

Safeguarding Policy

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Related policies & publications

- **Working together to safeguard children (Government Website)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- **Keeping children safe in education (Government Website) – updated September 2020**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- **Prevent (Government Website)** – <https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Prevent Guidance for Further Education Institutions (Government Website) -**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education_England_Wales_-_Interactive.pdf
- **Equality & Diversity Policy**
- **Data Protection Policy**
- **DBS & Update Service Policy**
- **COVID Addendum – Page 24**

There are specific policies for our specialist areas of operation as follows. If you work in any of these areas, please refer to all the related policies and procedures that are listed at the end of this document and in our company handbook on our intranet (SharePoint) in the folder called “Handbook”.

The Designated Safeguarding Officers for each department are listed below.

A Deputy Safeguarding Lead has been put in place for when the Designated Safeguarding Lead cannot be contacted for any reason (such as holiday or sickness).

The overall Designated Safeguarding Leads for the whole organisation are **Jacob Salt-Berryman, Quality Assurance Manager & Anita de Villiers, DSL & Prevent Duty Lead.**

All safeguarding concerns and incidences are to be recorded in one central place – this is secure area on Let Me Play’s intranet which is only accessible by the people listed below.

	Apprenticeships	Residential Camps	Enrichment / H&F
Designated Safeguarding Lead	Jacob Salt-Berrymen	Natalie Glasby	Natalie Glasby
Deputy Safeguarding Lead	Jules Williamson	Amy Lalla	Amy Lalla

	ESF	Alternative Education	Head Office/General
Designated Safeguarding Lead	Jacob Salt-Berrymen	Mikey Jones	Anita de Villiers Jacob Salt-Berrymen
Deputy Safeguarding Lead	Natalie Glasby	Ciara Muldoon	

We ensure safeguarding within the recruitment of staff, volunteers and apprentices through our “Safer Recruitment” policies and processes. Our lead for Safer Recruitment is **Jacob Clarke**, Recruitment Manager.

If the DSL is not available, then the Deputy should be contacted. In the event that the Deputy is not available then please contact **Jacob Salt-Berrymen** or **Anita de Villiers**.

Email safeguarding@letmeplay.co.uk or safeguarding@lmpeducation.org

Designated Lead Contact Details

Name	Email	Mobile	Job Role
Amy Lalla	amy@letmeplay.co.uk	07930 663 307	Co-Founder & Director
Anita de Villiers	anita@letmeplay.co.uk	07598 902 111	DSL & PREVENT Lead
Jacob Clarke	jacob.clarke@letmeplay.co.uk	07963 383 656	Recruitment Manager
Jacob Salt-Berrymen	jacob@lmpeducation.org	07746 315 682	Quality Assurance Manager
Jules Williamson	jules@inspire-ata.co.uk	07845 822 464	Partnership Manager
Mikey Jones	mikey@lmp-action.co.uk	07535 858 907	Alternative Education Manager
Natalie Glasby	natalie@lmp-action.co.uk	07931 401 450	Camp/ESF Programme Manager

All DSLs are authorised to make referrals directly to Local Authority Safeguarding Boards and to the police.

Let Me Play Safeguarding Policy

Every young person that takes part in a Let Me Play programme should do so in an environment where they are safe and protected from harm. Child protection is of paramount importance to us.

Let Me Play’s Child Protection Statement

This Safeguarding Policy applies to all Let Me Play officers, employees and volunteers who come into contact with children and young people at any event organised by or held under the authority of and/or any other body affiliated, or representative of Let Me Play. As part of Let Me Play's commitment to best practice in the care of children, Let Me Play expects all staff to comply with the Policy and the regulations contained within it. For the purposes of this Safeguarding Policy, a child or young person or vulnerable adult is any individual under the age of 18 OR anyone over 18 who is attending a Let Me Play course, provision or training programme as a participant.

Let Me Play believes:

- That the safety and welfare of children, young people and vulnerable adults should always be of paramount importance, whatever the circumstances.
- That everyone with a role in working with children, young people and vulnerable adults has a moral and arguably a legal responsibility to safeguard and promote an individual's welfare particularly when it comes to protecting children or young people from abuse.
- That special care is needed in dealing with children, young people and vulnerable adults whose age, inexperience or physical state makes them particularly vulnerable to abuse.

Let Me Play has therefore adopted this Safeguarding Policy to ensure that the welfare and safety of children, young people and vulnerable adults in Let Me Play's care or custody is always the primary consideration. Let Me Play are committed to providing an environment where children and young people can learn about, participate in and enjoy sports, education and activities free from harassment or abuse.

The Policy is predicated on the following three principles:

1. An individual's welfare is the paramount consideration.
2. An individual regardless of age, ability, gender, racial origin, religious belief and sexual orientation has a right to be protected from abuse in accordance with the Equality Act.
3. The rights, dignity and worth of an individual should always be respected.

