are any issues arising as a result of the number of looked-after and previously looked-after children on roll at the school and the number of local authorities which are involved;
  - ☐ whether looked-after and previously looked-after children have made the expected or better levels of progress over the past twelve months in line with their peers (i.e. educational, social and emotional progress);
  - ☐ whether the pattern of attendance and exclusions for looked-after and previously looked-after children is different to that of other children at the school;
  - ☐ for looked-after children, whether the school's policies are sensitive to their needs, e.g. in accessing out of school hours learning, respecting the children's wishes and feelings about their care status or generally meeting their needs as identified in their personal education plans (PEPs);
  - ☐ whether any looked-after and previously looked-after children are identified as gifted and talented and how those needs are being met;
  - ☐ whether any looked-after or previously looked-after children face additional safeguarding challenges of which the school's designated safeguarding lead should be aware;
  - ☐ whether any looked-after and previously looked-after children have special educational needs (SEN) and whether those needs are being identified and met at the appropriate level;
  - ☐ whether any looked-after and previously looked-after children have mental health needs and whether those needs are being identified and met;

- ☐ whether the school's behaviour management policy is sufficiently flexible to respond to looked-after and previously looked-after children's challenging behaviour in the most effective way for those children;
- ☐ how the teaching and learning needs of looked-after and previously looked-after children are reflected in school policies, in particular in relation to interventions and resources;
- ☐ what the impact is of any of the school's policies, e.g. on charging for educational visits and extended school activities, on looked-after children; and
- ☐ what impact Pupil Premium Plus (PP+) has in supporting the educational achievement of looked-after and previously looked-after children

(Designated teacher for looked - after and previously looked-after children: Statutory guidance on their roles and responsibilities (DfE))

- ensure risk assessments are:

  - ☐ in place and cover all aspects of this policy;
  - ☐ accurate and suitable;
  - ☐ reviewed annually;
  - ☐ easily available for all school personnel

- ensure good practice is shared throughout the school;
- work closely with the link governor and designated teacher;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors

- annually report to the Governing Body on the success and development of this policy

Role of the Designated Teacher

The coordinator will:

- be a central point of initial contact within the school;
- promote the educational achievement of every looked-after and previously looked-after child on the school's roll;
- promote a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised;
- promote inclusive schooling;
- take lead responsibility for ensuring school personnel understand the things which can affect how looked-after and previously looked-after children learn and achieve and how the whole school supports the educational achievement of these pupils;
- ensure all school personnel:

- ☐ have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress;
- ☐ are aware of the emotional, psychological and social effects of loss and separation from birth families;
- ☐ are aware that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- ☐ understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- ☐ appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- ☐ have the level of understanding they need of the role of social workers, Virtual School Head's (VSH) and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child; and

- ☐ for previously looked-after children, understand the importance of involving the child's parents/guardians in decisions affecting their child's education, and be a contact for parents/guardians who want advice or have concerns about their child's progress at school

- have a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation;
- contribute to the development and review of whole school policies and procedures;
- be a source of advice for teachers about differentiated teaching strategies appropriate for individual pupils who are looked-after or previously looked-after children;
- be a source of advice for teachers about Assessment for Learning approaches to improve the short and medium term progress of looked-after and previously looked-after children;
- work directly with looked-after and previously looked-after children and their carers, parents or guardians in order to promote good home-school links;
- have lead responsibility for the development and implementation of looked-after children's PEP within school in partnership with others as necessary;
- monitor and review the PEP;
- work closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to;
- ensure the VSH must provide information and advice to parents such as:

  - ☐ general information;
  - ☐ training opportunities;
  - ☐ information and advice on individual children at the request of their parents or designated teacher

- fully involve parents/guardians in decisions affecting their child's education;
- listen to the voice of looked-after and previously looked-after children in order to understand and meet their needs;
- ensure that teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children with regards to:

  - ☐ special educational needs (including speech, language and communication needs)
  - ☐ mental health
  - ☐ attendance and exclusions
  - ☐ homework
  - ☐ choosing GCSE options
  - ☐ understanding and managing any challenging behaviour
  - ☐ promoting positive educational and recreational activities, and supporting looked-after and previously looked-after children to be aspirational for their future education
  - ☐ understanding the link between emotional wellbeing and being able to make educational progress
  - ☐ training and employment and career planning

- ensure pastoral support is in place;
- ensure an effective and up to date record keeping system is in place;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will

- comply with all aspects of this policy;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
  - ☐ Facebook
  - ☐ Twitter
  - ☐ Virtual pin boards
  - ☐ School blog

Training

We ensure:

- all school personnel:
  - ☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
  - ☐ are familiar with the following documentation:
    - ➢ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
    - ➢ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
  - ☐ are aware of the following linked policies:
    - ➢ All aspects of this policy
    - ➢ Special Educational Needs
    - ➢ Inclusion
    - ➢ All linked policies
    - ➢ Equal opportunities

- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- that we have in place evidence for all staff that:

  ☐ highlights the knowledge gaps in the training;
  ☐ shows how those knowledge gaps were corrected

- all school personnel understand and undertake their role in safeguarding and child protection effectively

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.
We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Advocates and Independent Visitors
- Assessment
- Attendance
- Curriculum
- Differentiation
- Mental Health and Wellbeing of Children
- Exclusions
- Homework
- Special Educational Needs and Inclusion
- Realtionships and Behaviour
- Safeguarding and Child Protection
- Teaching and Learning

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library