



# **LONDON PROFESSIONAL ACADEMY(LPA)**

## **SAFEGUARDING POLICY**

**Title: Safeguarding policy**

**Approval date: Sep, 2022**

**Approved by: London professional Academy**

**Reviewed: Sep, 2023**

**Reviewed: Sep, 2024**

**Reviewed: Sep, 2025**

**Next Review: Sep, 2026**

## **INTRODUCTION AND PURPOSE**

1. The London Professional Academy is committed to supporting and promoting the welfare of staff, students and visitors and is committed to the provision of a safe environment conducive to work, study and the enjoyment of a positive experience for all members of its community.

1.1 The LPA recognises that within the course of its activities its staff and students may come into contact vulnerable adults (e.g. those over 18 who are rendered vulnerable to harm or exploitation due to their personal situation and/or social circumstances).

1.2 The LPA wishes to ensure that it maintains the highest possible standards to meet its responsibilities to protect and safeguard the welfare of children and vulnerable adults and is therefore committed to working in partnership with other organisations (as appropriate) to facilitate this.

### **1.3 Definition of vulnerability**

For the purposes of this Policy LPA defines vulnerability as being when a child or adult is at risk of exploitation, harm or abuse, including the risk of radicalisation. A person can become vulnerable because of specific circumstances or situation which may increase the risk of exploitation.

#### **Vulnerable Adult**

LPA defines a vulnerable adult as a person aged 18 or over who is [or may be], in need of services by reason of mental or other disability, age or illness, and who is [or may be], unable to take care of him or herself, or unable to protect him or herself against significant harm, abuse or exploitation, including being drawn into terrorism.

To provide a safe and secure environment under UK law, London Professional Academy (LPA) is committed to help learners achieve their best by making sure they feel comfortable and safe in all the times.

The Safeguarding Policy tells everyone how this is going to be achieved. It also gives certain people responsibilities and tasks to make sure it happens. The Policy applies to all staff, learners, volunteers and regular visitors.

The London Professional Academy will do everything it can to protect the learners from:

- Abuse, in all its forms
- Harassment
- Child criminal Exploitation; including sexual exploitation and county lines
  
- Forced marriage or so-called honour-based abuse

- Harm from cultural or religious practices; including Female Genital Mutilation (FGM)
- Radicalisation
- Homelessness

It is hoped that learners and parents or carers will feel free to discuss any concerns they have which may affect successful learning and will view the College as a safe place if there are any difficulties elsewhere in their lives.

## **2. DEFINITION**

The Department for Education document 'Keeping Children Safe in Education' defines Safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable children to have the best outcomes.

This means that most activities conducted through the College must include some consideration of Safeguarding matters.

The Children Acts 1989 and 2004 state that a child is any person aged under 18 years old. However, in certain circumstances this age limit may be extended; for example, in the case of a person with learning difficulties or in cases where there has been an abuse of trust.

Although the College Safeguarding Policy is generally applicable to those who must be protected, the principles apply to any concerns around the welfare of learners at the College. It includes all those aspects of support which, in schools, falls under the banner of Child Protection.

No single practitioner can have a full picture of a young person's needs and circumstances. If young people and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information and taking prompt action.

## **3. MAIN PRINCIPLES**

The LPA promotes an ethos where young people/learners feel secure, are encouraged to talk and are listened to. Because of our duty to protect learners, where we believe an individual may be at risk of harm, we cannot promise to keep information confidential. Every learner should be told by the member of staff they have chosen to talk to, what will happen next.

Staff who observe any behaviour or who hear or are told anything significant by a learner or others, must report their concerns in accordance with LPA rules and policies.

Safeguarding issues can revolve around one or more of the following: detailed definitions can be found elsewhere in this document:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Bullying or harassment (including Cyberbullying & Child on Child Abuse)
- Forced Marriage
- Radicalisation
- Homelessness

Safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between young people in the wider community. All staff, but especially the designated safeguarding lead (and deputies) should maintain an attitude of 'it could happen here' and be considering the context within which such incidents and/or behaviours occur.

This is known as contextual safeguarding, which simply means assessments of young people should consider whether wider environmental factors are present in their life that are a threat to their safety and/or welfare. Social care assessments should consider such factors, so it is important that LPA provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

It must be recognised that children/adults may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, youngsters may feel embarrassed, humiliated, or are being threatened. This could be due to their

vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity about the welfare needs of individual young people.