The Children Act 1989 (as amended by The Children Act 2004) states that anyone who is involved in the care of children should "do what is reasonable in the circumstances for the purpose of safeguarding or promoting the child's welfare".

Introduction

Let Me Play's priority is to ensure the safety and protection of all its learners and tutors taking part in direct provision or by contractors. All staff has a duty to safeguard learners, to be alert to signs of abuse and take action where abuse is reported. Let Me Play (LMP) has developed its own policy which follows all most up to date government guidance in the **Working together to safeguarding children** and **Keeping children safe in education** documents (see above links to these documents).

Statement of Intent – Zero Tolerance

LMP will provide guidance to all staff, contractors and volunteers and ensure robust procedures are in place to cover the points outlined below. LMP will closely monitor compliance in these areas.

- Promote the Health, Safety and Welfare of children, young people and vulnerable adults by providing opportunities for them to undertake their training safely.
- Respect and promote the rights, wishes and feelings of children, young people and vulnerable adults.
- Promote and implement appropriate procedures to safeguard the well-being of children, young people and vulnerable adults.
- Protect children, young people and vulnerable adults from abuse.
- Staff are aware of how to instruct learners to be safe online.
- Staff are trained to recognise signs of extremism and radicalisation in learners and how to raise concerns.
- Recruit, train and support staff to adopt good practice to safeguard and protect children, young people and vulnerable adults from abuse and to minimise the risk to themselves.
- Staff should have relevant safeguarding training including extremism and radicalisation and understand how to report concerns.
- Respond to any allegations of misconduct or abuse of children, young people and vulnerable adults in line with this guidance document and the procedures set within as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Ensure through recruitment and selection processes, DBS checks and references that refer to candidates' suitability to have substantial access to children, young people and vulnerable adults are taken up for all appropriate posts.
- Deal with complaints of abuse, harassment and bullying promptly, sensitively and confidentially. And where appropriate to share this information in line with this policy.
- Provide an environment where staff and learners are safe and confident.
- Education establishments, contractors and employers' premises comply with health & safety regulations as outlined by the Let Me Play's Health & Safety Team.
- Ensure learners receive a full induction and understand the safeguarding policy and how to seek help.
- Review and evaluate this policy annually.

Definition of Terms

Children and Young People:	Anyone under the age of 18 years
Vulnerable Adult:	Anyone over the age of 18 who is <ul style="list-style-type: none"> • In need of community care services • Unable to care for themselves • Unable to protect themselves against significant harm or exploitation
Staff:	Anyone working for, or on behalf of LMP – whether paid or voluntary.
Substantial Access:	Where an individual is regularly caring for, training or supervising a child, young person or vulnerable adult. Where, an individual has sole charge of a child, young person or vulnerable adult.
Manager:	The term Manager refers to those adults who have a responsibility for managing services including the supervision.
Child protection and Safeguarding:	The process of protecting children young people and vulnerable adults from abuse or neglect: preventing impairment of their health and development, and ensuring they are learning in a safe learning and effective environment.

How will this Policy be communicated?

This policy will be issued to all staff on commencement of their employment with LMP. Staff should refer to the latest copy of the policy on the LMP intranet (in “Handbook” on SharePoint). The Designated Safeguarding Leads will also hold a hard copy for reference purposes.

Responsibility

The Directors and Heads of Department have overall responsibility for Safeguarding within LMP.

The Role of the Designated Safeguarding Lead (DSL)

- Actively promote the consistent use of this safeguarding policy and these guidelines across LMP and sub-contractors.
- Act as a professional advisor for LMP staff on the protection of children and vulnerable adults.
- Ensure that any necessary local training is provided.

- Provide and arrange for support of staff, and others on how to follow these guidelines and procedures.
- Contribute to the ongoing review of this policy and guidance to procedures, along with the identification of associated training needs.
- Ensure that all incidents are reported to the Company Directors.
- Retain a central record (Safeguarding log) of all incidents and allegations including records of the actions taken.

Copies of reports and notes will be kept secure at all times but will be shared in accordance with the Data Protection Act 1998.

Staff Responsibilities

- Have a responsibility to protect children, young people and vulnerable adults, but are not responsible for deciding whether abuse is taking place.
- Be aware of this policy and the LMP Equality & Diversity policy.
- Attend appropriate safeguarding training every 2 years if their role involves substantial access to children, young people or vulnerable adults. This training will form part of the overall staff training plan managed by the Heads of Department.
- Should NOT begin any unsupervised activity involving substantial access to children, young people or vulnerable adults prior to LMP receiving a satisfactory return of a DBS check.
- Be aware of appropriate and inappropriate behaviour for employees in charge of children, young people or vulnerable adults.
- Know who the DSLs are. See above at the start of this policy, head office notice boards and the organisation's website.
- Have a responsibility to inform their departments DSL of any concerns, signs or allegations of abuse.
- Have a responsibility to highlight any concerns or risks to the safeguarding and child protection of children, young people and vulnerable adults.

