



THE AMERICAN SCHOOL IN ENGLAND

TASIS England

COVID-19 School Closure Arrangements for Safeguarding and Child Protection at TASIS ENGLAND

(Addendum of the TASIS England Safeguarding and Child Protection policy)

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Agreed by:

Head of School	DSL	Proprietor (Chair of the Board)
Bryan Nixon	Jason Tait	Fernando Gonzalez
April 2020	April 2020	April 2020

TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all faculty and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1. Introduction

This policy has been created in direct response to the announcement from UK government on 20th March 2020, that parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

1.1 This addendum of the TESIS England Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Context, Key contacts;

- Vulnerable Children, attendance monitoring, The Designated Safeguarding Lead (DSL);
- Reporting a concern, Safeguarding Training and Inductions; Safer Recruitment and movement of faculty; Remote Teaching – Online Safety, School expectations, Video Conferencing Guidelines for faculty;
- 1:1 Teaching sessions, Supporting Children not in school;
- Supporting Children in school, Children attending other settings, where a child moves schools, Peer on Peer abuse; Domestic Abuse, Support for Headteacher’s Associations

2. Context

This addendum takes into consideration advice received by the Local Authority and our Safeguarding Partners alongside the [DfE’s safeguarding guidance on COVID-19](#). We will continue to update this addendum where necessary, to reflect any updated guidance from our local safeguarding partners and 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.

This document is in support of whole school *Safeguarding (Child Protection Policy)* which states all the required internal and external contacts. Below are our key internal contacts regarding Safeguarding within TESIS England:

3. Key contacts during Covid-19 arrangements

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Jason Tait	01932 582 312 - Mob: 07392 319 922 jtait@tasisengland.org
Deputy DSL(s)	Matt Kiely	01932 582526 – Mob: 07392319945 mkiely@tasisengland.org
Designated member of senior leadership team if DSL (and deputy) can’t be on site	Matt Kiely	01932 582526 – Mob: 07392319945 mkiely@tasisengland.org
Headteacher/Principal	Bryan Nixon	01932 582 314 – 07392 319 933 bnixon@tasisengland.org
Chair of the Board of Directors	Fernando Gonzalez	01932 565 252 flg@tasisengland.org
Designated Board Member:	Fernando Gonzalez	01932 565 252 flg@tasisengland.org

4. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

- 4.1. Those who have a Social Worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- 4.2. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself is not the determining factor in assessing vulnerability.

- 4.3. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.
 - 4.4. TESIS England will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Jason Tait (DSL)
 - 4.5. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and TESIS England will explore the reasons for this directly with the parent.
 - 4.6. Where parents are concerned about the risk of the child contracting Covid-19, TESIS England or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. TESIS England will encourage our vulnerable children and young people to attend a school, including remotely if needed.
- 5. Attendance monitoring:** Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. If TESIS England has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- 5.1. TESIS England and Social Workers will agree with parents/carers whether children in need should be attending school – TESIS England will then follow up on any student that they were expecting to attend, who does not. TESIS England will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.
 - 5.2. To support the above TESIS England will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
 - 5.3. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, TESIS England will notify their Social Worker.
- 6. Designated Safeguarding Lead:** TESIS England has a Designated Safeguarding Lead (DSL) and a Deputy DSL. (as stated in the whole school Safeguarding (Child Protection Policy)

The Designated Safeguarding Lead: Jason Tait - jtait@tasisengland.org - Tel: 01932 582 312 - Mob: 07392 319 933

The Deputy Designated Safeguarding Lead: Matt Kiely - mkiely@tasisengland.org - Tel: 01932 582526 – Mob: 07392319945

- 6.1. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system (CPOMS) and liaising with the offsite DSL (or deputy) and as required liaising with children's Social Workers where they require access to children in need and/or to carry out statutory assessments at the school. It is important that all TESIS England faculty and volunteers have access to a trained DSL (or deputy).
- 6.2. We will keep all school faculty and volunteers informed by (*email/other method of communication*) as to who will be the DSL (or deputy) on any given day, and how to contact them - including faculty on and off site. We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

7. Reporting a concern

Where faculty have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS to the DSLs, which can be done remotely.

- 7.1. In the unlikely event that a member of faculty cannot access their CPOMS from home, they should email the Designated Safeguarding Lead / Headteacher. This will ensure that the concern is received and addressed. Faculty are reminded of the need to report any concern immediately and without delay. Where faculty are concerned about an adult working with children in the school, they should follow the school's usual safeguarding practice, by contacting the DSL and raising concerns via CPOMS.
- 7.2. Concerns around the Headteacher should be directed to the Chair of The Board: Fernando Gonzalez.
- 7.3. The school will continue to offer support in the process of managing allegations.

8. Safeguarding Training and induction

DSL training is very unlikely to take whilst there remains a threat of the COVID 19 virus.

