



VULNERABLE CHILDREN POLICY

Dormers Wells High School

**Maths, Computing and Applied
Learning Specialist College
& Leading Edge School**

Ratified by Governors	October 2024
Review Date	October 2025
Staff Responsible	Mrs A Bhagat

Vulnerable Children Policy

Key Points and Summary

This document outlines:

- our definition of a vulnerable child
- identification
- roles and responsibilities
- support and intervention
- linked policies

1. Definition

At Dormers Wells High School we define a child as vulnerable if their health or emotional well-being is being impaired in a way that then has an impact on their ability to learn and engage with the opportunities we provide. Research has shown that the following children may be vulnerable:

- affected by parental substance misuse, domestic violence or parent's mental health needs
- at risk of suspension
- at risk of sexual exploitation
- at risk of being radicalised
- at risk of FGM
- at risk of forced marriage
- asylum seekers
- disabled or have Special Educational Needs
- do not have English as a first language or a new arrival
- involved in Child to Child abuse
- known to the police
- living in temporary accommodation
- looked after
- on a Child Protection Plan
- pupil premium
- subjected to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, sexual orientation or gender identity
- subjected to bullying or engaging in bullying
- young carers

2. Identifying Vulnerable Children and Families

When students are transferring to the school from primary school, there is a thorough induction process. In June, before the students start in Year 7, a member of the Leadership Team, Year 7 Year Leader and/or Deputy Year Leader, will visit each student in their primary school to support the transition. The member of staff will also speak to the primary school staff about any SEN needs or safeguarding needs.

The DSL and SENCO will gather further information to best support the transition.

Students who are vulnerable will be encouraged be part of the Stepping Stones Programme, where each student will have a Year 10 mentor-

On entry to the school the Leadership Team, Year 7 Leader or Deputy Year Leader meet with all families through planned induction. Parents of vulnerable children are encouraged to speak to the pastoral team or Assistant Headteacher for Inclusion to update on any issues/concerns.

As part of the ongoing monitoring process, vulnerable children are identified via inclusion and pastoral meetings. Staff pass concerns regularly to the safeguarding team and log concerns on CPOMS (Child Protection Online Management System).

Children who have not made the expected progress will be discussed and appropriate action taken on a regular basis, usually in line with the school's progress check (once a half term).

The Leadership Team and middle leaders analyse data after each assessment period to identify underachievement of children or groups of children. This information can feed into student progress or highlighted through meetings as appropriate.

3. Formal and Informal Parent Meetings

In addition to induction, formal parent meetings take place during the year. Parents of vulnerable children can meet as often as needed to ensure children's needs are fully met.

Our open-door policy and good relationships with our families mean that many informal discussions take place, and we go out of our way to ensure that parents feel secure sharing information with us.

4. Roles and Responsibilities

All staff must log all safeguarding concerns on CPOMS.

- any information received by the class teachers should be recorded and passed to the Year Leader or their line manager.
- staff working with vulnerable children will be informed in as much detail as is required. Confidentiality is very important, and information is on a need-to-know basis. Staff may be asked to keep an eye on certain children, engage with them, and ensure they are safe.
- any child protection issues must be taken directly to the DSL as stated in the Child Protection and Safeguarding policy.
- all information on children must be stored in a secure place.
- all child protection paperwork is stored in the office next to the DSL's office.

5. Support for Vulnerable Children

This could include:

- in class support
- break and lunchtime support
- targeted support through breakfast and after school clubs
- additional learning programmes to support numeracy and literacy
- referral to external agencies such as Educational Psychologist, Social Services, CAMH's, GP etc.
- targeted group support e.g. social skills group, bereavement group etc.
- engaging parents in support
- allocation of a learning mentor
- peer mentors
- counselling

6. Linked Policies

The Vulnerable Children Policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- SEND Policy
- EAL Policy
- Anti-Bullying Policy
- Self-Harm Policy

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____ Date: _____

Chair of Governors: Tan Afzal

Signed: _____ Date: _____

Headteacher: Róisín Walsh