

THE LONDON ORATORY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY
COVID-19 ADDENDUM



Approved by:

The Governing Body

Date: 5.1.21

Last reviewed on:

w/c 18.1.21

If you have any safeguarding concerns or issues, please contact Mr Mantio on jmantio@los.ac in the first instance.

To be read by all parents, volunteers and staff

This document supplements the School’s existing Safeguarding and Child Protection policy and procedures

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1. Context

On the 4 January 2021, parents were asked to keep their children at home wherever possible, to prevent the spread of the coronavirus (COVID-19). Schools were asked to provide care for a limited number of children, including those deemed vulnerable and cannot safely be cared for at home and those whose parents are critical to the COVID-19 response.

This addendum to the School's 'Safeguarding and Child Protection Policy' aims to provide further details regarding safeguarding arrangements to ensure the safety of pupils and staff. These measures apply to anyone working at The London Oratory School, including governors, teaching staff, teaching and non-teaching staff, agency staff, volunteers and pupils. Furthermore, it supports the London Oratory School's Safeguarding and Child Protection Policy, but draws on the following documents for guidance and advice:

- 'Safeguarding Action Plan for Vulnerable Pupils' School document
- The London Oratory School 'Staff Code of Conduct' School document.
- Keeping Children Safe in Education (September 2020)
- Working Together to Safeguard Children (July 2019)
- Coronavirus (COVID-19): safeguarding in Schools, colleges and other providers (March 2020)
- Coronavirus (COVID-19): guidance on vulnerable children and young people (March 2020).
- DfE guidance: Educational settings self-reporting online form: frequently asked questions (March 2020)
- COVID-19: Changes to DBS ID checking guidelines: Temporary changes to ID checking guidelines made as a result of the coronavirus outbreak (March 2020)
- COVID-19: How to refer cases of teacher misconduct: who can make a referral and in what circumstances (March 2020).
- DfE guidance: Mental health and behaviour in Schools.

2. Version control and dissemination

This is version 1.0 of this addendum for 2020-2021. It will be reviewed by our DSL or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the School website and is made available to staff in Share Point

This School will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSL are and how staff and volunteers can to speak to them.

3. Safeguarding priority

The London Oratory School takes seriously its responsibility to safeguard the welfare of children and young people in its care and is committed to building a 'culture of safety' in which children are protected from abuse, harm and radicalisation. It will respond promptly and appropriately to all safeguarding concerns, whether they come from a child or member of staff in its care.

The way this School is currently operating in response to COVID-19, is fundamentally different to 'business as usual'; however, important safeguarding principles remain the same:

- Where safeguarding is concerned, the best interests of children must always come first
- if anyone in the School has a safeguarding concern about any child, they should act immediately
- a DSL, deputy or senior staff member of staff is available to investigate a case
- it is essential that unsuitable people are not allowed to gain access to children
- children should continue to be protected when they are online

4. Current School position

This School is open and has children on site. We have a reduced number of staff, including senior staff and learning support assistants.

All staff attending on site have received safeguarding training and are aware of what to do if they have concerns.

The School uses Show My Homework as a static online learning platform; staff use MS Teams for livestreaming lessons; VMTs use Zoom, all in line with the safety protocols set out here.

5. Vulnerable children

Vulnerable children include, those who have a social worker, and those children and young people up to the age of 25 with an Education, Health and Care plan (EHCP). Children with social workers include those who have met the threshold for a Child Protection Plan (as defined by section 47 of the Children Act 1989), or have been assessed as a Child in Need (as defined by section 17 of the Children Act 1989) and looked after children.

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 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.

Senior staff, with the assistance of the DSL, deputy DSL and Housemasters know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support. Eligibility for free School meals in and of itself will not be the determining factor in assessing vulnerability.

The London Oratory School will continue to work with social workers to protect vulnerable children and Virtual School Heads (VSH) for looked-after and previously looked-after children. Vulnerable children who have a social worker can attend School, so long as they do not have any underlying health

conditions that puts them at risk. The School will seek to arrange with families whether a child in need should attend, whilst following up on those they were expecting to attend but have not.

6. 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. Teachers are expected to keep a record of attendance at live streamed sessions; a live steamed element will be present for at least 50% of the periods allocated across a fortnight. However, parents of vulnerable pupils still attending School will be expected to inform it of their son's absence; members of staff on duty will ring parents if their child fails to attend. The School will notify social services if a pupil on a Child Protection Plan who is expected in School fails to turn up or discontinues attending School.