- 8.1. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing school faculty have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with faculty any new local arrangements, so they know what to do if they are worried about a child.
- 8.2. Where new faculty are recruited, or new volunteers enter TESIS England, they will continue to be provided with a safeguarding induction. If faculty are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -
 - The individual has been subject to an enhanced DBS and children's barred check list
 - There are no known concerns about the individual's suitability to work with children
 - There is no ongoing disciplinary investigation relating to that individual
- 8.3. Upon arrival, they will be given a copy of TESIS England Safeguarding (Child Protection) Policy, confirmation of local processes and confirmation of DSL arrangements.

9. Safer recruitment/volunteers and movement of faculty

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new faculty, TESIS England will continue to follow the relevant safer recruitment processes including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

- 9.1. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- 9.2. Where TESIS England are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

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9.3. TESIS England will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. TESIS England will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

9.4. Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which faculty/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, TESIS England will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

10. Remote teaching and learning - Online safety

(Please also refer to our E-Safety Policy): TESIS England will continue to provide a safe environment for students who are being taught within the school, including using ICT resources. Faculty and students are still expected to follow their user-agreements on the acceptable use of technology (AUP). Where students are using technology from home, for remote learning purposes, the school will continue to support parents and carers in providing appropriate and up-to-date guidance on online safety measures they can take to keep their children safe at home. Additionally, the Head of School has a duty of care for ensuring the safety (including online safety) of members of the school community, with the day to day responsibility being delegated to the E-Safety Coordinator and Whole School DSL. The Head of School, E-Safety Coordinator and the DSL are aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of faculty, which in line with our main safeguarding reporting procedures. Our E-Safety Coordinator and DSL take lead on our school's remote learning regarding use of technology.

10.1. Faculty and volunteers are aware that this difficult time potentially puts all children at greater risk and TESIS England recognises the importance of all faculty who interact with children, including online, continuing to look out for signs a child may be at risk. Faculty and volunteers will continue to be alert to any signs of abuse, or effects on learners' mental health that are also safeguarding concerns, and will act on concerns immediately. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's Social Care and as required, the police. Online teaching should follow the same principles as set out in the school's faculty and students respective Behaviour - Code of Conducts. Additionally, TESIS England will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

10.2. The curriculum planning for students will continue to be led by the school's subject leaders/class teachers, with oversight from the Curriculum leader. Faculty will consider how they can adapt lesson content to be taught remotely with limited physical contact or IT resources. Where the DSL needs to update teaching faculty on the use of online learning, this will be done via weekly email updates or via online faculty meetings. The DSL will also monitor and follow security guidelines issued by software companies who the school intends to use as part of our remote learning programme.

10.3. TESIS England expectations for both faculty and students when teaching and learning remotely:

- Ensure that lessons are planned for and timetabled within the usual school day – not having ad hoc meet ups Faculty should record, the length, time, date and attendance of any sessions held.
- Faculty and children must wear suitable clothing, as should anyone else in the household.
- Faculty should only use school-issued ICT Hardware for the purposes of remote learning (to ensure appropriate security/monitoring is in place).
- Whilst there is to be an agreement between teachers and parents about the work expected from students, it is the teacher who is responsible for the monitoring of work from students. If there are concerns about the lack of contact or work from a student, this will be raised with the Head of School or DSL in discussion with parents.
- TESIS England will agree with parents how it intends to ensure work is sent back to faculty to review.
- Faculty will make sure they have fully reviewed online content that they plan to share with students e.g. not just the start Any computers used should be in appropriate areas, for example, not in bedrooms, with appropriate backgrounds (especially for faculty).
- When remote teaching using a programme such as Google Meet or Zoom, the lesson should be recorded so that if any issues were to arise, the video can be reviewed. This footage must then be transferred to the school's secure drive through the remote access.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background

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- Faculty must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students (such as Zoom or Google Meet).
- Any student not following the guidelines correctly is being sanctioned in the same way as they would be if they were on site.

