



## Safeguarding Policy and Procedures

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## Introduction

### The purpose of this Policy

This policy has been prepared on the basis of legislation, policies and guidance that seeks to protect children and young people in England. A summary of the key legislation and guidance is available from [www.nspcc.org.uk/childprotection](http://www.nspcc.org.uk/childprotection).

In particular, s175 of the Education Act 2022 requires the governing body of an institution within the further education sector to *'make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution'*. This policy is at the centre of those arrangements.

The LMA recognises and takes seriously its responsibilities in the safeguarding of children, young people and vulnerable adults for whom it is responsible, and intends to meet its statutory obligations in regards to safeguarding.

The purpose of this policy is to:

- promote and prioritise the safety and wellbeing of children and adults at risk;
- foster a safe environment for all children and vulnerable adults associated with LMA;
- create a culture where concerns about and relating to children and vulnerable adults can be reported and addressed quickly;
- define key roles, responsibilities and procedures in safeguarding activities, and outline proportional safeguards to protect children and vulnerable adults where appropriate; and
- provide assurance to young people, parents, carers, vulnerable adults and other members of the LMA community that concerns are taken seriously and will be dealt with appropriately and according to the highest standards of care.

### Our Guiding Principles

LMA is committed to fostering the well-being and development of all our students. We recognise our responsibility, both to safeguard our students and support other safeguarding agencies.

Our Guiding Principles for safeguarding are:

- the welfare of the child or vulnerable adult is paramount;
- all children and vulnerable adults, regardless of age, gender, ability or disability, race, faith, language or sexual identity, have the right to protection from harm;
- all allegations and suspicions of harm will be taken seriously and responded to swiftly, fairly and appropriately; and
- staff, students and volunteers are expected to work in partnership within LMA and with other safeguarding bodies to promote students' wellbeing and development.

If we are delivering training as part of a subcontract, we will follow the Lead Contracts referral process for

Safeguarding.

### **Who this policy applies to**

Our safeguarding policies and expectations of behaviour apply to all staff working in and/or on behalf of LMA (whether permanent, fixed or temporary), students and visitors within LMA. This includes employees, workers, apprentices, officers, visiting, seconded and agency staff, contractors and subcontracted service providers, off-site delivery partners, agents, volunteers, interns, any third-party representative, subcontractor or agent, and any other person working in any context within LMA. It also applies to the parents, guardians and carers of our students.

### **Who the policy aims to protect**

This policy seeks to protect all vulnerable individuals who come into contact with LMA in any capacity, and especially:

- any individual under the age of 18;
- asylum seekers who are under 18 and/or who are living independently from their parents; and
- an adult in other ways defined as vulnerable (below).

A '*vulnerable adult*', sometimes referred to as '*an adult at risk*', is someone aged 18 or above who may need community care services for reasons including mental health issues, disability, age or illness. They may not be able to take care of themselves or protect themselves from harm or exploitation.

Any reference to '*students*' in this policy should be understood as applying to any of these categories as appropriate.

### **When this policy applies**

This Policy applies broadly to all LMA's operations. Examples that demonstrate the scope of this policy include:

- recruitment of staff or volunteers (etc) to a new or existing post that involves working directly with students;
- the commencement of new activities or events involving or potentially involving students; and
- any changes made to activities or events involving or potentially involving students.

This policy does not apply to:

- external bodies using LMA's premises or facilities for external events. Such external bodies will be expected to have due regard to this safeguarding policy, however activities undertaken by external bodies will be governed by that body's

own safeguarding policies and procedures and they will take full responsibility for the safeguarding of individuals involved in any such activities.

### **What we mean by safeguarding**

Safeguarding means ensuring the overall safety and wellbeing of individuals. It is not limited to concerns relating to sexual activity. Safeguarding concerns can include any form of neglect, harm, or exploitation. Our responsibility to act on safeguarding concerns covers all aspects of students' lives. Detailed examples of safeguarding concerns are set out in Appendix 7.

By safeguarding we mean:

- protecting young people and vulnerable adults from maltreatment, exploitation and abuse;
- preventing the impairment of young people's health and wellbeing; and
- ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care.

### **Transparency and Complaints**

We will ensure our Policy and Procedure is made widely available to staff, students and parents/carers by publishing it on our website. Any individuals with complaints about our handling of safeguarding issues will be signposted to our Complaints Policy. This policy will contain a confidential route for safeguarding complaints to the Head of Student Services.

### **Delivering on our commitment to safeguarding**

LMA will strive to:

- be proactive in ensuring the safety of children and vulnerable adults;
- promote a culture where everyone can be confident that their legitimate safeguarding concerns will be listened to sensitively and appropriate action taken;
- provide clear guidelines and procedures for all staff so they can respond appropriately to safeguarding concerns;
- offer support to staff and students who have any safeguarding concerns (including referral to external agencies where this is deemed appropriate);
- act promptly and diligently on any safeguarding concerns; and
- liaise with the appropriate key partners and develop collaborative working practices which facilitate and promote safeguarding within LMA and the wider community.

We will:

- Inform and remind staff and students of our safeguarding procedures and their responsibilities to promote safeguarding
- Make our safeguarding policy and procedures easily accessible in electronic and paper format
- Designate a Lead Safeguarding Officer to act as the link with other agencies

- Designate other Safeguarding Officers to give advice and handle safeguarding referrals
- Conduct thorough risk assessments for all LMA activities and keep them updated
- Provide resources to improve students' personal safety and their awareness of these issues
- Regularly review the requirement for and provide such required training in relation to safeguarding as appropriate.

### Roles and Responsibilities

Safeguarding is everyone's responsibility. The table below summarises specific safeguarding responsibilities in LMA.

Safeguarding Role	Responsibilities
<b>Individual responsibility</b>	
All students	Acting in ways that avoids or reduces risk for themselves and other students.  Informing a staff member where they have a serious concern about their own or another student's well being.
All staff, contractors, governors, volunteers and other individuals engaged to provide services for or through LMA.	Being vigilant over safeguarding students.  Acting upon a suspicion about a student's safety or deal with an actual disclosure, by speaking with a safeguarding officer.  Where there are allegations against a staff member, staff should contact the Principal of the campus..  Completing records and cooperating with safeguarding investigations as appropriate.
<b>Designated safeguarding positions</b>	
Designated Safeguarding Officers (DSOs) within student services	Advising staff with safeguarding concerns.  Dealing with safeguarding issues and concerns in line with the procedures including liaising with external bodies e.g. Social Services.
Lead Safeguarding Officer (LSO) Claire Moore	Managing safeguarding policies and procedures to ensure compliance with legislation and good practice.  Producing reports for the Senior Management Team.  Where necessary advising DSOs on cases.
Head of student services (or if	Overseeing the delivery of effective safeguarding.

<b>Safeguarding Role</b>	<b>Responsibilities</b>
unavailable an SLT member)	<p data-bbox="491 226 1433 297">Liaising with and keeping informed of all serious safeguarding matters by the Lead Safeguarding Officer.</p> <p data-bbox="491 331 1433 403">Receiving and acting on any allegations against a staff member, volunteer or other person bound by this Policy.</p>
Human Resources	<p data-bbox="491 445 1433 517">Complying with the Safe Recruitment Process outlined at section 7 of this Policy</p>



## Safeguarding procedure

### How safeguarding concerns can arise

A safeguarding concern can arise in three different ways, from:

- a student's disclosure;
- an allegation made by a student, staff member or anyone else; or
- a suspicion based on unconfirmed evidence or rumour.

Whilst these may be handled slightly differently, they all add up to a concern which must be reported immediately. Where there is any doubt about whether a concern should be raised, the individual must contact the appropriate Designated Safeguarding Officer.

