



Vulnerable Student Policy

Responsible for policy:
Review:
Chair of Directors

CC3: Quality Provision and Performance
Triennially

Sandra Fawcett

Contents

Definitions.....	3
1. Purpose	4
2. Scope.....	4
3. Identifying Vulnerable Students.....	4
4. Roles and Responsibilities	5
5. Supporting Vulnerable Students.....	6
6. Multi-Agency Working.....	7
7. Record-Keeping, Information Sharing & Data Protection.....	7
8. Staff Training & Awareness.....	7
9. Links to Other Policies.....	7
10. Monitoring and Review.....	8

Definitions

In this **Behaviour Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i. **'The Romero Catholic Academy'** means the Company named at the beginning of this **Behaviour Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, Saint Gregory, Saint John Fisher, Saint Patrick, Cardinal Wiseman, Shared Services Team.**
- ii. **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii. **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv. **'Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v. **'Governing Body'** means the Governing Body to the Board or the Governing Body to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- vi. **'Chief Executive Officer (CEO)'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii. **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii. **'Local Governing Body'** means the governing body of the school.
- ix. **'Local Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- x. **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day-to-day management of the school.
- xi. **Designated Safeguarding Lead (DSL):** The named person in each school with lead responsibility for safeguarding and child protection.
- xii. **Deputy Designated Safeguarding Lead (DDSL):** Staff appointed to support the DSL.
- xiii. **Vulnerable Student:** A pupil who may be at increased risk of harm, disadvantage, or poor outcomes due to factors including (but not limited to):
 - safeguarding or child protection concerns
 - SEND and SEMH needs
 - Child in Care (CIC / CLA) or previously looked-after status
 - being a Young Carer
 - adverse childhood experiences (ACEs) or trauma
 - chronic absenteeism or risk of exclusion
 - family instability, insecure housing, or homelessness
 - mental health difficulties
 - involvement with Youth Justice Services
 - pupils missing education (CME) or at risk of doing so
 - pupils affected by exploitation, domestic abuse, or honour-based abuse
 - Early Help: Coordinated support to address emerging needs as part of multi-agency practice under Working Together to Safeguard Children.
 - Local Authority Designated Officer (LADO): Officer managing concerns/allegations about adults working with children.
 - SEND: Special Educational Needs or Disabilities under the SEND Code of Practice (2015/2024 update).

1. Purpose

The purpose of this policy is to establish a clear and consistent framework for identifying, supporting, and safeguarding vulnerable students across all schools within The Romero Catholic Academy.

This policy ensures:

early identification and effective intervention

- a whole-academy approach to safeguarding
- compliance with **keeping children safe in education**, Working Together to Safeguard Children (2023), and the SEND Code of Practice
- that all vulnerable students are supported to flourish academically, socially, emotionally, and spiritually
- that schools work together with parents/carers and external agencies to ensure robust, timely and coordinated support
- that staff understand their responsibilities in recognising vulnerability and acting swiftly

Within our MAC, we want all pupils to:

- feel safe, secure and valued
- have their individual needs recognised and met
- access equitable opportunities to achieve
- experience a culture of dignity, respect and Catholic social teaching
- develop resilience, ambition, and lifelong learning skills

2. Scope

This policy applies to: all pupils across all schools within The Romero Catholic Academy, all teaching staff, support staff, senior leaders, volunteers and peripatetic staff, governors, Directors, and the Shared Services Team, visitors and contractors where relevant safeguarding responsibilities apply

It covers:

- identification and risk factors for vulnerability
- safeguarding and wellbeing processes
- supporting students through Early Help, targeted intervention and multi-agency planning
- the role of the DSL, SENCo, pastoral teams and Senior Mental Health Leads
- statutory safeguarding requirements contained within KEEPING CHILDREN SAFE IN EDUCATION

3. Identifying Vulnerable Students

Under KEEPING CHILDREN SAFE IN EDUCATION, all staff must be trained to recognise pupils who may be vulnerable. Vulnerability may arise due to one or more factors:

A. *Safeguarding-related vulnerabilities*

- experiencing abuse or neglect
- exposure to domestic abuse
- child criminal exploitation (CCE)
- child sexual exploitation (CSE)
- radicalisation and extremism
- risk of going missing from education

- honour-based abuse (including FGM and forced marriage)

B. Educational vulnerabilities

- persistent absence or poor attendance
- risk of exclusion
- frequent behavioural incidents
- social exclusion or isolation

C. Social or family vulnerabilities

- insecure or temporary housing
- homelessness or risk of homelessness
- family breakdown, conflict or court proceedings
- caring responsibilities (Young Carers)
- socioeconomic disadvantage

D. SEND/Health vulnerabilities

- SEMH needs
- neurodiversity
- long-term medical conditions
- disability impacting day-to-day functioning
- mental health concerns (anxiety, trauma, depression, self-harm etc.)

