

FERNDOWN FIRST SCHOOL

PROCEDURES TO PROTECT VULNERABLE PUPILS

IDENTIFICATION

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 including those at risk of becoming not involved in education, employment or training post 16
- Overt parental conflict or lack of parental support/boundaries
- Involvement in or risk of offending
- Poor nutrition Ill health
- Poor attendance or exclusion from school Substance abuse
- Anxiety or depression
- Experiencing bullying
- Special educational needs
- Housing issues
- Disabilities

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
- Young offenders involved with youth justice services (community and custodial)

IN ADDITION, THE FOLLOWING GROUPS OF CHILDREN MAY BE PARTICULARLY VULNERABLE:

- Children living away from home
- Children in hospital
- 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
- Unaccompanied asylum seeking children
- Children at risk of exploitation
- Children at risk of FGM

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

Safeguarding and promoting the welfare of children is defined in KCSIE 2018 as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

PROCEDURES TO PROTECT VULNERABLE PUPILS

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

- Child Protection and Safeguarding Policies
- Behaviour Policy
- Anti- Bullying Policy
- SEN Policy
- Equalities Policies
- ICT use/E Safety Policy
- 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),
- Personal Support Plans (PSPs)
- Individual Educational Plans (IEPs)
- ELSA - The school has an Emotional Literacy Support Assistant - Mrs Munday
- Parental Information Evenings
- Close links with Attendance Officer, Educational Psychology, Police. Health Visitors, School Nurse, Local Children's Services Office
- Training in Child Protection
- Robust Safer Recruitment Procedures
- Transition procedures, including visits to middle schools

RESPONSIBLE PERSON – DESIGNATED SAFEGUARDING LEAD

The member of staff who has overall responsibility for safeguarding is the Headteacher, Mrs Jo Di-Pede.

Mr Watts is the Deputy DSL. Two further members of staff - Mrs Holly Doswell and Mrs Beth Bramley are also trained as DSL and can take responsibility for any issues in Mrs Di-Pede's or Mr Watt's absence.

All pupils have access to a range of safe adults, including their TAs and Class teachers Where the needs of the vulnerable pupil warrant inclusion on the SEN register, the Inclusion Manager, Mrs Holly Doswell, will co-ordinate provision