It is possible that safeguarding issues may emerge during disciplinary procedures and vice versa. It is vital that staff ensure that, where necessary, both safeguarding and disciplinary procedures are invoked to ensure comprehensive solutions are found.

### Our three safeguarding pathways

LMA uses three pathways to detail the reporting and management of concerns. These pathways are illustrative only and it should be emphasised that the pathway which a concern is raised under is not as important as the fact that the concern is raised.

We have a zero-tolerance policy on harm to students. No matter which pathway is adopted, students can be assured we will investigate concerns fully and sensitively.

Pathway 1 is for safeguarding concerns arising from the actions of anyone **except** a staff member, governor, contractor or volunteer.

Pathway 2 is for safeguarding concerns about staff members, governor, contractor or volunteer that are NOT related to an actual or potential relationships between students and staff members.

Pathway 3 is for safeguarding concerns related to an alleged or actual relationship between a staff member or student or the potential for one to develop.

The pathways are set out in Appendices 1-3 and further guidance is set out below.

If you are unsure about a safeguarding concern or which pathway to follow, you should discuss this at the earliest opportunity with a Designated Safeguarding Officer.

### Pathway 1 – Safeguarding concerns about the actions of non-staff

This pathway applies to anyone who is NOT working for or on behalf of LMA.

Whose actions may be harming a student?	What sorts of harm?
Other students, applicants Family members Visitors  Any other person <b>excluding LMA staff</b>	<b>Any type</b> including, physical, psychological, financial or sexual and neglect

- Advice on handling a student's disclosure or allegation is set out in Appendix 5.
- The concern should be discussed with a Designated Safeguarding Officer as soon as possible.
- A SEL form (see Appendix 6) need not necessarily be completed to start the discussion.

However, the Designated Safeguarding Officer will record that discussion took place and a SEL form may need to be completed at that stage.

### **Pathway 2 – Safeguarding concerns about the actions of staff, volunteers or contractors but not involving actual or potential sexual activity**

Any safeguarding concern relating to a staff member, governor, contractor or volunteer must be taken seriously. This pathway applies to anyone who is working for or on behalf of LMA.

<b>Whose actions may be harming a student?</b>	<b>What sorts of harm?</b>
Any member of LMA staff Contractors including consultants Volunteers  Any other person working for or on behalf of LMA	<b>Any type</b> including physical, psychological, financial but excluding a potential or actual sexual relationship (see Pathway 3a and 3b).

- If the concern includes any sexual activity that may have already occurred or is a possibility, then this should be reported immediately using Pathway 3a and 3b.
- Any other form of actual or potential harm arising from a person working for or on behalf of LMA should be reported to a Designated Safeguarding Officer as soon as possible.

### **Pathway 3a and 3b – Safeguarding concerns about possible relationships between staff and students**

Any safeguarding concern relating to a staff member, volunteer, etc. must be taken seriously.

<b>Whose actions may be harming a student?</b>	<b>What sorts of harm ?</b>
Any member of LMA staff Contractors including consultants Volunteers  Any other person working for or on behalf of LMA	The potential for a sexual relationship due to an evident attraction between a staff member or student (whether a young person or a vulnerable adult) or a currently unreciprocated attraction/infatuation.  Evidence or concern of an actual sexual relationship between a staff member or student (whether a young person or a vulnerable adult).

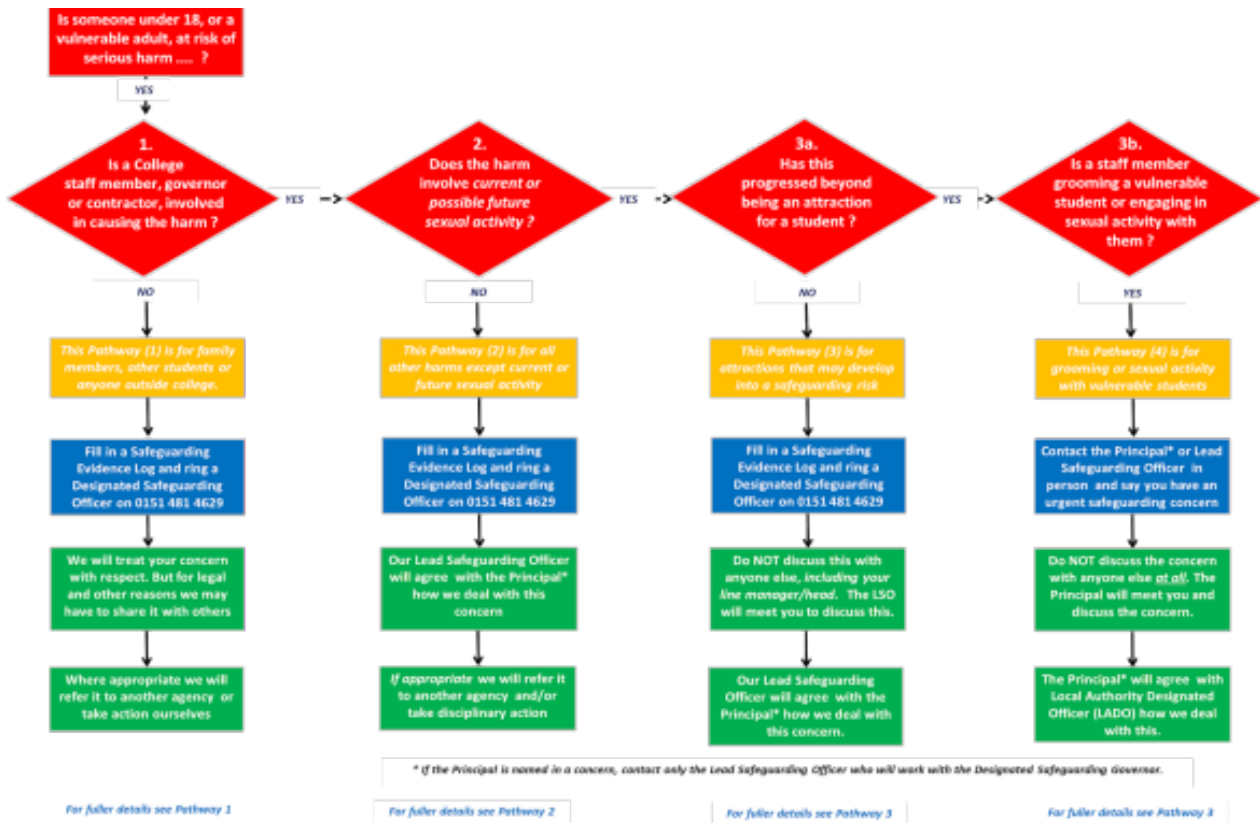
- Any safeguarding concern relating to actual sexual activity between a staff member and student, or grooming, must be reported **immediately, directly and confidentially to the** Head of student services.
- Consent is NOT a justification where students are under 18 or vulnerable adults are involved.
- The allegation must be kept confidential and must NOT be discussed with any staff, student or person outside LMA. The exception to this is that, where appropriate and/or necessary, particularly where there is risk of immediate harm, allegations or concerns should be raised to police.
- In the absence of the principals of the campus, another member of the Senior Management Team should be contacted.
- Where an allegation is made in relation to the principals of the campuses, this should be referred to the Lead Safeguarding Officer.

### **Designated Safeguarding Officers**

The Designated Safeguarding Officers are specially trained members of LMA staff. They will discuss a concern with the individual(s) involved, give advice on what to do next and, if necessary, how to record it. Appendix 4 sets out the broad approach the Designated Safeguarding Officers will follow. Depending on the severity of the concern, the Designated Safeguarding Officers will inform the Lead Safeguarding Officer by email by the end of the working day. Where appropriate, the Designated Safeguarding Officers will contact Social Services or other relevant agencies e.g. the NHS or police.