7. Designated Safeguarding Lead and team

Key contacts

Role	Name	Contact Number	Email address
Designated Safeguarding Lead (DSL)	Mr J. Mantio	0207 3817624	jmantio@los.ac
Deputy DSL	Mr S. Marty	0207 3817681	swmarty@los.ac
Headmaster	Mr D. Wright	0207 3817620	dwright@los.ac
Chair of Governors	Mr P. Harrington		pharrington@los.ac
Safeguarding Governor	Mrs B. Tussaud		btussaud@los.ac

The DSL will be on site throughout national lockdowns. If the DSL is absent, then either the DSL is contacted via phone or email at home or a senior staff member will assume responsibility for co-ordinating safeguarding. This might include updating CPOMS (if any new incidents arise) and liaising with the offsite DSL (or deputy). The DSL can liaise with children's social services if they need to access the child or carry out statutory assessments. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. All School staff and volunteers have access to the DSL (or deputy) via phone or email and are aware of who that person is and how to contact him.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the School's Safeguarding and Child Protection Policy. This includes making a report via CPOMS, which can be done remotely (details in the Staff Handbook/Pastoral Matters). The DSL will communicate any new arrangements with staff, informing them of what to do if they are concerned about a child.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the School, they should report their concern to the Headmaster. If there is a requirement to make a notification to the Headmaster whilst away from School, this should be done verbally where possible and followed up with an email. Concerns around the Headmaster should be directed to the Chair of Governors. Details about how to raise a concern can be found on the School website.

8. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) will continue to be classed as a trained even if they miss their refresher training. All School staff have undergone safeguarding training and read part 1 of 'Keeping Children Safe in Education (2020)' including annex A. When new staff are recruited, or new volunteers help the School, they will continue to be provided with a safeguarding induction. This School will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

If staff are deployed from a setting different to our School, it will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. It will also consider 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 list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual.

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. When utilising volunteers, the School 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. Regarding members of the School staff already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another School or college to support the care of children.

The School 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. All referrals received by the TRA will continue to be considered. An Interim Prohibition Order (IPO) will be put in place if a serious safeguarding referral is received and it is deemed in the interest of the School community to do so. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

It is essential from a safeguarding perspective that our School is aware, on any given day, which staff will be in the School. It will continue to maintain the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. Mental health

Where they are providing for children of critical workers and vulnerable children on site, the School will continue to ensure that appropriate support is in place for them. Remote access to 'The 'Time to Talk Hear to Listen' team, Mr Maguire and the School chaplain, Father George, will continue to be available to pupils and parents.

10. Online safety

The London Oratory School recognises the educational benefit online learning provides in response to the closure of Schools. Technology to assist with the remote learning will enable pupils to study safely at home, thus minimising the disruption caused by the COVID-19 pandemic.

The School will continue to provide a safe online environment, especially since interactive conferencing tools such as MS Teams and Zoom will increasingly be used. Online teaching will be carried out as set out in the School's code of conduct; the use of online filtering systems will remain as normal.

The risks which are present in a physical setting are, by and large, equally present in a virtual setting. That said, there are added risks associated with a virtual environment which include online grooming, online radicalisation, harmful content, online bullying, and peer-on-peer abuse. There are also added risks to the particular environment in which the COVID-19 emergency has placed us. These include the particular emotional vulnerability of children in a time of crisis and concern about family members and friends, and the potential for neglect within the family for reasons of illness, anxiety or work requirements.

Non-School system social media addresses, emails or phone numbers of all pupils and teachers are confidential and must not be shared with either party.

Children and online safety away from School

It is important that all staff interacting with children online, continue to be vigilant regarding signs of abuse. Any such concerns should be dealt with by referring in the normal way in accordance with the School 'Safeguarding Child Protection Policy'. This involves escalating to Housemasters and to the DSL, Mr. Mantio. Any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

- If, during a live-streamed interactive online audio session, a pupil requests to make a safeguarding disclosure relating to their current circumstances, then:
 - the member of staff must first dismiss from the session all other pupils, muting the recordings and their microphones
 - the member of staff must notify that confidentiality will not be promised

- the pupil must be notified that the session is being recorded and that the information will be shared, and if necessary, acted upon either by the School, the police or Children's Services the information must be shared immediately with the DSL who will advise on next steps.

