



Cared for Children Policy

Combe Pafford School

Date: November 2025



1 Introduction

This policy is informed by the Department for Education (DfE) statutory guidance:

The Designated Teacher for Cared for and Previously Cared for Children
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Combe Pafford School is committed to providing high-quality education for all pupils, ensuring equality of opportunity, access, and outcomes. Our approach is underpinned by a holistic 'Three-Circle Curriculum' which encompasses:

- **Academic Development**
- **Personal and Social Development**
- **Work-Related Learning**

This policy reflects the statutory requirements under Section 52 of the *Children Act 2004* and associated guidance relating to the educational achievement of **Cared for Children (CFC)**, **Previously Cared for Children (PCFC)**, and **Care Experienced Children (CEC)**.

The Governing Body recognises its responsibility to champion the educational progress and well-being of these pupils and is committed to improving outcomes for them. To this end, the school will ensure the following are established and effectively implemented:

- Appointment of a **Designated Governor** and a **Designated Teacher** for CFC, PCFC, and CEC.
- Maintenance of up-to-date **Personal Education Plans (PEPs)** for all CFC.
- Provision of a minimum of **two days' annual training** for the Designated Teacher, focused on factors influencing the attainment and well-being of CFC and PCFC.
- Whole-school awareness and understanding of the specific needs, challenges, and confidentiality requirements of CFC, PCFC, and CEC.
- Implementation of policies, procedures, and strategies to promote academic achievement, emotional well-being, and social inclusion.

2 Role of the Designated Teacher

The **Designated Teacher (DT)** serves as the central point of contact within the school for all matters concerning CFC, PCFC, and CEC. The DT ensures that school arrangements are cohesive and minimise disruption to learning, while promoting a school culture that prioritises both academic and emotional development.

Working in partnership with the **Virtual School Head (VSH)**, the Designated Teacher will:

- Lead and coordinate provision for CFC and PCFC across the school.

- Ensure staff understand the impact of care experiences, attachment, and trauma on learning and behaviour.
- Advise and support teachers in developing effective, trauma-informed strategies to enable progress.
- Lead the development, implementation, and review of **Personal Education Plans (PEPs)**, ensuring they are completed within statutory timeframes and shared appropriately with the VSH.
- Collaborate with carers, parents, and guardians to promote effective home–school partnerships and encourage engagement with learning.
- Support pupils in setting personal and academic targets, encouraging high aspirations and ambition for further education and employment.
- Work closely with the **Designated Safeguarding Lead (DSL)** to ensure any safeguarding concerns are identified and addressed promptly.
- Liaise with parents and carers of PCFC and, where appropriate, seek advice and guidance from the Virtual School Head.

3 Responsibilities of Staff

All members of staff have a collective responsibility to support the progress and well-being of CFC, PCFC, and CEC. Staff will:

- Maintain **high expectations** of achievement and behaviour for all pupils.
- Recognise the potential impact of **attachment difficulties, loss, and trauma**, and respond sensitively to the emotional and social needs of pupils.
- Treat all CFC, PCFC, and CEC as individuals, maintaining **confidentiality and discretion** regarding their circumstances.
- Understand the significance of the **Personal Education Plan (PEP)** in promoting progress and consistency between agencies.
- Be aware of the roles of **social workers, carers, and the Virtual School Head**, and how these contribute to the wider care and education planning process.
- Engage parents and guardians of PCFC in decisions affecting their child’s education and progress.

4 Responsibilities of the Governing Body

The **Governing Body** will:

- Ensure all governors are familiar with statutory duties and guidance relating to CFC, PCFC, and CEC.
- Appoint a **Designated Governor** and a **Designated Teacher** for these groups.
- Through the Designated Teacher, hold the school to account for the progress and achievement of CFC and PCFC, including oversight of the **Pupil Premium Plus** funding.

- Ensure the Designated Teacher has access to appropriate training and professional development (minimum of two days annually).
- Support the Headteacher, Designated Teacher, and staff in fulfilling their responsibilities towards these pupils.
- Review the implementation and effectiveness of this policy **annually** (and at least every three years).

5 Review and Monitoring

The Headteacher and Designated Teacher will provide regular reports to the Governing Body on the progress, attainment, attendance, and well-being of CFC, PCFC, and CEC, ensuring that provision remains effective and responsive to individual needs.

This policy will be reviewed **annually**, or sooner if required by legislative or statutory updates.

Signed by the Chair of Governors:
Dated: November 2025
Designated Governor -
Designated Teacher - Ailise Smith
This policy is to be next reviewed on: November 2026