### **The Lead Safeguarding Officer and Serious Safeguarding Issues**

Where serious safeguarding issues emerge, the Lead Safeguarding Officer will inform the Principals of the campus and, if appropriate, the Designated Safeguarding Lead within one working day.



## **Good Practice: Confidentiality, Information Sharing and Managing Records**

The following act as general principles which support the principles in LMA's Confidentiality and Disclosure Policy.

### **Priority to protect the individual**

Where there are concerns that a young person or vulnerable adult is, or may be, at risk of significant harm, their needs must always come first. The priority must always be to protect the young person or vulnerable adult.

LMA staff cannot offer anyone absolute confidentiality over safeguarding concerns.

### **Explaining to students the duty to follow LMA procedures**

Where a staff member is informed by a student of a safeguarding concern (i.e. a 'disclosure' has occurred), the staff member should inform the student as soon as possible that they have a duty to follow LMA procedures and to inform an appropriate person.

### **Information may be shared only with Designated Safeguarding Officers, if:**

- a young person or vulnerable adult (as defined in Section 1.3) has been harmed or is at risk of harm or of harming others; and/or
- an individual may present a risk to students, staff or volunteers.

### **Obtaining advice if unsure about confidentiality**

If a member of staff is unsure who they can share confidential information with, they should discuss this with one of the Designated Safeguarding Officers specified in Section 3.

### **Our Data Protection Act 1998 / GDPR 2016 obligations**

LMA lawfully keeps and processes information about staff, students and other parties. To comply with legislation and good practice, we expect personal information will be collected and used fairly, stored safely and not disclosed to any other person unlawfully. Further details about LMA's Data Protection Policy can be provided on request.

### **Our approach to making records**

We will:

- keep clear, detailed, written records of safeguarding concerns (noting the date, event and action taken) **even where there is no need to refer the matter to other agencies**; and
- ensure all records are kept secure and in locked locations.

## Our Record Retention Policy

We will keep safeguarding records as advised by the Information and Records Management Society's Records Management Toolkit for Schools. The current Version 4 (May 2012) outlines the schedule for record keeping in schools as follows:

Basic File Description	Statutory Provisions	Retention Period	SECURE DISPOSAL required at the end of the administrative life of the record
Child Protection Files, and Pupil Files	Education Act 2002, s175, related guidance, 'Safeguarding Children in Education' 2004	Date of Birth + 25 years	For students who leave and are under 18 safeguarding information will be copied and sent under separate cover to new school/college

## Handling and Sharing of Images

The Procedure for the use, storage of photography and digital media is an integral element of work undertaken within LMA's marketing, recruitment, widening participation and educational liaison remit. It is essential that the images are not inappropriately misused or adapted, therefore the following guidance has been issued:

- written consent must be sought and obtained prior to any event. Students have the right to decline permission to have their pictures taken and how those images may be used;
- the nature and possible purpose of the images should be made explicit in the literature;
- personal details should not accompany or be published alongside the image;
- students should be informed prior to any use of any easily identifiable image. If the young person is prominent in the image, they should be sent a proof for consultation. Personal details should not accompany or be published alongside the image;
- the legitimacy and potential risks in the use of images must be identified; this can be incorporated in the formal risk assessment undertaken when planning an event. The image should convey the best principles and aspects of the activity, focusing on the endeavour rather than the participants. Care needs to be taken about the presentation of the image, ensuring it is not open to misuse or misinterpretation;
- students need a clear brief about what is considered appropriate, especially if they engage in taking pictures. Staff members need to be aware that photos can be exploitative and used in harassment and bullying;
- images should be regarded as confidential information and stored accordingly, in line with LMA's policy; and
- they should be deleted as soon as they are no longer required.

## Personal Equipment Guidelines

LMA safeguards our students by protecting personal data and any images that may be taken, as mentioned above.

The sixth data protection principle of the UK GDPR concerns the *'integrity and confidentiality'* and personal data, and requires personal data to be *'processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures'*. The LMA has no control over the security of home computers and laptops or indeed persons accessing them. There is always the possibility of the home being burgled and the computer being stolen, or, if the files are stored on diskette, CD or memory sticks that these are stolen or lost in transit. The same would apply to paper records (e.g. registers). Anyone who needs to take personal information off site is responsible for ensuring that:

- any personal data, including images which they hold is kept securely; and
- personal information including imagery is not disclosed either orally or in writing or accidentally or otherwise to any unauthorised party.

Personal information and images should be:

- kept in a locked filing cabinet;
- in a locked draw;
- if it is computerised, is password protected;
- kept only on encrypted portable media, which is itself kept securely; and
- disposed of safely and securely.

You should be aware that if you do not follow procedures and the Act is contravened you personally would be responsible and subject to disciplinary action and may be found to be committing an offence and you could be fined.

Mobile phones are not to be used for taking and storing of images. Only LMA cameras and equipment are to be used for taking of images.

## Student Absence Tracking

LMA have a care of duty to help to identify potential safeguarding matters via unauthorised absences.

### Dealing with poor attendance and absence issues

LMA will use a range of different approaches to establishing reasons for absence and will identify interventions that will enable the attendance to improve.

Where a student has not been notified of an absence, a member of Student Services will contact the student directly that morning/afternoon.

Where a student's attendance remains below 90%, a meeting will be set up with the Head of Department.

Student Services staff will provide targeted support to students with more serious attendance issues (where they fall below 70%) and will work intensively with individuals to deal with these issues.

Student Services will ensure that they maintain good working relationships with referral agencies who will be able to deal with issues affecting attendance which go beyond LMA's remit.

### **Monitoring attendance and punctuality**

Attendance levels for individuals, at course level, at curriculum level and at institution level will be carefully monitored and action taken to address poor attendance at each of these levels.

Course Teams will monitor attendance and punctuality and agree action for improvement.

Heads of Curriculum will monitor attendance and punctuality on a weekly basis, conduct spot checks and take appropriate action to make improvements.

The Senior Management Team will monitor attendance and punctuality on a weekly basis.



## **Good Practice: Safer Recruitment of Staff and Volunteers**

We are committed to safeguarding and promoting the welfare of young people and expect all staff, sub-contractors and volunteers to share this commitment.

### **The HR Recruitment Procedure**

Our recruitment procedure is designed to assist managers to recruit and select the best candidates for a vacancy and takes account of all relevant legislation including the Keeping Children Safe in Education Guidance. The procedure will be updated as vetting and barring arrangements develop to ensure we not only meet our legal duties, but go beyond the minimum required for compliance whenever possible to further reduce the risk of harm

The key safeguarding-related points of this document are:

**Prior to interview:** all candidates are required to complete the LMA Application Form, including reasons for any gaps in employment; and

**Interview Stage:** all candidates are required to complete and hand in a Disclosure and Barring Service (DBS) form prior to interview. Identity is checked at this stage and Right to Work in the UK documentation.

In addition to assessing the applicant's suitability for the particular post, the interview panel will also ensure that the candidate understands the requirement for a DBS check and will explore:

- the candidate's attitude towards young people; and
- gaps in employment history.

### **Confirmation of offer**

Verbal confirmation regarding the outcome of the interview will be communicated within 48 hours of interview and should the interview fall on a Friday, notification will be within 72 hours.

All job offers will be conditional subject to obtaining two satisfactory references, a satisfactory DBS clearance, medical clearance, qualifications check, right to work check and a three, six, nine or twelve month probationary period depending upon whether it is a business support or lecturing position.

### **Volunteers**

Verbal confirmation regarding the outcome of the interview will be communicated within 48 hours of interview and should the interview fall on a Friday, notification will be within 72 hours.

For volunteers who have regular and unsupervised access to young people checks will be carried out consistent with the '**HR recruitment procedure**' above. Under the terms of the Protection of Freedoms Act 2012 where a volunteer is being adequately supervised, they are not considered to be working in regulated activity however often they do this, and LMA does not need to request a DBS check.

