



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Child protection and safeguarding: COVID-19 addendum Policy

Approved by the TCES Operational Board
on behalf of Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, July 2022

This policy applies to all The Complete Education Solution
(TCES) schools and services

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Important contacts

ROLE	NAME	CONTACT DETAILS
TCES Safeguarding Lead	Marian Bentil Company Safeguarding Lead	07736 275 108 Marian.Bentil@TCES.org.uk
Chair of governors	Thomas Keaney CEO	07788 663 131 Thomas.Keaney@TCES.org.uk
Designated safeguarding lead (DSL) at East London Independent School	Adele Stedman Executive Head Teacher	0208 555 6737 Adele.Stedman@TCES.org.uk
Designated safeguarding lead (DSL) at Create Service	Louise Roberts SENCo	01708 393 150 Louise.roberts@TCES.org.uk
LADO at East London Independent School/ Create service	Nick Pratt Newham LADO service	0203 373 3803 / 0203 373 6706 CPRT.LADO@newham.gov.uk
Designated safeguarding lead (DSL) at North West London Independent School	Ishamar Blake Head Teacher	0208 749 5403 Ishamar.Blake@TCES.org.uk
LADO at North West London Independent School	Paul Andrews Ealing LADO service	0208 825 8930 AndrewsP@ealing.gov.uk

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the Department for Education.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this and report any concerns to the Designated Safeguarding Lead, Deputy or Head of Safeguarding, TCES Group.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by phone (please refer to contact details in the 'important contacts' section at the start of this addendum).

If our DSL (or deputy) is unavailable, you must contact the Head of Safeguarding TCES Group by phone or email (please refer to contact details in the 'important contacts' section at the start of this addendum).

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Suzi Mellis, Head of Safeguarding, TCES Group. You can contact them by phone (please refer to contact details in the 'important contacts' section at the start of this addendum.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- The Department for Education
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by the DSL contacting them by phone. If there is no response this will be followed up by letter to the parents and the Local Authority
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. All contact details are recorded on the child's electronic record on Scholar Pack.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately by contacting the DSL and Head of Safeguarding, TCES Group.

In conjunction with children's social care, it will be agreed how to investigate and how best to support victims during this time.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately by contacting the DSL and Head of Safeguarding, TCES Group and the appropriate Local Authority Designated Officer (LADO)

In conjunction with the LADO, it will be agreed how to investigate and how best to support pupils, staff members or volunteers during this time.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

Those children deemed vulnerable may include those with social, emotional and mental health needs or an autistic spectrum condition which may cause some very challenging behaviour that increases their vulnerability.

We have identified all those children deemed 'vulnerable' and DSL's are making regular phone contact with parents, carers and those children. In some cases, they are being contacted daily and in others the contact is reduced dependent on need.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- Any additional therapy needs that can be supported by our clinical therapists
- What support can be offered to parents to enable them to manage any challenging behaviour that may be exhibited while at home

We have agreed these plans with children's social care where relevant, and will review them on a weekly basis. The DSL's will report all updates to the Head of Safeguarding on a weekly basis and all plans will be reviewed.

If we can't make contact, we will alert Local Authority SEND, social care and police where necessary and proportionate.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school and IT support can be accessed remotely if required.

11.2 Outside school

Where staff are interacting with children online, they will follow the [Code of Conduct for Distance Learning and Distance Therapy](#).

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online and provide regular updated guidance

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. For those children particularly vulnerable they will be contacted regularly by our clinical therapists to continually monitor and assess any changes or deterioration in relation to their mental health. The therapists will be liaising with the DSL's and any concerns will be shared with parents, local authority and clinical services where necessary and appropriate.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We do not currently have staff 'on loan' from other schools. If however, this were to change, we will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. Head Teachers and DSL's would undertake this task.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them

- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from Local Authorities or DfE is updated, and as a minimum every 3-4 weeks] by the Suzi Mellis, Head of Safeguarding, TCES Group. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection / Safeguarding policy
- Code of Conduct for Distance Learning and Distance Therapy
- Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy