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| **Troubled and Vulnerable Children** |

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| **Date** | **Review Date** | **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **Nominated Governor** |
| **01/06/2021** | **01/02/2022** | **John Gibson** | **tbc** | **Hannah Reay** |

The following are very important telephone numbers that must be kept up to date at all times:

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| **Safeguarding Contacts** | **Home** | **Mobile** |
| **Designated Safeguarding Lead** | John Gibson | 07854535745 |
| **Deputy Designated Safeguarding Lead** | tbc |  |
| **Nominated Governor for Safeguarding** | Hannah Reay | 07753759476 |
| **Local Authority Designated Officer (LADO)** | 0191 4332867 |  |
| **Social Services Referrals** | 0191 4332653 |  |
| **Out of Hours Social Services** | 0191 4770844 |  |
| **Police** | 01661 872555 | 101 |
| **NSPCC Whistle-blowing Helpline** | 0800 028 0285 |  |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

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| * Prohibition of Female Circumcision Act 1985 * Children Act 1989 * Arrangements for the Placement of Children (General) Regulations 1991 * Education (Grants) (Travellers and Displaced Persons Regulations 1993 * Care Standards Act 2000 * Children (Leaving Care) Act 2000 | * Female Genital Mutilation Act 2003 * Education and Inspections Act 2006 * Forced Marriage (Civil Protection) Act 2007 * Children and Young Persons Act 2008 * Equality Act 2010 * Education Act 2011 * Protection of Freedoms Act 2012 * Children and Families Act 2014 |

The following documentation is also related to this policy:

* Female Genital Mutilation: Multi-agency Practice Guidelines (Dept. of Health)
* Improving the Educational Attainment of Children in Care (Looked After Children) (DCSF)
* Improving the Outcomes for Gypsy, Roma and Traveller Pupils: Final Report (DfE)
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
* Equality Act 2010: Advice for Schools (DfE)
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We fully recognise our responsibilities outlined in the Children Act 2004 for safeguarding and promoting the welfare of all children but in particular those children defined as troubled and vulnerable.

We consider the following groups of children to fall in to the category of troubled and vulnerable children:

* looked after children
* traveller children
* bullied/cyber bullied children
* children who go missing from home/school
* children suffering from neglect, physical abuse, sexual abuse or emotional abuse
* children suffering from bereavement
* children of parents who are refugees/asylum seekers
* children experiencing drugs or alcohol abuse
* children with a disability
* children excluded from school

We believe we have worked hard to create and maintain an ethos in which we provide support and guidance so that pupils feel secure and confident enough to talk if they are experiencing difficulties. Pupils understand that we are prepared to listen to them as we value their viewpoints.

We are aware that recent research states that schools can best help vulnerable children by listening to and responding to the voices of vulnerable children and parents which will help them to identify potential strengths and support in children’s lives that may protect them from vulnerability. Also, by building relationships with families and support agencies over a period of time they are able to work together more effectively.

We are very concerned that some children who are referred to social services are not getting the help they need. They are stuck in a 'revolving door' situation where they are repeatedly being referred and assessed but because of cut backs they are not eligible for the support that they so desperately need.

We believe that funding should be in place to provide the help and support as soon as children need it.

We have in place an effective safeguarding and child protection policy, an established system for reporting safeguarding and child protection concerns, a secure system for storing sensitive information, an effective system for monitoring children identified as being vulnerable, excellent lines of communication with external support agencies, policies and procedures for safe recruitment and policies and procedures on how to deal with allegations against school personnel.

We ensure that all school personnel receive regular training in safeguarding techniques so that we are able to recognise the signs and symptoms of suspected child abuse and that they are aware of the procedures of reporting such cases.

We are aware that troubled and vulnerable and young people ( who travel to different parts of the country and are unknown to the police) are being used and threatened by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions.

We need to safeguard troubled and vulnerable young people from being exploited by these 'county line' gangs by being aware of the signs that may indicate that a pupil is being used to move or sell drugs.

We are aware that:

* ‘during the COVID-19 outbreak vulnerable children and young people are defined as those who:
* are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child;
* have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment;
* have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision which might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion’.
* during the COVID-19 outbreak parents whose work is critical to the COVID-19 response include those who work in:
* health and social care;
* education and childcare;
* key public services;
* local and national government;
* food and other necessary goods;
* public safety and national security;
* transport;
* utilities, communication and financial services

We have a duty to continue to help to protect vulnerable children during this period of school closure by working with children’s social workers and with the local authority virtual school head for looked-after and previously looked-after children.

We are aware that parents of vulnerable children do not have to bring their children to school during this period but we make every effort to encourage them to do so.

We have in place a senior member of staff who tries to keep in contact with them every other day either by phone or email and failing that we report to social services.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims**

* To ensure that all school personnel are aware of their responsibilities for safeguarding and promoting the welfare of children.
* To listen to and respond to the voices of vulnerable children and parents.
* To have in place clear structured procedures to identify and report suspected cases of child abuse.
* To provide support and guidance for pupils identified as being vulnerable.
* To ensure compliance with all relevant legislation connected to this policy.
* To share good practice within the school, with other schools and with the local authority in order to improve this policy.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The Governing Body has:

* appointed a member of staff to be the Coordinator for Troubled and Vulnerable Children;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
* a responsibility to be familiar with local Area Safeguarding Committee procedures and Local Authority procedures
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* make effective use of relevant research and information to improve this policy;
* the responsibility of involving the School Council in:
* determining this policy with the Governing Body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the Governing Body
* nominated a link governor to:
* visit the school regularly;
* work closely with the Headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the Governing Body every term;
* annually report to the Governing Body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
* ensure the implementation of this policy;
* ensure the Child Protection, Anti-bullying, Behaviour and Safe Recruitment policies are up to date and effective;
* ensure that all school personnel and volunteers have undertaken Disclosure and Barring Service Checks;
* promote cultural diversity;
* ensure risk assessments are:
* in place and cover all aspects of this policy;
* accurate and suitable;
* reviewed annually;
* easily available for all school personnel.
* organise a series of safeguarding and child protection workshops to ensure parents are aware of:
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
* the Safeguarding and Child Protection policy
* safeguarding procedures in place;
* all safeguarding policies;
* their role in safeguarding and child protection
* make effective use of relevant research and information to improve this policy;
* work closely with the link governor and coordinator;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
* annually report to the Governing Body on the success and development of this policy.

**Role of the Designated Safeguarding Lead**

The coordinator will:

* be fully conversant in safeguarding procedures and in dealing with troubled and vulnerable children;
* provide designated teachers to work with individual children thereby providing support and guidance so that pupils are made to feel secure and confident enough to talk if they are experiencing difficulties;
* ensure all school personnel are aware of their responsibilities;
* ensure that all school personnel are aware of the system of reporting suspected child abuse;
* ensure that personal education plans are in place for looked after children;
* track the progress of all troubled and vulnerable children;
* monitor behaviour and attendance;
* provide one-to-one tuition for pupils;
* report cases of suspected child abuse such as female genital mutilation to social services;
* liaise with social services and other agencies;
* make effective use of relevant research and information to improve this policy;
* organise in-house training for school personnel that deals with;

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| * Troubled and Vulnerable Children * Personal Education Plans * Female Genital Mutilation * Trafficked Children * Child Sexual Exploitation | * Missing Children * Violent Extremism * Traveller Children * Pupils with Medical Needs * Mental Health Difficulties |

* attend training in order to keep up to date with new developments and resources;
* ensure all relevant and current documentation is up to date;
* attend safeguarding conferences;
* work closely with outside support agencies;
* review and monitor the effectiveness of this policy;
* annually report to the GB on the success and development of sustainability.