### **Notifying the Disclosure and Barring Service**

The Disclosure and Barring Service will be informed immediately by Human Resources where a candidate is found to:

- be barred from working with children or adults;
- have provided false information, on or in support of, his or her application; or
- there are serious concerns about an applicant's suitability to work with children, young people or vulnerable adults.

## **Good Practice: Our commitment to working with other agencies**

### **LMA's commitment to collaboration**

LMA acknowledges its obligations to work with other agencies to ensure the wellbeing of members of the wider community. We recognise the particular role of Social Services and our Lead and Designated Safeguarding Officers will keep in regular communication with Social Services colleagues and consult on policy updates and good practice developments.

We will work to develop effective links with other services and agencies and co-operate as required with their enquiries regarding safeguarding matters. This includes attendance at case conferences, core groups, strategy meetings, review conferences and the submission of written reports where required.

### **Good Practice: Guidance on appropriate behaviours and ensuring safer situations**

This content in this section is based on the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF 2009).

#### **Appropriate behaviours**

The following guidance is intended both as a safeguard for students and a protection for staff from malicious accusations.

LMA considers the behaviours listed below to be inappropriate in the company of students. We take our duty of care to our students very seriously and expect our staff, volunteers and contractors to respect that duty and not undermine our reputation as well as their own.

We do appreciate there are some circumstances where good sense dictates exceptions need to be made, for example where greater risk of harm may arise if an exception is not made. However, these circumstances should be rare. Where a staff member or volunteer has made an exception to any one of these behaviours, they should notify their line manager in writing by the end of the next working day, naming the students, describing the circumstances and indicating the reasons why they felt it appropriate to make an exception to this guidance. The line manager will reply in writing indicating whether the exception was in this occasion acceptable, may provide advice or take further action, including following one of the three pathways listed in Section 4.

The inappropriate behaviours include:

- drinking alcohol, taking "legal highs" or illegal substances with students;
- engaging in any illegal activity with a student, or encouraging a student to engage illegal behaviour;
- having any form of sexual relationship with a student;
- accepting money or gifts from a student (except small tokens of appreciation);
- lending money or giving valuable gifts to a student;
- giving a student a lift home (except where a greater risk may occur by not doing this);
- taking a student to your home/going to a student's home or other domestic setting;

- arranging to meet a student outside of work hours or on non-LMA business;
- telling a student your home address, home telephone number, or mobile number, or connecting with/contacting students via social media sites/networks;
- inappropriate physical contact (unless a necessary part of professional activity e.g. the Positive Handling (Restraint) policy);
- discussing a student with another member of staff other than your line manager or other staff who have direct responsibility for that student, without their consent;
- communicating any information about a student in any way;
- storing or disposing of student data in an unsecured manner e.g. unshredded in a bin;
- taking responsibility for a student's personal property;
- wearing offensive, revealing or provocative clothing;
- visually intrusive behaviour and entering changing rooms without announcing first;
- entering into or encouraging unjustified or inappropriate discussion of sexual activity; and
- using offensive or provocative language other than as may be appropriate in an academic setting.

### **Creating safer situations**

The following examples provide broad advice on situations where safeguarding questions often arise. Professional judgement should always be used to ensure student welfare. In all activities with students, the following principles will apply.

- ensuring the welfare of the student is paramount;
- conducting a full and appropriate risk assessment, well in advance and keeping it updated;
- ensuring that behaviour remains professional at all times; and
- reporting any exceptions or concerns to a senior manager (usually the Department Head).

### **Transporting students**

- designate a staff member to plan and oversee all transporting arrangements;
- do not use private vehicles to transport students;
- **always** have at least one adult in addition to the driver to act as an escort;
- do not offer lifts to students outside their normal working duties, unless otherwise agreed with your line manager and parents/carers; and

- in an emergency situation (or where not to give a lift places a student at risk), the lift must always be recorded and reported to the line manager and if appropriate parents/carers.

### **Educational Visits and Out of Hours Activities**

- always have another adult present in out of workplace activities (unless otherwise agreed with a senior manager);
- ensure full and appropriate risk assessments have been agreed;
- always obtain parental consent for the activity; and
- never share a bed with a student and do not share bedrooms (unless in a dormitory unless arrangements have been previously agreed by a senior manager, parents and students).

### **Communicating with students and use of social media (see also the LMA Acceptable Use Policy)**

- only contact students for professional reasons and use LMA-supplied equipment to do it;
- ensure that all communications are transparent and open to scrutiny;
- personal social media sites should be set at private and students not accepted as contacts; and
- never view, use or access students' social networking sites (unless absolute necessary for safeguarding purposes).

### **Photography and Videos**

- images of students should only be obtained for LMA purposes on LMA equipment;
- if an image is used avoid naming the student (unless relevant for a media release); and
- images should be securely stored and used only by those authorised to do so.

### **Home visits**

- agree the purpose for any home visit with Managers in advance;
- always make detailed records including times of arrival and departure and work undertaken;
- ensure any behaviour or situation which gives rise to concern is discussed as soon as possible;
- never make a home visit outside agreed working arrangements;
- where informally dropping off work, books or other material, do not enter the home;
- avoid one to one working, invigilation etc where possible. Where this is unavoidable it must be approved by a line manager and/or safeguarding officer;

- avoid meetings in remote, secluded or closed areas;
- always inform colleagues and/or parents/carers in advance;
- avoid use of 'engaged' (or equivalent) signs wherever possible; and
- always report afterwards, and especially when a student becomes distressed or angry.

All LMA staff shall undertake safeguarding and anti-radicalisation awareness training upon commencement of their employment. This will be refreshed every 12 months.

### Accessibility

If you require this document in an alternative format please contact Head of Student Experience (Liverpool) Hannah Talbot or Head of Student Experience (London) Emma Welsh on 0151 909 9000 or email [hannah.talbot@lma.ac.uk](mailto:hannah.talbot@lma.ac.uk) or [emma.welsh@lma.ac.uk](mailto:emma.welsh@lma.ac.uk)

### Review of this Policy

LMA will monitor and review this Policy and procedures on an annual basis to ensure they conform to LMA's values, Equality, Diversity and Inclusion Policy and to all external regulatory and legal requirements.

This policy will be revised, monitored and implemented in collaboration and following consultation with partners, parents/carers and students.

The Lead Safeguarding Officer will also ensure that each published version of this policy is archived, along with details of when it was in operation.

If you have any comments or suggestions for this Policy, please direct them to the Head of Student Services.

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## **Appendices**

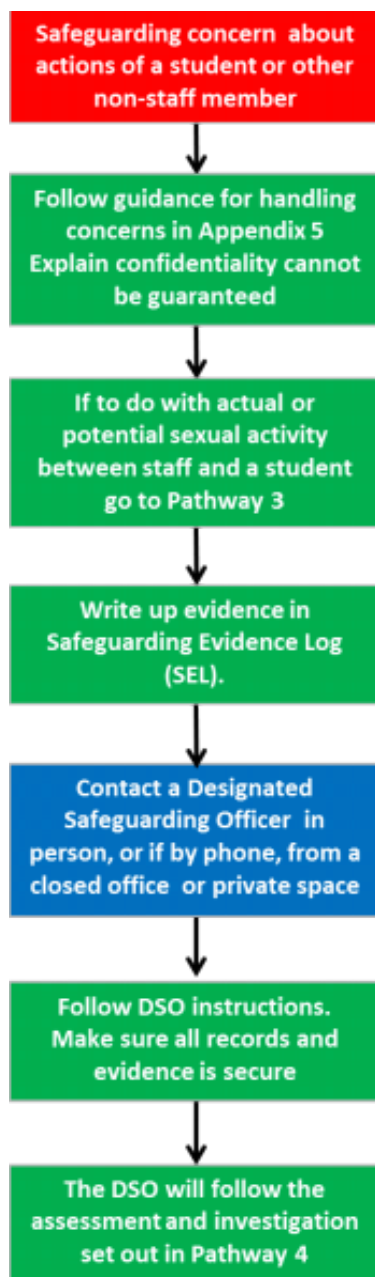
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## Appendix 1 - Pathway 1 for Safeguarding concerns about the actions of non-staff