Managers Responsibilities

- Are responsible for making sure that their staff are aware of, understand and act in accordance with this policy and related guidance, regardless of the hours they work.
- Make sure that any contractors, agents or other representatives whom they engage with or undertake duties on their behalf, which involves contact with children, young people or vulnerable adults, understand and comply with this policy in full.
- Will in conjunction with Recruitment Team through recruitment and selection processes, ensure DBS checks are taken up for all appropriate posts.
- Ensure Safeguarding is a primary agenda items at meetings.

Information, Instruction and Training

Appropriate training will be provided to all employees who could potentially come into contact with children, young people and adults. The level of training required will be identified in accordance with the responsibilities of the post.

For new employees training will be provided at Induction and additional training as soon as possible after commencement, in all cases within 2 months. Refresher training will be provided every 3 years; however, there will be regular updates provided throughout the term of employment.

Staff will receive training on:

- extremism and radicalisation
- equality and diversity
- safeguarding focused on the learner

Staff who can provide evidence that they have attended an approved training course in safeguarding children, young people and vulnerable adults may be exempt from this training. Subcontractors (if applicable) have an obligation to provide similar training in the three areas listed above and provide evidence employees have undertaken training.

Safer Recruitment

To adhere to the LMP's current guidance on safer recruitment for staff working with children and young people and vulnerable adults.

To comply Human Resources will keep a central record which shows the recruitment and DBS check, which are undertaken before employment, relating to staff identity, qualifications and criminal records. The record must include:

- Identity – name, address, DOB
- Qualification checks
- Evidence of permission to work in the UK
- DBS certificate number and date of issue
- In addition, reference checks on previous employment must be carried out.

LMP will keep a central register of DBS certificate numbers and date of issue and training records for LMP staff and contractors. All staff must have training in the following: safeguarding, equality and diversity and extremism and radicalisation. Some identified staff such as managers and the DSLs will have additional training as agreed by the Heads of Department and/or Directors.

LMP request all of its subcontractors and placement providers to have carried out a rigorous staff selection and recruitment process and confirm in writing to LMP that this has been done, (this is to include volunteers where they are required to work with children, young people and vulnerable adults).

DBS Policy Statement

As an organisation using the Disclosure and Barring Service (DBS) checking service to help assess the suitability of applicants for positions of trust, Let Me Play complies fully with the code of practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Certificate information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Certificate information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so.

Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any DBS certificate information is immediately destroyed by secure means, for example by shredding, pulping or burning. While awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the

date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

Update Service

It is a requirement for all Let Me Play staff members and employees to register with the DBS Update Service: <https://www.gov.uk/dbs-update-service>.

Whilst Let Me Play Ltd. will pay for the initial DBS check; it is the individual staff member's responsibility to register for the update service and pay the annual subscription themselves. This is because it is their own subscription which they will keep, even once they leave the employment of Let Me Play Ltd.

Working with Contractors and Partner Organisations

Any subcontractor, engaged by LMP in areas where workers are likely to come into contact with children, young people or vulnerable adults should have their own safeguarding policy or failing this will be asked to fully comply with the terms of LMP's policy.

Recognising Signs of Abuse & Areas of Concern

It needs to be recognised that the term '**abuse**' can be subject to wide interpretation. The starting point for a definition is the following statement:

Abuse is a violation of an individual's human and civil rights by any other person or persons.

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent.

Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

Below are forms of abuse and areas of concern:

- **Physical abuse**, including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.
- **Sexual abuse**, including female genital mutilation, child sexual exploitation and trafficking and impact of new technologies on sexual behaviour, for example sexting.
- **Psychological abuse**, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
- **Radicalisation or extremism behaviour.**
- **Bullying**, including online bullying and prejudice-based bullying.
- **Gender-based violence / violence against women and girls.**
- **Forced marriage.**
- **Racist, disability and homophobic or transphobic abuse.**
- **Risks of internet abuse** including grooming and abuse.
- **Substance misuse.**
- **Teenage relationship abuse.**
- **Financial abuse**, including theft, fraud, exploitation relating to property, inheritance, benefits, financial transactions, misappropriation of property and possessions
- **Neglect and acts of omission**, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, withholding the necessities of life, such as medication, adequate nutrition and heating.
- **Domestic violence.**
- **Fabricated or induced illness.**
- **Poor parenting**, particularly in relation to babies and young children.
- **Issues specific to a local area or population, for example gang activity and youth violence.**

Any or all of these types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

How to React to a Disclosure

It is important to listen carefully to the information a child, young person or adult discloses. When listening, the following good practice is required:

- React calmly so as not to frighten the child, young person or vulnerable adult.
- Listen to the child, young person or vulnerable adult.
- Empathise with the child and show that you believe them.
- Tell the child, young person or vulnerable adult that he/she is not to blame and that he/she was right to tell.
- Take the information seriously, recognising the difficulties in interpreting what a child, young person or vulnerable adult says.
- Always avoid projecting your own reactions.

