

Thurnham C E Infant School



Vulnerable Children Policy

Member of Staff Responsible	Mrs E Pateman
Position	SENCO
Dated	September 2017
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To be read in conjunction with SEN Policy/ Safeguarding Policy/Positive Handling Policy/Attendance policy

(Pastoral Policies)

THURNHAM CE INFANT SCHOOL

VULNERABLE CHILDREN POLICY

Purpose

To provide direction to all school staff in the identification and support of vulnerable children in our care.

Introduction

It is the policy of Thurnham C E Infant School to follow the Kent County Council Safeguarding children board child protection procedures which are outlined in the Thurnham Infant School Safeguarding booklet. All staff and Governors have a copy of this booklet.

The procedures for dealing with suspected child protection issues are detailed in the policy.

At Thurnham Infant School the role of the Designated Safeguarding Lead is Mr. Chris James, Head teacher. In his absence Mrs. Elizabeth Pateman, Deputy Head, is the Second Safeguarding Lead alongside Miss Suzanna Chastney, Early Years Leader.

Our mission statement, “At Thurnham we learn to love and love to learn” is an important part of emphasising our Christian character as a Church school, alongside our six Christian values that were decided upon by the children themselves: Kindness, Trust, Sharing, Respect, Love and Friendship which form the back bone of all that we do for vulnerable groups.

Definition

We consider a vulnerable child to be a child who has been exposed to risk factors that may jeopardise their emotional health, general wellbeing, behaviour or motivation to learn.

These risk factors could include bereavement, separation, bullying, domestic violence, emotional & behavioural difficulties, looked after and accommodated children, children with disabilities, English as an additional language, minority groups, persistent absenteeism and persistent lateness, children underachieving academically and not working to their full potential.

Ethos

Aims

The aims of this policy are to ensure all school staff are aware of the key principle and legislation.

‘Every Child Matters’ states that it is a schools responsibility ‘to protect and promote the wellbeing of all children, and to support their families’.

The document ‘Safeguarding Vulnerable Children in Education’ September 2014 DEF states that:

- The welfare of the child is paramount.
- Each child should be treated as an individual.

- Each child who can form a view on matters affecting him or her has the right to express those views if she so wishes.
- Each child has the right to protection from all forms of abuse, neglect or exploitation.
- Parents should normally be responsible for the upbringing of their children and should share that responsibility.
- Any intervention by the public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration.

Child abuse is described under one of four categories in the School Safeguarding Policy

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All adults who have charge of children have a responsibility to ensure that children are not harmed and are properly cared for. Children with a problem will choose to speak to a person they trust, irrespective of the role and status of that person. It is therefore essential that all staff are familiar with the issue of child protection, take the child's story seriously and avoid

either interrogating the child or silencing the child by indications of disbelief.

All staff are aware of the importance of each child's wellbeing and understanding and how this impacts on their learning and happiness.

Procedures

- Close liaison with preschools and preschool visits
- Involvement with pre school Additional Education Needs (AEN) adviser
- Termly tracking of all pupils
- Pupil progress meetings (PPM) where Under Achievers or vulnerable children are highlighted and provision is put in place for that child to meet their set targets
- Teachers' own monitoring and personal notes
- Evaluation of provision mapping

What is in place?

- An inclusive ethos
- Free access to many lunch time and after school clubs
- Robust handover procedures
- Clear links with the junior school

- Personal notes
- Opportunities for informal discussions if staff have any concerns
- Book resources (see AEN shelf, parents' books for sharing with children (bereavement and family situation) and library)
- Training opportunities for staff to extend knowledge
- Access to language support if necessary
- Staff trained in alternative means of communication – i.e. sign- along
- Two trained counsellors on the staff
- Enrichment projects for More Able and Talented pupils.

Parents as partners

There is an open door policy for parents of all children to discuss their child's needs. Parents have the opportunity to discuss their child's needs at three formal occasions throughout the academic year and have other opportunities to meet with the class teacher on request.

Safeguarding

People who seek to work with children or vulnerable adults are currently vetted through a system that involves employers applying to the Criminal Records Bureau (CRB) for disclosures about new job applicants

or volunteers, under arrangements set out in the *Police Act 1997*. CRB disclosures include information from police databases and local police records about the individual's criminal record and may also include other information held by the police about the individual. The school adheres to this and has robust systems in place for both safeguarding in recruitment and Child Protection.

Please refer to Safeguarding board in Meeting room for relevant details and policies