**Role of School Personnel**

School personnel will:

* comply with all the afore mentioned aspects of this policy;
* be aware of all other linked policies;
* be trained to identify those pupils being exploited by 'county line' gangs by being aware of the following signs:
* Persistently going missing from school or home, or being found out-of-area
* Unexplained acquisition of money, clothes, or mobile phones
* Excessive receipt of texts or phone calls
* Relationships with controlling, older individuals or gang association
* Leaving home or care without explanation
* Suspicion of self-harm, physical assault or unexplained injuries
* Parental concerns
* Significant decline in school performance
* Self-harm or significant changes in emotional well-being
* attend safeguarding training and other training associated with this policy;
* report any concerns to the Safeguarding coordinator;
* help promote cultural diversity.

**Role of Pupils**

Pupils will:

* be made aware of and understand this policy;
* be made aware that support and guidance is provided so that they are made to feel secure and confident enough to talk if they are experiencing difficulties;
* be made aware that we are prepared to listen to them as we value their viewpoints;
* support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
* obey all health and safety regulations in all areas of the school;
* co-sign and abide by the Home School Agreement;
* wear correct uniform
* liaise with the school council make suggestions about improving school behaviour;
* take part in questionnaires and surveys

**Role of Parents**

Parents/carers will:

* be aware of and comply with this policy;
* be encouraged to take an active role in the life of the school by attending:
* parents and open evenings
* parent-teacher consultations
* class assemblies
* school concerts
* fundraising and social events
* be encouraged to work in school as volunteers;
* be encouraged to organise after school clubs or groups;
* be asked to take part periodic surveys conducted by the school;
* ensure regular and punctual attendance;
* notify school on the first day of pupil absence;
* have holidays in term time and authorised by school;
* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* hand in homework on time;
* support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
* ensure correct school uniform is worn.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

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| * School Handbook/Prospectus; * School website; * Staff Handbook; * Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops; * School events; * Meetings with school personnel; * Written communications with home such as weekly newsletters and of end of half term newsletters; * Annual report to parents; | * Headteacher reports to the Governing Body; * Information displays in the main school entrance; * Text messages * Email * Social media: * Facebook * Twitter * Virtual pin boards * School blog |

**Training**

We ensure:

* all school personnel:
* have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
* are familiar with the following documentation:
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
* are aware of the following linked policies:
* Health and Safety
* Pastoral Care
* Pupil Behaviour and Discipline
* Supervision of Pupils
* Allegations Against School Personnel

* the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
* that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
* that we have in place evidence for all staff that:
* highlights the knowledge gaps in the training;
* shows how those knowledge gaps were corrected
* all school personnel understand and undertake their role in safeguarding and child protection effectively

**Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

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| * Safeguarding and Child Protection * Pupil Behaviour and Discipline * Supervision of Pupils * Anti-bullying * Dealing with Allegations Against School Personnel | * Health and Safety * Pastoral Care * Safe Recruitment * Intimate Care |

**See Appendices Documents section on Policies for Schools Website**

* Frequency of Policy Monitoring
* Monitoring Implementation and Policy Effectiveness Action Plan
* Initial Equality Impact Assessment
* Policy Evaluation
* Policy Approval Form

We believe this policy:

* has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
* flows and is easy to follow;
* is an essential part of the school;
* supports staff in managing certain situations;
* forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
* provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
* provides a roadmap for day-to-day operations;
* ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
* is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
* stems from the school’s vision and objectives which are formed in strategic management meetings;
* has been received by all school personnel via appropriate safeguarding training;
* is provided to all school personnel and a hard copy can be found in the staffroom reference library

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| **Headteacher:** |  | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |

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| **Addendum** |

**June 2021**

We are aware that:

* councils are very concerned about the impact of the Covid-19 pandemic on vulnerable children;
* social workers have warned that a whole generation of children may have been left ‘traumatised’ and not being safeguarded during the pandemic;
* charities and unions fear many of the most vulnerable children across the UK have slipped under the radar because of lockdown restrictions;
* social care services may face an influx of referrals as restrictions ease;
* there has been a decline in the number of child protection orders;
* there are mounting fears that resources and staff will not be enough to deal with the anticipated rise in referrals