- Keep questioning to a minimum to ensure clear and accurate understanding of what has been said.
- Listen but do not probe, speculate or ask for additional information.
- Use open-ended questions, non-leading questions. Good examples include who, what, why, when and tell me, explain to me, describe to me....
- Do not introduce personal information from your own experiences.
- Reassure the child, young person or vulnerable adult.
- Do not approach an alleged abuser.
- Do not guarantee confidentiality.

What if a Member of Staff is Accused of Abuse?

When reporting an allegation, the DSL or Company Directors should be informed immediately. In the event of the allegation being related to a DSL or company director the staff member should contact the LADO directly.

The DSL will contact the Local Authority Designated Officer **immediately** for advice and if the member of staff should be suspended. Notification of the suspension and reasons will be conveyed in writing to the member of staff in accordance with Let Me Play's disciplinary procedures.

There will be no internal investigation before interaction with the LADO and LMP will act accordingly on the advice provided.

Reporting & Recording an Incident

As part of your job role within LMP, children, young people and adults may disclose information to you about a person that leads to a suspicion or allegation of inappropriate behaviour.

This disclosure may be about an incident that occurred during working hours or outside the workplace:

- Listen to the child, young person or adult.
- Acknowledge the information received.
- You need a reasonable suspicion not definite proof at this stage.
- Inform the DSL, your manager or Head of LMP **IMMEDIATELY**.
- If the child or young person is in immediate danger contact the police.
- Is there a need to protect evidence?
- Make a full written record of the disclosure on the day you receive it using the individual's own words.
- Complete an incident referral form, date and sign and pass to the DSL, your manager or Head of LMP.
- Subcontractors must inform LMP of any incidences.
- **All cases of suspected abuse MUST be notified to the DSL and Directors immediately. Please follow the safeguarding report flow chart included in this policy.**

Email: safeguarding@letmeplay.co.uk or safeguarding@lmpeducation.org.uk

The DSL will clarify the basic facts to establish whether there is a reasonable cause to suspect or believe that misconduct has occurred. If the basic facts support a suspicion of misconduct by a member of staff, the matter will be dealt with in accordance with the disciplinary procedures.

How Young People Report an Incident

The young person must know how to report an incident and be assured they can talk to a tutor or another member of staff with any concerns. This must be covered in the young person's induction and the learners should be given practical examples covering safeguarding and equality and diversity:

- Learner speaks to the tutor or coach
- If the tutor is part of the problem;
- Then contact the Head of Department at LMP

One to One Working

Staff should take all reasonable precautions to ensure their own and others safety is addressed at all times by:

- Make sure your manager or colleague is aware of your meeting and log details in your Outlook calendar.
- Avoid working in rooms where you cannot be seen by others.
- Avoid being alone with unknown individuals if possible.
- Make sure all areas in which you need to work are well lit.
- Avoid physical contact at all times.

Safe Learner Induction

LMP and its contractors will ensure all young people are briefed and supported in all areas of the following stages:

- Induction
- Progression
- The safe learner and worker
- Change in circumstances (examples) return to training, centre, new work placement, new employer, new role, new work area/practice, new learning activity.

Prior to a learning activity or placement, LMP will consider the following inputs:

Environments – This means that the learner/staff member should be accommodated in a safe, healthy and supportive learning environment. When they start in their learning/work environment they should be made to feel welcome

Initial Assessment – All learners/staff must have identified their health, safety and welfare needs and any additional help or support that they may require.

Individual Learning Plan where appropriate – The results of the initial assessment should be used to develop an individual learning plan which must include the learner's initial and on-going health, safety and welfare training needs.

Supervision – Supervision levels must be appropriate to the risks identified and the individual's capability, needs and experience.

A safe learner will be able to demonstrate the following:

Hazard awareness – Safe learners will be aware of hazards within their environment, their activities and the work being carried out around them and their responsibilities to others.

Understanding – Safe learners will understand the concepts of hazard and the risk measures that are required to control risks.

Confidence – Safe learners will be confident, not only in their ability to learn and work safely, but also to challenge any situation or instruction that could be unsafe to them or other people. