

# Safeguarding and Protection Policy

Academic Year 2025–2026

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| Version          | 1.0               |
| Date approved    | 23/09/2025        |
| Approved by      | Senior Management |
| Next review date | 10/08/2026        |

## Introduction

This document outlines LONDON SCHOOL OF MANAGEMENT AND MEDIA (LSMM) safeguarding and protection policy. It seeks to give a clear indication about what all individuals can expect from its learning provision environment. The commitments and objectives described in this policy are expected to be experienced by all learners on each programme of study and are intended to outline specific strategies which support the young person and vulnerable adults throughout their learning.

The policy is set out in three sections. The first focuses on the key principles which underpin LSMM approach to safeguarding and protecting children and young people and vulnerable adults. The second describes how LSMM defines how the organisation will safeguard and protect all learners throughout their learning experience. The third discusses aspects of the implementation of this policy.

## Key Principles

- current safeguarding context in a post-16 training provision
- roles and responsibilities of all staff to safeguard children and young people
- potential risk in a learning environment context

## **Definition of safeguarding**

This centre adopts the definition derived from The Children Act 2004:

- protecting children and young people (and vulnerable adults) from maltreatment
- preventing impairment of children and young people's (and vulnerable adults) health or development
- undertaking that role so as to enable those children and young people (and vulnerable adults) to have optimum life chances and to enter adulthood successfully.

LSMM recognises that safeguarding is not just about protecting children and young people from deliberate harm. It includes issues such as:

- health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of individuals with medical conditions
- providing first aid
- drug and substance misuse
- internet safety
- training environment security

## **Guidelines**

Emphasis is placed on learners' views about if they feel safe in the training environment, gathered from informal discussion and formal processes, such as feedback or evaluation forms. The responsibility for safeguarding extends beyond the boundaries of the training environment where learners are engaging in the training provision. Safeguarding concerns the effectiveness of providing sufficient resources and support to promote the safety and health of all learners.

LSMM is accountable for ensuring the safeguarding and protection of children, young people and vulnerable adults, and agrees to comply with current legislation. Centre Managers and Staff are clear about their statutory requirements regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum. Specified recruitment and vetting checks on intended new employees, particularly identity, CRB/SCRO and qualification checks are carried out.

All staff understand that safeguarding is everybody's responsibility and know who to contact if they are concerned about a child or young person. They understand their responsibilities in order to achieve positive outcomes, keep children and young people safe, and where appropriate or necessary, complement the support that other professionals may be providing.

Learners are aware of how they can keep themselves safe and what behaviour towards them is not acceptable. They recognise when pressure from others (including people they know) threatens their personal safety and well-being and are helped to develop effective ways of resisting pressure, including knowing when and where to get help.

## Reducing risk

LSMM will monitor the young person and vulnerable adults particularly if they are at an off-site provision or are in a work-based learning environment by ensuring that:

- Whether operations manager responsible for safeguarding all learners;
- There is a clear reporting system if a learner, member of staff, parent, guardian, carer or other person has concerns about the safety of the child or young person and vulnerable adults;
- There are effective and prompt systems for referring safeguarding concerns about learners to relevant agencies;
- Attendance is monitored and appropriate action taken as necessary, especially with regard to the more vulnerable child or young person and vulnerable adults;
- Risk assessments are carried out whenever appropriate, in line with the relevant guidelines