10.4. Zoom/Google Meet (Video Conferencing) guidance for lessons:

- No animals or toys to be brought to Zoom lessons
- Children must be dressed in appropriate clothing/must be fully dressed when attending the lessons
- If possible, children should sit in a quiet room with minimal background noise (preferably without a television on) and away from siblings if possible.
- Children must only share their screens when asked to, likewise the chat facility must only be used with teacher permission.
- Changing backgrounds is not allowed. It is distracting and interferes with your own video picture. If you are on a laptop, using speaker view rather than gallery view is very helpful
- The teacher will mute/unmute people, with students requesting to speak rather having direct access to via the chat
- No eating or drinking – water is permitted
- Make sure your face can be seen properly
- If students are using a mobile device, prop it up against something and leave it still
- Students and faculty should be sat up properly
- The teacher will start the call at the given time, not before
- Behaviour should be of the same standard online as it is in the classroom, put up your own hand or raise the virtual hand if you want to contribute.
- Anybody behaving inappropriately will have their video switched off temporarily and a reminder given about the rules
- Students should have the books and equipment required for the session close to hand
- Students should not leave the meeting without permission of the teacher
- Teachers should only use video conferencing for lessons and not for general communications at any other time
- If teachers need to communicate with students or their families, this will be done via email, as normal
- Students should only use video conferencing as a classroom alternative and as such only be used during lesson time
- Faculty are aware that all Video Conferencing sessions must start by ASKING STUDENTS if they are all happy to show their image in a video. Any students that are not happy must switch the video function off
- Both students and faculty will only use their school email address to access video conferencing to ensure authenticity

10.5. Many parents and carers may have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's online activities and behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. TASI England will, especially during times of remote learning, seek to provide information and awareness to parents and carers through:

- Curriculum activities
- Letters, newsletters, the school website
- Reference to the relevant web sites/publications e.g. www.internetmatters.org
www.saferinternet.org.uk www.childnet.com/parents-and-carers

11. 1:1 Teaching sessions (such as music tuition / Counselling sessions)

Where 1:1 Video meetings are required, such as for individual music lessons or learning support, meetings will be recorded for safeguarding purposes. Individual faculty will communicate directly with parents on how they will organise the lessons and also to agree on a system that is going to keep all parties safe.

11.1 Any recordings from Video meetings will be stored securely on the Secure Google Drive Folder and then deleted at the end of the period of remote learning.

12. Supporting children not in school

TASIS England is committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded via CPOMS, as will a record of any contact made or attempts to contact. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

12.1. TASIS England and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages.

12.2. TASIS England recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at TASIS England need to be aware of this in setting expectations of students' work where they are at home whilst also recognising the additional pressures that home schooling creates on families.

13. Supporting children in school

TASIS England will continue to be a safe space for all children to attend and flourish. The Head of School will ensure that appropriate faculty are on site and faculty to student ratio numbers are appropriate, to maximise safety. TASIS England will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

13.1. TASIS England will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

13.2. The Senior Leadership Team have reviewed the school's staffing arrangements to ensure that in the event of faculty absence – such as our Designated Safeguarding Lead or first aiders – the school has alternative measures it can take to maintain appropriate staffing and safety levels within the school.

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 other 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 Head of School
- Where the DSL, Deputy or SENCO cannot share this information, the senior leadership team are identified in 'Key Contacts' 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. Where a child is moving schools during the COVID-19 pandemic

The DSL will provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the Virtual School Headteacher (VSH) with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. In the event that the SENCO is unable to work, the DSL (or Deputy) should take responsibility for any paperwork. Whilst the school must continue to have appropriate regard to data protection and GDPR this does not prevent the sharing of information for the purposes of keeping children safe.

16. Peer on Peer Abuse

TASIS England recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within our Child Protection Policy.

16.1. TASIS England will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded via CPOMS and appropriate referrals made.

16.2. TASIS England will make it clear to both students and their parents/carers about how to contact the school or the child's teacher, should they have concerns regarding online bullying or abuse.

17. Domestic Abuse

The current Covid-19 measures being taken are likely to increase the stress on family life and it is expected that domestic abuse incidents are likely to rise. The school will continue to receive domestic abuse notifications via the police as will children's Social Care. Notifications will continue to be recorded in the children's safeguarding file.

17.1. As with any concern about a child, TASIS England will take steps to ensure the child is safe. In all cases the school will review what we know about the child and their family. If the child is expected to attend school the usual checks should be made on their welfare:

- What is known about the child when they arrived (or not) at school today? Who in the school needs to be informed?
- What 'checks' need to be carried out and how best can these be achieved?
- Are they in school today? How are they presenting physically and emotionally? Are there any changes in behaviour?

17.2. When a child is not expected to be at school there should be consideration about how best the school can seek assurance on their welfare and what checks can be made. In all cases TASIS England will make general enquires with the child about how they are. The domestic abuse notification should not be referred to unless it is directly mentioned by the child or where the parent/carer raises the issue.

17.3. If the DSL/deputy DSL identifies any child protection concerns they will refer to Children's Social Care. Children's Social Care will also review the incident and will liaise with the school where there are child protection concerns about the safety of the child. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

17.4. Details of this plan must be recorded via CPOMS, as should a record of contacts that have been made. The contact plans can include: remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. The school and its DSLs will work closely with all stakeholders to maximise the effectiveness of any contact plan. This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

18. Support from Headteacher's professional associations (e.g. ISA) and the Proprietor who will seek expert advice

This will include support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction. The Proprietor will also provide regular group and individual supervision sessions. This may take the form of an online meeting.