### PATHWAY 1 – Dealing with safeguarding concerns about the actions of non-staff.

**The welfare of the young person or vulnerable adult must be paramount in all you do**

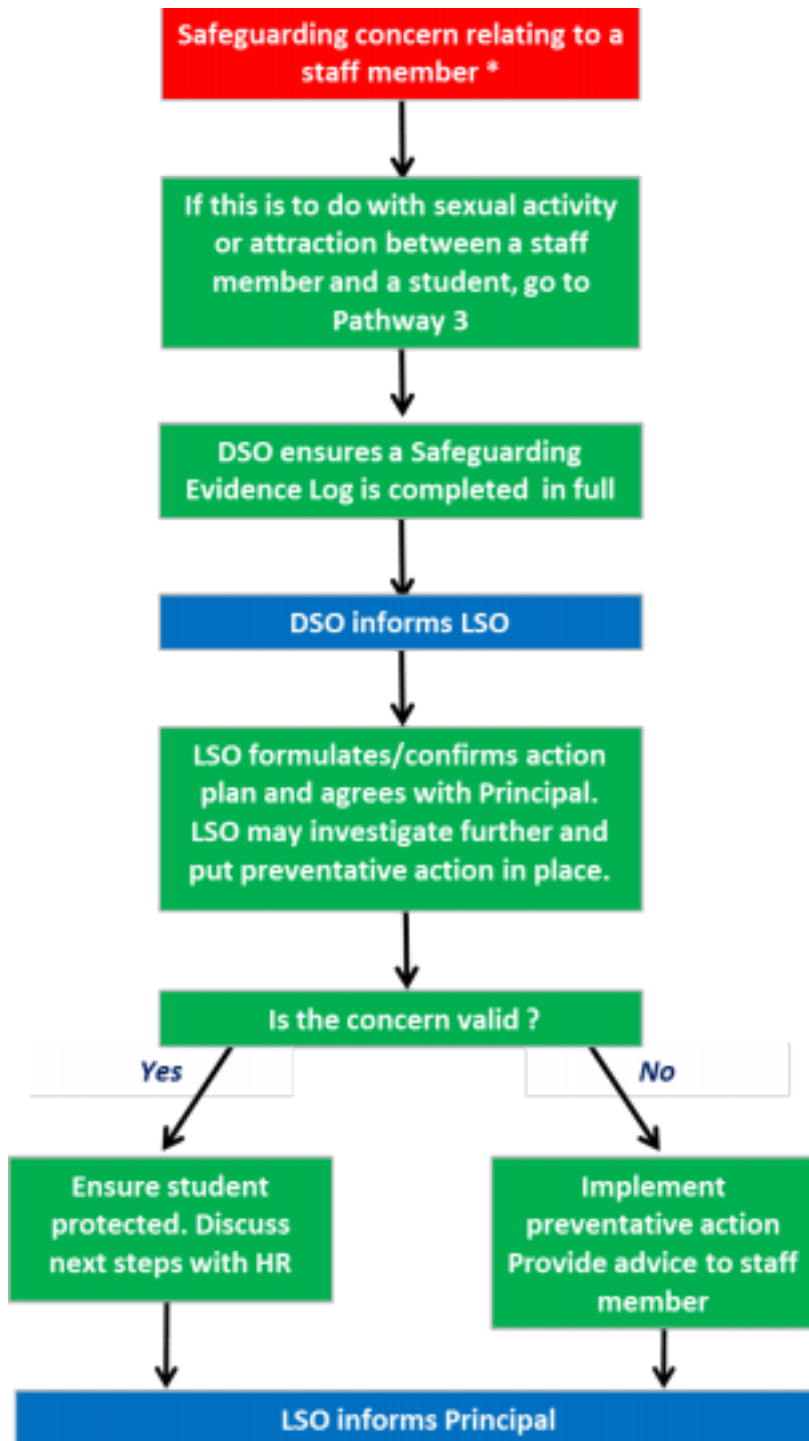
In an emergency (e.g. where there is the risk or evidence of severe harm), where immediate action is needed to safeguard the health or safety of any individual, the emergency services must be contacted.





**Appendix 2 - Pathway 2 for Safeguarding concerns about the actions of staff members**

**PATHWAY 2 – Dealing with concerns about the actions of LMA staff members. Staff members are deemed to include governing body members, volunteers, contractors, etc.**

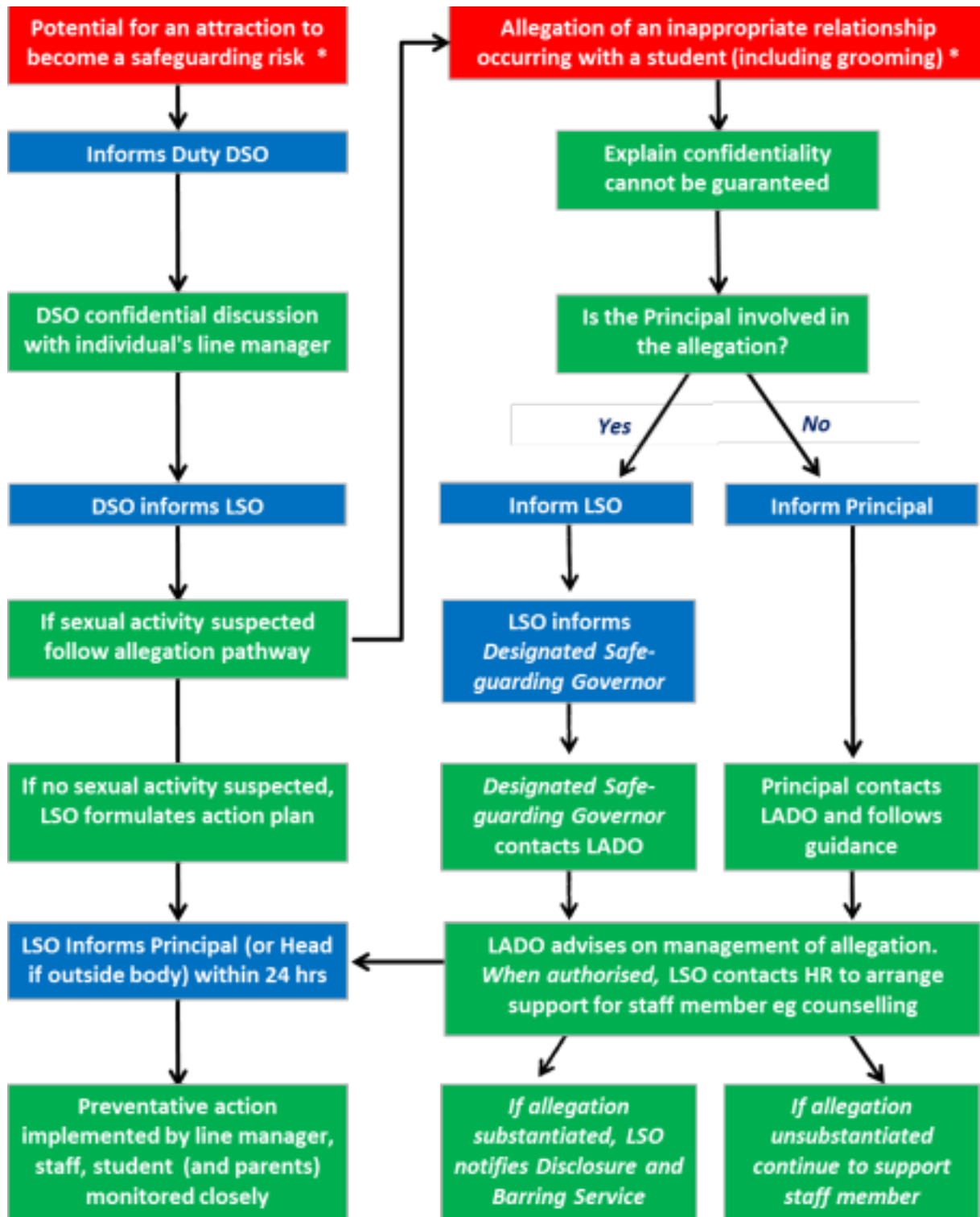


\*If the Principal is involved see Paragraph 4.5 and only contact the Lead Safeguarding Officer.

