OVERSTONE PARK SCHOOL

Troubled & Vulnerable Children Policy

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Overstone Park, Northampton, NN6 0DT

Troubled and Vulnerable Children

Date	Review Date	Coordinator
September 2025	August 2026	Mrs M Brown Mrs D York Miss A West Ms V Brown Ms K Gorton

We believe this policy relates to the following legislation:

- 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
- 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)

We fully recognise our responsibilities outlined in the Children Act 2004 for safeguarding and promoting the welfare of all childrenbut 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 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 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 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 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 work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- 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;
- make effective use of relevant research and information to improve this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report on the success and development of this policy

Role of the Coordinator

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;

  - 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;
- 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 the School Council

The School Council will be involved in:

- determining this policy;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy

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

- 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

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

    - Safeguarding training
    - Health & Safety
    - Pastoral Care
    - Pupil Behaviour & Discipline
    - Supervision of Pupils
    - Allegations Against School Personnel

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

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.

Principal:	**Mrs M F Brown**	**Date:**	**September 2025**