Pupils, parents and teachers and interactive online safety¹/remote learning

a. If engaging in a School scheduled parentally supervised VMT (Visiting Music Teacher), Schola choral rehearsals or parentally supervised volunteer Foreign Language Assistant session, then:

1. All sessions must have been scheduled between the School and parents with School staff using the School email system; VMTs or FLAs are not permitted to approach pupils directly through their School emails, but must organise through their Head of Department and the School email system. Arrangements must be on a parent to School basis, not VMT- or volunteer parent –direct to- pupil basis.
2. Parental scheduling of a session is an indication of consent to the session taking place along the lines set out in this document.
3. All sessions must be parentally supervised, either with the parent in the same or next room/within ear shot, with the door open.
4. Appropriate rooms.
5. No staff, whether VMT or volunteer FLAs, are permitted to have unsupervised access to pupils through online mechanisms.
6. Heads of Department and Senior Staff are permitted to drop-in on any live online session.
7. Staff and children must wear suitable clothing; this applies to other household occupants.
8. Pupils must be smart for the sessions; staff can insist on full School uniform for the sessions.
9. Any computers used should be in appropriate areas and the background should be blurred.
10. Language must be professional and appropriate, including that used by any family members in the background.
11. One to one face to face sessions are not to be recorded without prior agreement/consent and a clear rationale from all participating parties – pupils, parents, parent volunteers and School staff.

b. If engaging in a counselling sessions, then:

1. Counselling sessions must take place via pre-arranged telephone conversation or via Zoom, following the protocols for drop-in, referral and parental consent. A note will be recorded of the session; no electronic recordings will be taken without mutual and informed consent.
2. A record of these counselling sessions must be kept in the relevant place on CPOMS.

c. If engaging in live-streaming audio 'class based' instruction, then:

1. All notifications to pupils that a session is to take place will be either through Show My Homework, MS Teams or the School email, on their usual allocated subject timetable slot.
2. Unless otherwise invited by a teacher, only those pupils who are members of that class are eligible to attend the online session.
3. Staff can insist on pupils being seen for live-streaming; staff have the option to have their cameras on for live-streaming.

¹ See Appendix 1

4. Pre-recorded images of pupils must not be uploaded to School or other platforms without explicit pupil and parental consent.
5. Teaching can only take place on those scheduled timetable slots that are the same as the existing School timetable.
6. Teaching one to one should be avoided, groups (at least two or more pupils) are necessary.
7. Appropriate professional boundaries must be maintained at all times. Staff and pupils must interact with each other online in a relentlessly professional manner, maintaining the high cultural standards of the School, including through the usual formalities of language and address. The same professional boundaries are to be maintained online as are required to be maintained in person. The Rules and Regulations set out in the Rule book will apply in so far as are relevant to a virtual setting.
8. Absolutely no personal contact details are to be shared during virtual classrooms sessions.
9. Staff have the option to record live sessions so that if any untoward issues arise, the recording can be reviewed. The data will be stored in line with our data protection policies.
10. Staff must only use platforms such as MS Teams or Zoom.
11. If teachers or pupils are worried about someone or something they encounter in an online platform, then they must report it immediately to the DSL, Mr. Mantio.
12. If a user starts to share inappropriate or illegal material in a virtual session, then the user is to be blocked/muted immediately/and or the session terminated immediately. The matter is to be reported to Mr. Mantio by the relevant teacher. Disciplinary sanctions may follow on from investigations. Note also the COVID-19 addendum to the Behaviour Policy. On reporting, note Appendix 1 of this document.
13. Senior Staff and Heads of Department are able to enter virtual classrooms to observe lessons on an ad hoc basis.
14. The School will be storing messages so that it can review material afterwards if necessary, in accordance with the relevant privacy laws.
15. If a pupil does not log-in to interactive online learning at the scheduled time, then the School may consider notifications to parents and further action/escalation.

11. New children at the School

Children may join this School from other settings. When they do, the School will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join the School, but it will be especially important where children are vulnerable. For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. This includes access to an EHC plan, Child in Need Plan, Child Protection Plan or, for looked-after children, their Personal Education Plan. Knowledge of the child's social worker or local authority VSH for looked-after children will also be required. Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. The DSL and Pastoral Team will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