Counselling for staff and informing parents/carers will take place when appropriate.

**Appendix 3 - Pathway 3 for Safeguarding concerns about Staff/Student relationships**

Pathway 3a and 3b for Safeguarding concerns about possible Staff/Student relationships. Staff members are deemed to include volunteers, contractors, governing body members, etc.

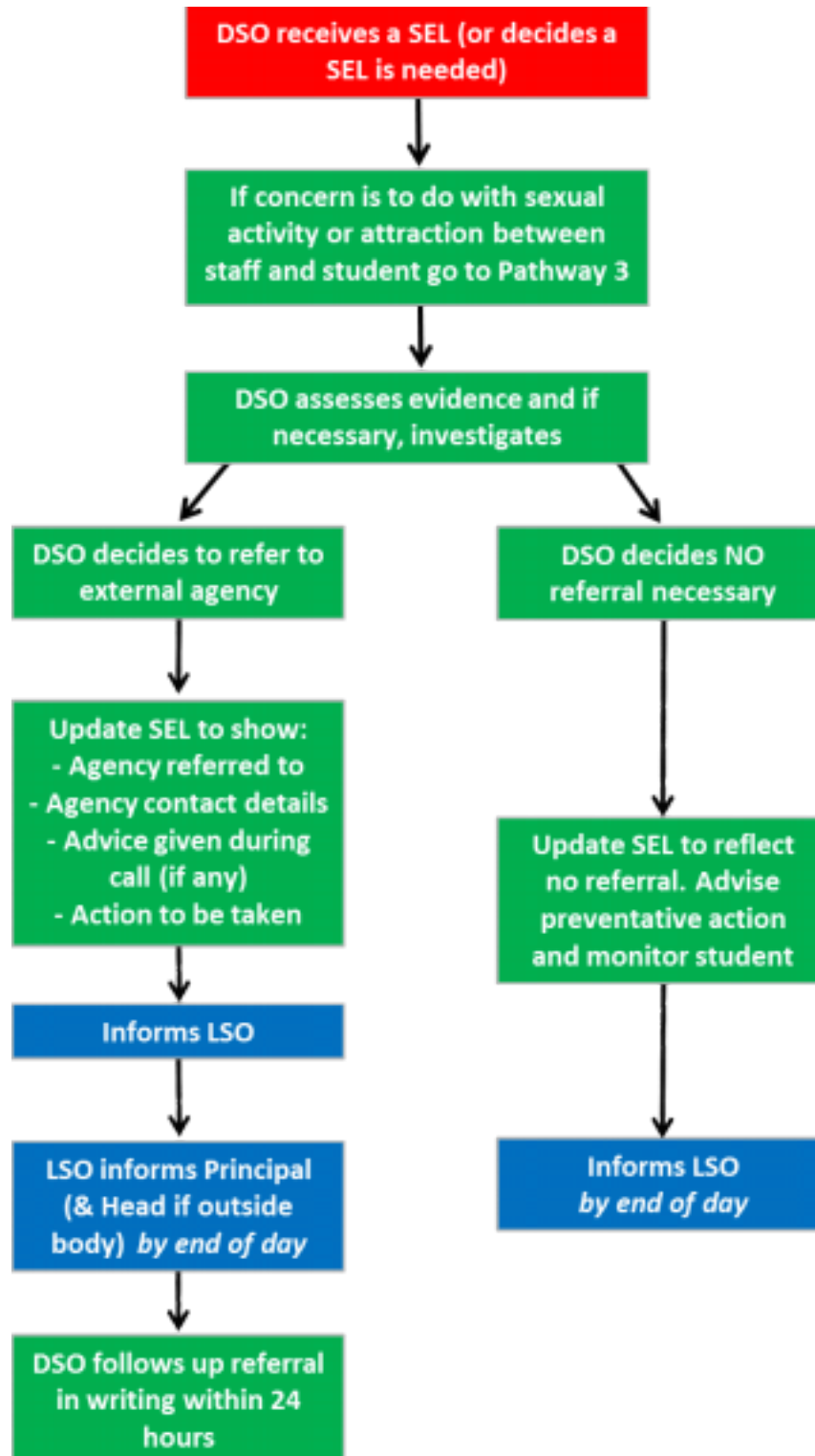


\*If Principal is involved see Paragraph 4.5 and contact Lead Safeguarding Officer.

Counselling for staff and informing parents/carers will take place when appropriate.

Appendix 4 - Pathway for Designated Safeguarding Officer when dealing with a concern

Example of approach a Designated Safeguarding Officer might take



## **Appendix 5 - Advice for dealing with a student's safeguarding concern**

### **Advice for dealing with a student's safeguarding concern**

#### **Guiding principles**

Dealing with safeguarding issues may seem daunting. However, it is essential that we all recognise we all have a fundamental responsibility to ensure the welfare of our students. The following sets out some advice to help you when dealing with a suspicion, an allegation or a disclosure from a student. We cannot give you advice that will cover every situation and we expect you may well have to use your professional judgement to get the best outcome for a student. However, the following principles are good guides when you may be unsure what to do

- student safety and wellbeing are your most important objective;
- students must feel their safeguarding concerns will be heard sympathetically;
- if there is a credible and immediate danger of serious harm, you must act to protect students e.g. call an ambulance;
- where the harm is not immediate, do not take any action and inform a Designated Safeguarding Officer immediately; and
- if you are unsure about anything, speak with a Designated Safeguarding Officer.

#### **Handling a safeguarding discussion**

Discussions about safeguarding are often not planned. However, you must always ensure the individual understands that LMA is committed to dealing with safeguarding concerns. During the discussion it will be important to achieve as much as possible of the following:

- find a suitable place in LMA's campus where the student will feel comfortable to speak to you;
- explain at the earliest opportunity that it may not be able to offer complete confidentiality. Explain who you may have to tell and why;
- listen carefully to what the student says, asking the student to clarify anything you do not understand;
- if the victim, reassure the student they have not done anything wrong and it is not their fault;
- do NOT ask leading questions (e.g. did your mother do this to you?);
- do NOT press the student for any more information than they are willing to give;
- do NOT make promises (e.g. this will never happen again);
- record these facts accurately on the SEL. If a SEL is not immediately to hand, record the details ensuring that the following as a minimum is recorded:
  - o your name
  - o student's full name

- o student's address
- o student's date of birth
- o name and telephone number of parent/carer with legal responsibility for the student
- o details of the concern(s) and the sources of supporting evidence;
- transfer all the information on to a SEL as soon as you are able to and keep it secure;
- contact the Designated Safeguarding Officer immediately to deal with the concern;
- do NOT email or send the SEL in the post without first speaking to the Safeguarding Officer;
- mark as PRIVATE AND CONFIDENTIAL when sending SEL through internal mail. If sending an email containing this information, keep sensitive/personal details to a minimum i.e. refer to the student's initials rather than their full name;
- continue to monitor and provide support to the student whilst awaiting further instructions; and
- subject to discussion with the DSO, keep the student fully informed about what you are doing and what is happening throughout the process.

