

Vulnerable Children Strategy

Universal application of the Vulnerable Children Strategy is the most effective way to ensure that all children experience equity, understanding, belonging and love across our family of schools.

Our strategy will achieve a culture of inclusion embraced by the whole school, benefiting all children. We understand that to achieve equity we need to know our children well, identify need, and provide the support that they require to achieve equally aspirational outcomes. We will use professional curiosity and relationships with children and families to achieve this.

Because we know our children, we can identify those who may be vulnerable, but not included in the groups mentioned below. We also recognise that children who are identified in these groups, may not want to be labelled as vulnerable. Other factors in their life will affect how they experience the impact of any identified vulnerability. Knowing our children well will enable us to remove labels, encouraging acceptance and belonging.

The groups of children that we know face vulnerabilities in

their life include the following, this is not an exhaustive list:

Children that meet the threshold for disadvantage; children that identify as LGBTQ+ or have other identity needs; children that are in the care of the Local Authority (LA); children that have previously been in the care of the LA; children who have, or have previously had, a social worker; children with special educational needs and disabilities; children who have mental or physical health needs; children who are persistently absent from school.

Our Vision Statement:

Ensuring that all children experience equity, understanding, belonging and love

Our overarching strategy links to ATLP Strategic Priority 6, Inclusive Culture:

Relational Practice

Key strands of this strategy:

- Trauma Informed Practice
- Attachment Awareness
- Restorative Practice
- Emotion coaching
- Attendance
- Relationships and behaviour
- Shared language
- Special Educational Needs and Disabilities

Other key strategies linked to:

- Safeguarding
- Enrichment

Embedded within that:

- Inclusive culture that fosters belonging
- Children's voice
- Parent/carer voice
- Vulnerable Advocate work
- Community Advocate work
- Working with each other and wider organisations who support our families

Vulnerable Children Vision Statement: “Ensuring that all children experience equity, understanding, belonging, and love”



- Every child has the support they need to succeed
- Different circumstances are considered and specific, individualised, resources and opportunities are provided to achieve equal outcomes, including those provided through the Learning Futures strategy
- We are aspirational for every child
- We support our children through difficult transitions with support tailored to their needs



- When relationships go wrong we help each child rebuild and re frame so that they can be stronger
 - We know our children well, and continue to get to know our children as cohorts change
 - We are explicit in teaching our values and how to behave
 - We help children to build positive relationships
 - Identifying needs quickly
 - Listening to children

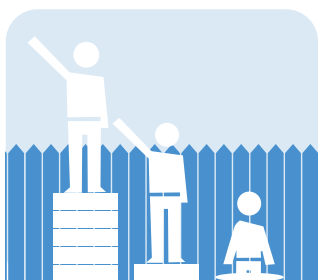


- Children feel part of the school and wider community
- Warm welcome into school always
- Children want to come to school
- Consistent routines help all children to settle and feel valued
- All children know that their voice is valued. Teaching includes opportunities to discuss and share ideas
- Children are given the option of being included in every way
- To be involved in extra curriculum opportunities
- To have strong relationships with parents, carers and the wider community



- Children know that they are loved and cared for
- Relationships are prioritised
- We encourage love, acceptance, and kindness amongst peer groups
- Time is taken to get to know and show we care for every child
- We show interest in children's lives and experiences
 - We talk about love

REALITY



One gets more than is needed whilst the other gets less than is needed. Thus a huge disparity is created.

EQUALITY



The assumption is that everyone benefits from the same supports. This is equal treatment.

EQUITY



Everyone gets the supports they need (this is the concept of “affirmative action”) thus producing equity.

JUSTICE



All 3 can see without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.