



Beaufort Primary School



Supporting Vulnerable Children Policy (Including Young Carers policy)

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Pupil Premium Policy
- SEND Policy
- Single Equality Scheme

The person responsible for vulnerable children in the school is Emily Ferris

Introduction

At Beaufort Primary School, we are all committed to providing a happy, caring and secure learning environment for all of our pupils. We recognise the fundamental right of every child to feel safe in all areas of the school and at all times during the school day. We have in place an effective system for monitoring those children identified as being vulnerable and excellent lines of communication with external support agencies.

Aims

- To give a clear definition as to what a vulnerable child is.
- To identify the support that could be offered to vulnerable children.
- To identify the roles and responsibilities of members of the school community with respect to vulnerable children.

Definition

A vulnerable child is a child who fulfils one or more of the criteria below:

- Is a carer for their parents/other adults and/or siblings
- Is looked after or has been looked after previously
- Is subject to a Child Protection plan, Child in Need plan or Early Help Assessment
- Has additional needs (either through a disability or through a learning need)
- Lives in poverty
- Does not speak English or is at the early stages of speaking English
- Is a victim of bullying (including online)
- Has suffered a bereavement
- Is a child who has gone missing from home/school
- Is a refugee/asylum seeker
- Is experiencing drug or alcohol abuse
- Has been excluded from school
- Is emotionally vulnerable or suffering from mental health issues

Identification

All staff are responsible for the identification of vulnerable children and should share any concerns to the Designated Safeguarding Lead (DSL). A vulnerable children's register is updated termly by the DSL in conjunction with the Inclusion Manager and Family Link Worker. This register is highly confidential and only shared with relevant members of staff.

Before children start the school in Reception they receive a home visit from their class teacher; any vulnerabilities identified are shared with the DSL and other relevant members of staff to enable support to be put in place for transition and any ongoing need. Where children are admitted to the school after Reception, parents are required to meet first with the headteacher; any vulnerabilities shared in this meeting or by the previous school are then shared with the DSL and support is put in place for transition.

Support

Support is offered to vulnerable children (and families) in a variety of ways; this support is designed to match each individual child's needs and will take into account the vulnerability of the child. The support is targeted and progress closely monitored; where progress is not being made then support would again be examined and modified to enable progress to be made.

Support may include:

- Parenting support from the Family Link Worker
- Referrals to outside agencies such as the Family Support Team or Early Help Team
- Interventions offered by the Emotional Literacy Support Assistant (ELSA)
- Referrals to Young Carers
- Additional support from class team (this could be an additional time to chat through things, a touch base session)
- Friendship support (for example through Circle of Friends)
- Liaison with external support (for example counselling services)
- The opportunity to use the Stepping Stones room; this could be a timetabled session or the option to visit Stepping Stones when they need some time out from the classroom
- The opportunity to access Lunchtime Club (a 10 minute time off the playground in a quieter area with games, mindfulness colouring, playdoh and other resources)

Transition Support

When vulnerable children are moving to a new school, support is put in place to provide them with additional support. This may include: additional visit days, additional ELSA sessions, Summer school, visits along with staff from Beaufort. Support may also be provided for families, including introductions to key members of staff from the new school.

Transition between year groups may also be additionally supported; this could include additional transition booklets, additional visits to the new class, or the new CT and/or TA spending time in the current class. This additional support is designed to meet the specific needs of each individual child.

Young Carers

At Beaufort Primary School there is a named member of staff with special responsibility for Young Carers and their families. Young Carers are children and young people under 18 years old who provide regular and ongoing care to a family member who is physically or mentally ill, disabled, or misuses substances (ADAss, ADCS and the Children's Society 2012).

A Young Carer may undertake some or all of the following:

Practical tasks, for example cooking, housework, shopping.

Physical care, for example, lifting, helping up the stairs, physiotherapy.

Personal care, for example, dressing, washing, toileting needs.

Emotional support, for example, listening, calming, being present.

Household management, for example, paying bills, managing finances, collecting benefits.

Looking after siblings, for example, putting to bed, walking to school, parenting.

Interpretation, for example, for hearing/speech impairment or English as an additional language.

Administering medication, for example, insulin needles, preparing daily tablets.

The Headteacher works closely with the Family Link Worker to support the families of Young Carers on a personalised level. The school has a strong partnership in place with the Young Carer Service Providers and can put Young Carers in touch with them, as well as putting families in touch with other support services. The school actively seeks feedback and ideas from young carers and their families in order to shape and improve provision for Young Carers.

Role of the Local Governing Committee

A named member of the Local Governing Committee is responsible for monitoring provision for safeguarding, Looked After Children and Young Carers. This governor visits the school regularly for monitoring and updates regarding vulnerable children. There is a standing item on the Local Governing Committee's Children and Learning focussed agenda regarding safeguarding and Looked After Children.

Policy written: Spring 2017

Reviewed by the Local Governing Committee in Spring 2023

Review date: March 2024