**Appendix 6 - Safeguarding Concern Reporting Form (SEL)****Safeguarding Evidence Log Safeguarding:****Record of meeting**

Student name	
Student tele number	
Parent tele number	
Course	
Date of birth	
Does the student have a disability or any protected characteristics?	
Date and time of meeting	
Staff present	
Are any external agencies involved?	

What harm has, or may, happen?
Who is causing/what is the cause of the harm?
Where does, or might, the harm take place?
When did, or might, the harm take place?
Has this concern been previously raised?
Are there any reasons to believe the harm is likely to occur, or be repeated, in the next twelve hours?

Does any action need to be immediately taken to safeguard the individual from harm?

Additional notes:

Signature of chair of meeting:

## Appendix 7 - Types of Abuse or Harm

### Examples of Harm which would be Safeguarding Concerns

Abuse is a violation of a person's human rights. The abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological. It may be an action, neglect or failure to act. It may be persuading a vulnerable person into a financial or sexual transaction where consent could not be obtained or was inappropriately obtained. Abuse can happen in any relationship and result in significant harm to, or exploitation of, the person subjected to it.

For greater details about abuse and how to spot it, visit the NSPCC and NHS Choices webpages.

### Category

#### Type of Abuse

#### Examples

#### Physical Abuse

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, using unnecessary physical force, misuse of medication, restraint or inappropriate sanctions or otherwise causing physical harm. The abuse may be deliberate or unintentional. This abuse also includes Female Genital Mutilation (FGM), forced marriages and honour-based violence.

#### Psychological or Emotional Abuse

Psychological abuse is often present in most other forms. Forcing or enticing a young person to take part in sexual activities to which the individual could not consent to, or was pressured into consenting. These can be penetrative or non-penetrative acts, or non-contact activities, e.g. on-line activities like sexting, or involving children in watching pornographic material or sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any relationship of any length.

#### Sexual Abuse including Child Sexual Exploitation

Sexual exploitation of young people under 18 involves exploitative situations where a young person (or a third person or persons) receives 'something' e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money, as a result of performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the young person's recognition, for example, being persuaded to post sexual images on sexual media. In all cases, those exploiting the young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic gain. Violence, coercion and intimidation are common in exploitative relationships being characterised in the



main by the young person's limited availability of choice resulting from their social, economic and/or emotional vulnerability.

**Sexting**

This includes persistent psychological or emotional ill treatment. It may involve conveying individuals are worthless or unloved, inadequate, or valued only where they meet another person's needs. It may involve frequently causing individuals to feel frightened or in danger, threatening or causing harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, withdrawal from services or supportive networks.

**Self-Neglect**

This is not a direct form of abuse. However, staff need to be aware we may owe a duty of care to an individual who places him/herself at risk e.g. through risky behaviours, drug or alcohol misuse, unsafe sexual activity.

**Neglect and Acts of Omission**

Neglect is the persistent failure to meet basic physical and psychological needs. It can be the result of deliberately withholding things from an individual or not providing them when needed. It may involve a parent or carer failing to ensure an individual gets:

- adequate food, shelter and clothing,
- protection from physical harm or danger, especially when someone cannot properly assess risks or deal with challenging situations
- access to appropriate medical care or treatment,
- the help or support he/she needs to carry out the activities for daily living
- reasonable emotional support.

**Bullying including Cyber Abuse**

Cyber abuse is any form of abuse which takes place (through texts, messaging or photo sharing) via computers or mobile phones. Most of the harms listed below can either occur directly, or indirectly through vulnerable individuals being persuaded into harmful behaviour. Cyber abuse involves anything that causes someone to feel uncomfortable or upset and includes threats, abusive comments, embarrassing or nasty pictures, rumours or gossip, stolen identity and

blackmail. Sex abuse, grooming, financial exploitation and radicalisation can also take place on the internet.

**Radicalisation**

Radicalisation involves individuals or groups of people being drawn into extremism and terrorism either by supporting terrorist related activity or by becoming terrorists. This relates to all forms of terrorism such as international terrorism, significantly Al Qa'ida affiliated, far right extremist ideology and other forms of terrorism. It also includes students being persuaded to leave UK to participate as soldiers or support workers in foreign wars e.g. Syria

**Discriminatory and Faith Abuse**

This involves abuse, bullying and harassment relating to the individual's age, gender, disability, religion, race or ethnicity or sexual orientation. Recognised signs may be very similar to psychological and emotional abuse. Abuse that is targeted at a person because of hostility or prejudice towards a person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity is a Hate Crime.

**Financial or Material Abuse**

This may include theft, fraud, exploitation or pressure in connection over financial transactions. This also includes the inappropriate use, misuse or misappropriation of property, possessions or benefits.

**Domestic Violence**

This is a single or more incidents of controlling, threatening, forcing behaviour towards an intimate partner or a family member who is 16 or over and regardless of their gender or sexuality.

**Teenage relationship abuse**

This is where a young person abuses the person who they are or were in a relationship with. The abuse can be physical, emotional or sexual, including rape. The most commonly reported emotional abuse, irrespective of gender, was being made fun of or constantly being checked up on. Risk factors can include previous experiences of parental domestic violence, physical and sexual abuse and violent peer groups.

**Drug abuse**

Drug or substance abuse is a patterned use of illegal drugs, such as cannabis and including those known as 'legal highs,' which an individual consumes and in amounts or methods which are harmful to themselves or others.

**Gangs and Youth Violence**

A gang is relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group and engage in a range of criminal activity and violence. They may also

identify with or lay claim over territory, have some form of identifying structure feature, and/or are in conflict with other, similar gangs.

**FGM**

Female genital mutilation (FGM) involves procedures including partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal to perform in the UK or to take anyone out of the country for it to occur. FGM is a deeply rooted tradition, practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. It often occurs to primary school age girls.

**Forced Marriage**

A forced marriage is where one or both individuals do not (or in cases of people with learning disabilities, cannot) consent to the marriage. It can be achieved for example through emotional or psychological abuse (bringing shame on the family), threats of violence or other forms of coercion like financial abuse. Since 2014 it is illegal to conduct in the UK or transport someone out of the country for this purpose. It is regarded as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Often, the victim is persuaded to leave the UK and signs may include one way air tickets.

**Trafficking**

Trafficking means the recruitment, transportation, transfer, harbouring or receipt of persons for exploitation. This is most often for sexual purposes, but it can extend to forced labour, slavery or the removal of organs. Trafficking is usually achieved through the threat or use of force, abduction, fraud or deception, payment or abuse of positions of power.

## Appendix 8 - Signs and Symptoms of Harm and Abuse

There is no exhaustive list of the signs to indicate that a student is being harmed or abused and signs may not always be evident. However, we should look out for the sorts of behaviours listed below, taking appropriate action if we become aware of them. This may be to have a chat with the student, speak to the student's personal tutor, or speak to a DSO.

Signs and symptoms to look out for are:

- Changes in behaviour
- A decline in academic performance
- Absence from LMA
- Poor physical appearance including poor personal hygiene
- Distress and tearfulness
- Physical injuries such as unexplained bruises or fractures
- Nervousness, anxiety, depression
- Becoming isolated and withdrawn – having few or no friends
- Fear of someone or others
- Aggression and the inability to control emotions
- Constant tiredness
- Eating disorder
- Risk taking
- Repeatedly having no money for lunch
- Obsessive behaviour
- Drug taking
- Alcohol abuse
- Self-harm
- Untreated medical conditions
- Promiscuous behaviour
- Pregnancy
- Suicidal thoughts

## Appendix 9 - Factors to help identify vulnerability to radicalisation

It is important for all LMA staff to be aware of the signs or indicators of the radicalisation process to prevent students from being drawn into terrorist activity. The Government's vulnerability framework, outlined in Channel (see link below) is comprised of three categories: -

- **Engagement** with a group, cause or ideology
- **Intent** to cause harm
- **Capability** to cause harm

Categories must be considered separately as well as together because not all have to be present. Also, the list of indicators in each category is neither exhaustive nor will they necessarily lead to individuals becoming terrorists.