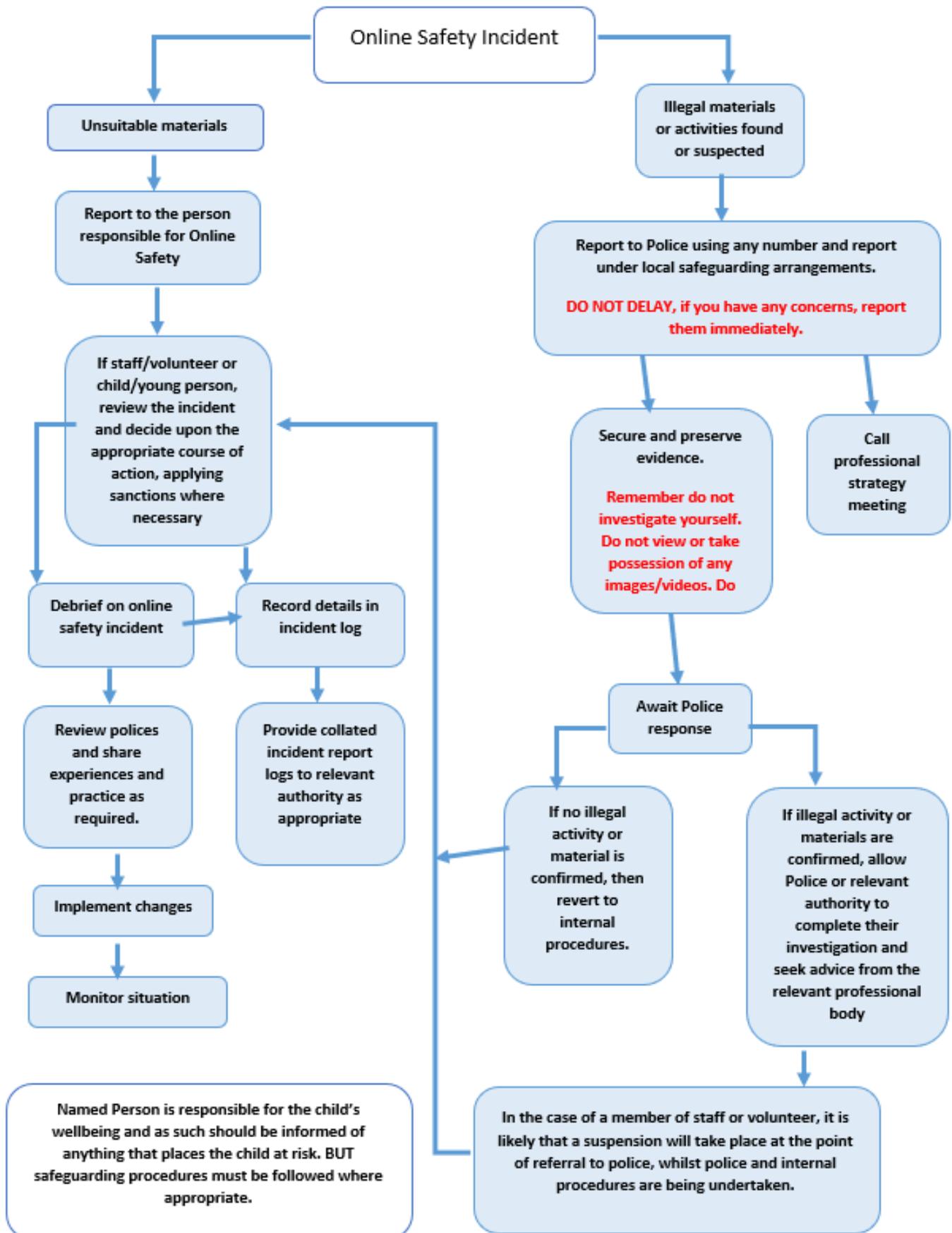
12. Supporting children not in School

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support, the School will ensure that a regularly reviewed, communication plan is in place for that pupil. Details of the plan are found in the School document, 'Safeguarding Action Plan for Vulnerable Pupils' which essentially involves Housemasters contacting the families on a weekly basis. A record of each contact will be recorded on CPOMS.

13. Peer on Peer Abuse

The School recognises that during the closure a revised process may be required for managing any report of abuse. 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 the 'Safeguarding and Child Protection' Policy; they will follow the procedures set out in the School's Peer on Peer Abuse policy. Any concerns and action taken must be recorded on CPOMS and if necessary, the appropriate referrals made, escalating to Housemasters and the DSL.

Appendix 1: How to report an online safety incident



Record of interactive online learning breach (responding to incidents of misuse)

Group:

Date:

Reason for investigation:
.....
.....

Details of first reviewing person

Name:

Position:

Signature:

Details of second reviewing person

Name:

Position:

Signature:

Name of user who breached protocols

.....
.....

<i>Time/subject/teacher</i>	<i>Reason for concern</i>

Conclusion and Action proposed or taken

Reporting Log

Group:

<i>Date</i>	<i>Time</i>	<i>Incident</i>	<i>Action Taken</i>		<i>Incident Reported By</i>	<i>Signature</i>
			<i>What?</i>	<i>By Whom?</i>		