

Halfway Nursery Infant School



Vulnerable Children Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

What makes a child vulnerable?

There are many contributing factors that may make a child vulnerable. Research cited below has identified the following groups as potentially more vulnerable. Other children who are not part of one or more of these groups may also be vulnerable.

- Looked after children
- Pupil Premium pupils
- Pupils with Special Educational Needs, including medical difficulties
- Children low attendance / poor punctuality / exclusions
- Children from families with low social-economic status
- Children with English as an additional language / ethnic minority backgrounds, including traveller families
- Children that have been affected by bereavement, parents / carers in prison, parents who are substance misusers
- Children who have been abused (physically, emotionally, sexually)
- Children who are neglected (not provided with adequate food, shelter, clothing)
- Children with mental health issues and/or parents / carers with mental health issues
- Children with parents / carers that have a lack of engagement with school and outside agencies / services

How does vulnerability affect children and young people?

The NFER research report “Narrowing the gap in outcomes for vulnerable groups: Overview and analysis of available datasets on vulnerable groups and the five ECM outcomes” by Marian Morris, Simon Rutt, Lesley Kendall and Palak Mehta (March 2008) identifies the following groups as being particularly vulnerable.

Young people from lower socio-economic groups:

- are significantly associated with poorer health outcomes
- have a higher risk of risky behaviour (running away from home) and greater feelings of insecurity in their neighbourhood
- have lower than expected levels of attainment from key stage 1 to key stage 4 and a lack of confidence and enjoyment in learning
- a greater likelihood of offending behaviour

Looked after children:

- The attainment outcomes for children in care were lower across all four key stages than for their peers.
- Mental disorders were significantly higher amongst young people who were LAC and to be higher amongst those in residential care than amongst those in foster care.

Pupils with an EHC or at SEN support were significantly associated with:

- higher levels of eligibility for free school meals
- lower than expected attainment outcomes at all four key stages
- higher probabilities of mental, emotional, conduct or hyperkinetic disorders

Children excluded from school or poor attendance:

- Young people who had been excluded from school on at least one occasion were significantly associated with poorer mental health and a greater likelihood of smoking and drug taking in the future.
- They were also more likely to have taken part in some offending behaviour.

Children from different ethnic minority backgrounds:

- Children from mixed-race backgrounds are associated with lower levels of attainment, negative attitudes to school and a high rate of running away.
- Pakistani and Bangladeshi backgrounds appeared to be more associated with issues relating to poverty and to more limited levels of experience of formal childcare or non-traditional early years provision.
- Young people from Black Caribbean backgrounds were associated with high levels of obesity.
- A disproportionate number of young people from Black Caribbean and Black British backgrounds were permanently excluded from school or were on court remand.
- The attainment gap for young people from Irish Traveller or Gypsy/Roma backgrounds appeared to be widening. These young people were also associated with higher levels of fixed-term exclusion from school than other groups.

How do we identify vulnerable children?

The school ensures it knows the vulnerabilities and potential barriers to learning for every child, by assessing, tracking and reviewing the progress of all children. We also use a range of tools to identify children who are vulnerable, including:

- Daily interactions with parents / carers / pupils
- Parents' evening
- Detailed recording and analysis of reported incidents (CPOMS)
- Leuven Scale of Active Engagement and wellbeing
- Regular reviews of Pupil Premium / SEN registers
- Observations of and conversations with children
- Information from outside agencies, including MAST and the Police
- Analysis of information from the Nurture Assessment
- Rigorous pupil progress meetings
- Learning conferences / 'Show Off and Share' sessions
- Marking and feedback
- Rigorous SLT monitoring
- Family of Schools Vulnerability Matrix

How do we support vulnerable children?

At Halfway Nursery Infant School, we strive to support the whole child. We want children to achieve academically, but we also endeavour to enable children to be healthy, happy and motivated. Vulnerable children often need additional support to help them succeed. At Halfway Nursery Infant School, we offer the following support:

- Additional classroom support and priority for interventions
- Close liaison with outside agencies, particularly if parents / carers have not engaged with services
- Access to breakfast and after-school clubs
- Social / enrichment interventions
- Provide children with appropriate clothing, when needed
- Cover the cost of school trips / visits
- Provide items for personal hygiene, including soap, toothbrush / toothpaste / hair brush
- Use lots of additional positive praise and motivational resources

Details of specific approaches can be found on the 'Support Ideas for Vulnerable Pupils' matrix.

Overview of our approach to identifying and supporting vulnerable children

After careful analysis of each cohort and supporting information from the Family of Schools Vulnerability Matrix, Leuven Scales, CPOMS analysis and assessment tracking, each class teacher identifies their most vulnerable children. Teachers and support staff will then aim to meet their academic, pastoral, social and emotional needs by implementing strategies from the 'Support Ideas for Vulnerable Pupils' matrix, with the aim of overcoming barriers and increasing the child's life chances. Alongside every child, these identified children will be a focus at pupil progress meetings. The aim of this approach is not to exclude other children, but simply to provide our most vulnerable children with support from school which they may not receive elsewhere. The approach is rigorous, yet fluid and adaptable to meet the changing circumstances of all our children.

Clothing / Appearance	Physical	
<ul style="list-style-type: none"> • Provide new uniform if current one not suitable • Check hands and prompt to wash them if needed • Be aware of issues caused by bad hygiene e.g. head lice • Have a hair brush to keep at school that child can use (just for individual child) • Provide child with toothbrush and toothpaste so they can brush teeth at school • Provide child with soap and flannel to wash face • If shoes not suitable, provide a pair of plimsolls to change into at the start of each day (leave at school) • Provide suitable clothes according to weather 	<ul style="list-style-type: none"> • Access outdoor provision lower down the school • Small group games and activities (throwing and catching, tug-of-war, racing games) • Brain Gym sessions • Children who have physical difficulties will need specific, tailored activities – 5mins daily • Squeezy ball to build wrist muscles • Fine motor activities – play dough, bead threading, using tweezers, etc • Teach younger children how to hula hoop / skip 	<ul style="list-style-type: none"> • Ensure child • Select • Provide or pe • Take g year • Enrich build • Priority • Staff to child • Provide once
Food	Learning	
<ul style="list-style-type: none"> • Check child has had breakfast each morning and provide it if not • Check child is eating lunch • If sandwiches, check food is edible and healthy • Go to the front of the queue to eat lunch first (they may be hungry and it also gives them first choice) • Give them extra fruit and milk, including some to take home • Tea party with Mr Varnam 	<ul style="list-style-type: none"> • Priority for interventions, support from adults, pre-teaching / revisiting sessions • Read for 5 minutes every day to an adult • Give time to complete homework during the school day • Make use of ICT resources – ipad etc • Use practical, multisensory resources to support learning, e.g. magnetic letters to do spelling tests, sand and water activities for grapheme learning 	<ul style="list-style-type: none"> • Give a moni • Child to playt white • Positiv • Priority • Go to c to yo
Attendance / Punctuality	<ul style="list-style-type: none"> • Paired reading activities with other year groups • Games and activities to support working memory and processing speed • Encourage child to be engaged in at least one aspect of the curriculum, according to their interests (particularly if they find English and maths difficult) 	
<ul style="list-style-type: none"> • Reward chart for attendance / punctuality with a small prize for improved or 100% attendance • Give a job at 8:45am which they need to come in specially for • 'Early Bird' raffle tickets 		<ul style="list-style-type: none"> • Provid for h • Give a each • Give b retur