E. Child in Care / Child looked after (CIC / CLA) or previously looked-after children

Pupils who are CIC / CLA or PLAC are automatically considered vulnerable and must receive enhanced monitoring and support.

All staff are responsible for raising concerns with the DSL promptly.

4. Roles and Responsibilities

A. Board of Directors & Local Governing Bodies

- Ensure statutory compliance with **keeping children safe in education**, SEND legislation and safeguarding duties.
- Monitor the effectiveness of provision for vulnerable students.

B. Principal

- Ensures systems are in place for early identification, referral and support.
- Oversees the implementation of this policy in each school.

C. Designated Safeguarding Lead

- Leads on safeguarding and child protection.
- Ensures staff are trained to identify vulnerability.
- Ensures effective liaison with early help, health, social care and external partners.
- Maintains secure and accurate safeguarding records.

D. SENCo

- Coordinates assessments and support for pupils with SEND or SEMH needs.
- Works closely with the DSL regarding pupils whose needs overlap with safeguarding risks.

E. Senior Mental Health Lead

- Oversees whole-school approach to mental wellbeing.
- Coordinates interventions, partnerships and training for mental health support.

F. All Staff

- Understand their safeguarding responsibilities under **keeping children safe in education**.
- Identify and report concerns immediately.
- Support early intervention plans as directed.

Monitoring of Behaviour Incidents

All behaviour resulting in a reflection must be recorded on Arbor by staff.

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the member of Senior Leadership Team linked to each year group. Behaviour and culture are a standing item on SLT and Phase Meetings. This allows any persistent issues/ pupils to be identified. If a pupil is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these pupils will be referred to the school inclusion and pastoral team. Termly feedback will be sought from all pupils about the existing climate within school and a termly report on incidents and suspensions will be shared with Governors and the Board of Directors

All staff are required to adhere to this policy, including temporary, volunteers or supply staff.

5. Supporting Vulnerable Students

Support may include a combination of in-school and external provision.

- In-School Support
- Enhanced pastoral support
- Key worker allocation
- Individual risk assessments and safety plans
- Attendance monitoring and home-school engagement
- SEMH interventions
- Mentoring, coaching, or structured conversations
- Curriculum adjustments or personalised timetables
- Counselling and wellbeing services
- Restorative practice approaches
- Early Help and Targeted Support

In line with **keeping children safe in education**, schools must consider Early Help for pupils showing emerging needs.

Support may include:

- CAF/Early Help Assessment
- Team Around the Family (TAF) meetings
- Parenting support
- Family support workers
- Youth services
- MHST (Mental Health Support Teams)

Specialist and Statutory Support

Where needs are more complex:

- CAMHS
- Children's Services
- Youth Offending Service
- Accommodation/housing support
- Police
- Educational Psychology
- Referral for EHCP assessment
- Students at Risk of Harm

Where a student is at immediate risk, follow Child Protection and Safeguarding Policy and emergency referral to Coventry MASH and or immediate medical or emergency services if required

6. Multi-Agency Working

The Romero Catholic Academy is committed to strong partnership working.

Schools will:

- follow Working Together to Safeguard Children statutory requirements
- attend strategy meetings, child protection conferences, core groups
- share information lawfully, proportionately and without delay
- contribute to Early Help, SEND reviews and multi-agency support plans
- Parents/carers will be involved unless doing so places the pupil at further risk.

7. Record-Keeping, Information Sharing & Data Protection

In accordance with **keeping children safe in education**:

- All safeguarding and vulnerability concerns must be recorded promptly. CPOMS or the school's safeguarding system must be used consistently
- All records must be stored securely.
- Information is shared on a need-to-know basis.
- Records must follow statutory transfer requirements when pupils move schools.

8. Staff Training & Awareness

All staff will receive:

- annual safeguarding training (aligned with **keeping children safe in education**)
- training on identifying vulnerability and early warning signs
- Prevent training
- SEND and SEMH training
- Trauma-informed practice training
- training for those working directly with high-risk groups
- Additional tailored training will be provided where appropriate.

9. Links to Other Policies

This policy links to:

- Child Protection & Safeguarding Policy
- Mental Health Policy
- Anti-Bullying Policy
- Attendance Policy
- SEND & Disability Policy
- Behaviour/Positive Relationships Policy
- Young Carers Guidance
- Online Safety Policy

- Attendance and CME Procedures
- Supporting Pupils with Medical Conditions
- Bereavement Policy

10. Monitoring and Review

The Board of Directors delegates implementation to each LGB.

CC3 Quality, Performance and Standards will review this policy triennially.

Schools may review more frequently if required by changes in legislation or guidance.