**Engagement with a group, cause or ideology:** example indicators that an individual is **engaged** with an extremist group, cause or ideology **include:**

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in friends & activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; and
- communications with others that suggest identification with a group/cause/ideology.

**Intent to cause harm:** Example indicators that an individual has an **intention** to use violence or other illegal means **include:**

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; and
- plotting or conspiring with others.

**Capability to cause harm:** example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence;

- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as construction);  
and
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

**Remember:** Always maintain an 'It could happen here' attitude to all aspects of harm.

If you are concerned about any student, always tell a Designated Safeguarding Officer and complete a Safeguarding Evidence Log, available on the Intranet.

More information can be found at <https://www.gov.uk/government/publications/channel-guidance>

## Appendix 10 - List of Relevant Policies and Resources

### Other relevant policies

Staff should also be aware of all other relevant LMA policies.

Every effort has been made for this Policy and the procedures outlined in this document to accord with the following legislation and guidance:

- Children Act (1989 and 2004);
- Working Together to Safeguard Children (DfE , 2018);
- Keeping Children Safe in Education (2021);
- Information sharing: advice for practitioners providing safeguarding services (July 2018);
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (Safer Recruitment Consortium, October 2015);
- 'What to do if you're worried a child is being abused' (DfES, March 2015);
- Safer Practice, Safer Learning (DfES, 2007);
- No Silence, No Secrets (LMA Adult Protection Policy and Procedures V3);
- Safeguarding Vulnerable Groups Act (2006); and
- Guide to the General Data Protection Regulation (GDPR) (ICO).

Key information sources include:

- NSPCC website – [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The Centre for Excellence and Outcomes in Children and Young People's Services – [www.c4eo.org.uk](http://www.c4eo.org.uk)
- Action for Children – [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)
- Partner violence and sexual abuse – [www.nhs.uk/livewell/abuse/Pages/violence-and-sexual-assault.aspx](http://www.nhs.uk/livewell/abuse/Pages/violence-and-sexual-assault.aspx)
- Vulnerable adult abuse – [www.nhs.uk/carersdirect/guide/vulnerable-people/Pages/vulnerable-adults.aspx](http://www.nhs.uk/carersdirect/guide/vulnerable-people/Pages/vulnerable-adults.aspx)

**Appendix 11 - Abbreviations commonly used in safeguarding literature**

**CAF** Common Assessment Framework (for multi agency working on safeguarding cases)

**DBS** Disclosure and Barring Service (replaced the CRB and ISA)

**DCSF** Department for Children, Schools and Families (replaced by DfE)

**DfE** Department for Education

**DfES** Department for Education and Skills (replaced by DCSF)

**DoH** Department of Health

**DSO** Designated Safeguarding Officer

**KSAB** LMA Safeguarding Adults Board

**KSCB** LMA Safeguarding Children Board

**LADO** Local Authority Designated Officer (who provides advice on safeguarding)

**LSO** Lead Safeguarding Officer

**NSPCC** National Society for the Prevention of Cruelty to Children



## Appendix 12 – Key Contact Numbers

### Key Contact Numbers for Safeguarding Advice and Support

#### Child and Adult Protection

##### Liverpool

Social Care Access Team 0151 443 2600

LADO 0151 443 3318

Liverpool Child Careline 0151 233 3700/ Adult  
0151 233 3800

Halton Children's Social Care 0151 907  
8305/0345 050 0148/ Adults 0151 907 8306

St Helens Social Adult and Children Care 01744  
676600

Sefton Plus (Adults and Children) 0845 140 0845

Wirral Safeguarding Children Partnership 0151  
606 2008/ Adults 0151 514 2222 (option 3)

##### London

Newham Adult Social Care 020 8430 2000

Newham Safeguarding Children Partnership  
0800 160 1036.

Stratford Health Centre (DSL) 0208 555 3936

Hackney (Adults) 020 8356 5782/ Children 020  
8356 5500 / 020 8356 2710

#### Crime

##### Liverpool

Merseyside Police (24 hours) 0151 709 6010

Youth Offending Service 0151 443 3079

##### London

Hackney Police Station 0300 123 1212

Newham 0300 123 1212

##### National

NSPCC 0808 800 5000

Victim Support 0808 168 9111

Stop Hate UK 0800 1381625

**Domestic Violence/Forced  
Marriage/Rape/Sexual Assault**

**Liverpool**

Domestic Violence Support (The First Step) 0151  
548 3333

RASASC (Rape and Sexual Abuse Centres)  
Merseyside 0151 666 1392

RASA Liverpool 0151 650 0155

Safe place - Sexual Assault Referral Centre  
0151 295 3550

**London**

Newham Domestic and Sexual Abuse Services  
0808 196 1482

Newham SCP (Forced Marriage Unit) 020 7008  
0151

**National**

National Domestic Violence Helpline 0808 2000  
247

Forced Marriage Unit 0207 008 0151

Forced Marriage Helpline – Karma Nirvana 0800  
5999 247

RapeCentre UK 01260 697900

**Health & Sexual Health**

**Liverpool**

THinK Clinic 0151 244 3580

Brook Clinic 0151 207 4000

**London**

West Ham Lane Clinic 020 7480 4737

Sexual Health Clinic – All East 0207 480 4737

**Mental Health**

**Liverpool**

Child and Adolescent Mental Health Service –  
Mersey Care 0151 489 6137

Liverpool Young Person's Advisory Service 0151  
707 1025

**London**

Newham Adult Mental Health Access Team 020  
8430 2000.

Newham Talking Therapies 0208 175 1770

Newham Child and Adolescent Mental Health  
Service (CAMHS) 020 8430 9000

**National**

Childline 0800 1111

Samaritans 24 0845 7909090

Hope Line 0800 068 4141 Text: 07786209697

NHS 111

**Housing**

**Liverpool**

Supported Lodgings 0151 443 3895/0151 482  
2469

Liverpool Housing Options Service 0151 233  
3044

**London**

Shelter - London 0344 515 1540

**Drugs & Alcohol**

**Liverpool**

Young Addaction 01928 240 406

Liverpool Young Person's Advisory Service 0151  
707 1025

**London**

Rise (Newham) 0800 652 3879

**National**

Alcoholics Anonymous 0845 769 7555

Al-Anon (Support for family and friends) 0207  
403 0888

Talk to Frank 0800 776600

**Lesbian, Gay, Bisexual & Transgender**

**Liverpool**

Switchboard LGBTX+ Helpline 0808 808 4994

Armistead 0151 247 6560

**London**

London Friend ( LGBTQ+) 020 7833 1674

Youth Out East Groups (12-18) 020 8509 3898

**National**

The Mix 0808 808 4994

**Other Advice Agencies**

**Liverpool**

Sefton Council 0151 285 4068

Liverpool Council 0151 233 3000

Wirral Council 0870 218 3829

Halton Council 0303 333 4300

St Helens Council 01744 676789

Knowsley Council 0151 489 6000

Merseyside Police PREVENT Team 0151 777 8506

**London**

Newham Council 020 8430 2000

Stratford Advice Arcade 020 8221 1995

Newham PREVENT 020 3373 0440

**National**

Citizens Advice Bureau 0845 122 1300

Refugee Action 0808 800 0630

Muslim Youth Helpline 0808 808 2008

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