



VULNERABLE CHILDREN POLICY

Dormers Wells High School

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

Ratified by Governors	October 2019
Review Date	October 2021
Staff Responsible	Mrs A Bhagat

Vulnerable Childrens' 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:

- Looked After Children
- On a Child Protection Plan
- Known to the police
- Disabled or have Special Educational Needs
- Young carers
- At risk of exclusion
- Pupil Premium
- Affected by parental substance misuse, domestic violence or parents mental health needs
- Asylum seekers
- Students subjected to being bullied or engaging in bullying
- Living in temporary accommodation
- Living in chaotic and unsupportive home situations
- Students subjected to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Peer to Peer abuse
- At risk of being radicalised
- Do not have English as a first language
- At risk of FGM or forced marriage

2. Identifying Vulnerable Children and Families

On entry to the school the Leadership Team and Year 7 Leader and Deputy Year Leader meet with all families through planned induction. Parents are encouraged to speak to the Year Leader or Assistant Headteacher for Inclusion.

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 means 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

- 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
- Playground support by staff/Year 10 peer mentors
- CBT/counselling

6. Linked Policies

- 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