

# *Vulnerable Policy*

---



---

**ADOPTED BY THE GOVERNING BODY**

**AUTUMN 2017**

**Policy Number 14**



# Vulnerable Pupil Policy

(Safeguarding)

## Contents

Procedures to Protect Vulnerable Pupils at Rossmere Primary School

<b>Page Number</b>	<b>Section</b>	<b>Title</b>
4		Induction
4		Identification of our Vulnerable Pupils
4		The Process of Safeguarding Children
5		Procedures to Protect Vulnerable Pupils
5		Responsible Person
5		Common Assessment Framework
5		Review

## Procedures to Protect Vulnerable Pupils at Rossmere Primary School.

### **Introduction**

At Rossmere Primary School we aim to create for everyone a happy, secure and stimulating environment in which our children develop the desire to learn and grow in self discipline. We aim to prepare the way for them to develop into confident and responsible adults who have respect for themselves, others and the environment around them.

### **Identification of our Vulnerable Pupils:**

Vulnerable pupils are those who at some point in their childhood have either additional or more significant or complex needs.

An estimated 20-30% of children have additional needs at some point in their childhood, requiring extra support from education, health, social services or other services. This could be for a limited period or on a long term basis. Support for pupils with additional needs will draw on a range of targeted in-school provision and procedures as well as a multi agency approach where necessary. The range of additional needs may typically include:

- **Disruptive or anti social behaviour**
- **Disengagement from education**
- **Overt parental conflict or lack of parental support/boundaries**
- **Poor nutrition, ill health**
- **Poor attendance or exclusion from school**
- **Anxiety or depression**
- **Experiencing bullying**
- **Special educational needs**
- **Housing issues**
- **Disabilities**
- **Neglect**
- **Poverty**

Children with more significant or complex needs which meet the threshold for statutory involvement include:

- Looked After Children**
- Children subject to a Child Protection plan**
- Children who are carers**
- Children for whom adoption is the plan**
- Children with severe and complex Special Educational Needs**
- Children with complex disabilities or complex health needs**
- Children diagnosed with significant mental health problems**

In addition, the following groups of children may be particularly vulnerable:

- Children who may be vulnerable to racist or homophobic bullying**
- Children living in households where there is domestic violence**
- Children who may be vulnerable to cyber-bullying or to abuse via the internet**

The above lists are not necessarily exhaustive, but provide a starting point for the identification, care and safeguarding of such children.

### **The Process of Safeguarding Children**

The Government has defined the term “safeguarding children” as:

“The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.”

## Procedures to protect vulnerable pupils

The following policies outline many of the established procedures our school has in place for the support and protection of vulnerable children:

- Child Protection Policy
- SEN Policy
- Behaviour Policy
- Race Equalities Policy
- Equal Opportunities Policy
- Acceptable Use Policy ( ICT)
- Attendance Policy
- Safer Recruitment Procedures
- Health and Safety Policy

In addition, the school makes use of and/or provides the following:

- Use of Personal Education Plans (PEPs) for LAC,
- Individual Learning Plans (ILPs)
- Leader for Vulnerable Pupils
- Class teachers
- Parent Support Advisor
- Support Assistants
- Parental Information
- An ethos that values the individual
- Staff sensitivity to individual needs
- Close links with ESW, Educational Psychology, and Children's Services
- Training in Child Protection
- Recording of Incidents of Bullying & Harassment
- Recording of Incidents of Care and Concern using our vulnerable pupil recording sheets.
- Transition procedures, including liaison with pre-schools, previous schools, home visits and visits to Secondary schools
- Designated officers are clearly known in school
- Termly staff meetings to review our vulnerable pupils and half termly vulnerable group meetings.
- Up to date training for all staff in Safeguarding

## Responsible Person

The Headteacher has overall responsibility for safeguarding and both she and the Deputy Head are Designated Teachers for Child Protection. The Deputy Headteacher has overall day to day responsibility for our vulnerable pupils. Our Deputy Headteacher works very closely with our Parent Support Advisor and SENCO.

However, all pupils have access to a range of safe adults, including the class teacher, teaching assistant as well as the other professionals listed above.

For vulnerable pupils, the responsible person who will oversee, monitor and ensure co-ordination of provision to meet their needs is the Deputy Headteacher.

Where the needs of the vulnerable pupil warrant inclusion on the SEN register our SENCO will co-ordinate provision with the child's class teacher.

In all cases, the concern is to:

- Protect children from abuse or neglect
- Prevent impairment of their health and development
- Ensure they are growing up in circumstances consistent with the provision of safe and effective care.

## Common Assessment Framework

The Common Assessment Framework (CAF) ensures sharing of information and a multi agency approach. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services. Our Parent Support Advisor takes the lead role alongside the LA Prevention Team in conducting an assessment of the child's needs.

These procedures will be reviewed in line with the school's Safeguarding Policy and Prevent Statement.

## Review

As part a one year rolling programme this policy will be reviewed in **Autumn 2018**.

Reviewed by Mrs Anderson (Deputy Headteacher).