Holy Trinity CE School
Vulnerable Children Procedure Statement

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in July 2017

It is due for review – *July 2018*

Signature …………………………………….   Date ……………………

Head Teacher

Signature ………………….………………. Date ….…………………

Chair of Governors

<u>Statement of Procedure for Dealing with Vulnerable Children.</u>

<u>Aims:</u>
At Holy Trinity our Mission Statement is:

Alta Pete – Aim High

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

This Mission Statement is underlines our fundamental aim to ensure all our pupils achieve success and reach their potential in all aspects of their development. Through our provision in safeguarding, care, guidance and support we work to ensure that our pupils' individual needs are identified and any barriers to learning (potential and /or real) are removed/reduced to assist them in reaching their potential in a safe environment and thereby increasing their future life chances.

<u>Rationale:</u>
The purpose of this procedure is to highlight specifically the way in which our vulnerable pupils are supported in this, with clear guidelines for how this is managed, supported and monitored within our Church of England school community. It is also intended to highlight and emphasise the needs of those pupils who are most at risk.

<u>Identification:</u>
We consider children are vulnerable using the following criteria although this is not an exhaustive list:
Looked after children
Pupils with medical needs
Travellers/Gypsies
Asylum seekers
Young carers
Children with Child Protection concerns or cases
Pupils with apparent/diagnosed learning difficulties
Pupils who show signs of being upset, distressed, have changes in personality
Pupils with attendance concerns including lateness and absence
Pupils whose parents/carers have raised concerns

Teachers and non teaching staff should always be aware of those children who are showing signs of being upset, withdrawn, frightened or display inappropriate behaviour. Any concerns should be brought immediately to the Headteacher who is the Designated Senior Person (DSP) for Child Protection, or in her absence, the Deputy Headteacher – refer to Child Protection Policy for further guidelines and procedures.

Communication with parents is vital in this process. The Headteacher/Designated Senior Person (DSP) for Child Protection work closely with the Inclusion Co-ordinator (INCO) and are responsible for ensuring that provision for all vulnerable children is appropriate to his/her needs. This will involve working closely with all staff, the parents/families and outside agencies with identification of need, allocation of provision and close monitoring of impact/progress. Records are kept detailing this information including use of the 'Vulnerable Pupil Information Record' (see Appendix 1).

Teaching staff, teaching assistants, midday supervisory assistants and all support/admin staff must always be vigilant and bring any concerns to the Headteacher. The Headteacher/SLT make staff aware of any issues or concerns, this may be on a 'need to know basis' where highly confidential issues are involved. Child concerns are placed on staff meeting agendas, to enable staff to discuss any issues or concerns where deemed appropriate regarding vulnerable children. All discussions of this nature are confidential.

Teachers must ensure the TAs who work within the class and the teacher or HLTA who supervises their class for PPA are aware of any concerns about pupils to ensure their welfare is safeguarded. In the case of teacher absence it is the responsibility of the Headteacher/Deputy to ensure supply cover staff are aware of concerns where appropriate/necessary.

Annual Safeguarding Training takes place for all staff.

Appendix 1-
Vulnerable Pupil Information Record

Pupil Name		Year Group	

Additional Background Information (where necessary)

Progress and targets
Reading

July	Dec	March	June	Target

Writing

July	Dec	March	June	Target

Maths

July	Dec	March	June	Target

Interventions/support

Support in place	Evaluation of impact

Additional Information (where appropriate).

Date	Concern/issue	Outcome