The LPA recognises the positive contribution it can make towards protecting its learners from radicalisation towards violent extremism. Through Learner Voice and the Life Skills & Enrichment programme, it will continue to help the learners to create communities that are resilient to extremism and protect the wellbeing of learners who may be susceptible to being drawn into violent extremism or crime. It will also continue to promote the development of spaces for free debate where shared values can be reinforced.

Exploitation both sexual and criminal involve exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual or criminal activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Youngsters can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The Female Genital Mutilation Act 2003<sup>2</sup> creates a mandatory reporting duty requiring specified regulated professionals<sup>3</sup> in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl aged under 18 (at the time of the discovery). It is separate to any information which may be provided to the Designated Safeguarding Lead.

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person who is susceptible to

becoming involved in extremism, or for a person who moves to adopt violence in support of their ideology. Although a few possible behavioural

{(2 Section 5B (11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) 3 Including 'Teachers' - in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)}

indicators are listed below; staff should use their professional judgement and discuss with other colleagues or external partners if they have any concerns:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

If anyone has any significant concerns about a learner beginning to support terrorism and/or violent extremism, they should discuss the individual with the Director or a member of Senior Management Team (SMT).

Staff cannot guarantee to consult parents or carers first, or to keep a young person's concerns confidential, if a referral must be made to the appropriate agencies (Police or Local Authority) to safeguard the young person's welfare.

The Social Services and Police have the primary responsibility in the field of child protection and preventing violent extremism respectively. Local authorities must take steps to protect people at risk in appropriate circumstances and give certain powers to the police so that they can take action to protect them.

It is not the LPA's responsibility to investigate abuse. Nevertheless, it must act if there is cause for concern and must notify the appropriate agencies so that they can investigate and take the necessary action.

All staff who are in regular contact with young people will need to attend basic safeguarding training. The LPA will provide adequate training and supervision to ensure that the needs and welfare of young people are paramount. When staff join the LPA they will be trained in the Safeguarding arrangements as part of their induction. Mechanisms are in place to assist them to understand their role in safeguarding young people and adults at risk. Regular updates on Safeguarding matters are provided to all staff.

## **4. ONLINE SAFETY**

The starting point for online teaching is that the same principles as set out in the College's Acceptable Use of IT Resources, Online Safety Policy and Code of Conduct still apply. These will be supplemented by periodic updates disseminated through the medium of the StaySafe Newsletter.

As learners increasingly interact more online for learning and socialising, the need for staff to set clear expectations about respectful online behaviour remains paramount – regardless of their comfort level or proficiency with technology. Communication and content should always reflect professional staff/learner or staff/carer relationships.

In line with guidance provided in the Personal Data Privacy Notice – Recording of Meetings, where it is unavoidable to meet one-to-one with a learner staff should consider the benefits of recording the meeting, either using the functionality provided by Teams or by making an audio recording in some other way. In almost all cases, the meeting should be recorded.

When deciding when or how to respond to messages, staff must balance the perceived short-term benefits against the need to ensure the best long-term outcomes.

## **5. Reporting Safeguarding Concerns**

It is the remit of Social Services and/or the Police to investigate safeguarding concerns. However, the LPA will undertake a risk assessment before making a referral to such an external agency. If a member of the College (staff or student) has any immediate risk concerns (including outside normal College hours), they may refer directly to the Police or Social Services.

## **6. Risk Assessment:**

If a safeguarding concern is raised with SMT, a risk assessment will be undertaken to assess the appropriateness of a referral to Social Services or the Police.

The SMT is responsible for ensuring that the risk assessment and its outcome are recorded, and appropriate follow-up actions (where deemed necessary) are undertaken.

## **7. ACCESS MANAGEMENT**

To support the Safeguarding of all members of the College, LPA has a designated, trained Safeguarding Lead. All members of the college have a responsibility to

challenge and report any safeguarding issues to LPA Management or a member of SMT.

## **8. MANAGEMENT OF VISITORS**

All visitors must go to the appropriate Reception desk before proceeding to any other part of the College estate. Their details should be recorded; they are to be given a Visitor's badge and must be escorted appropriately throughout their visit.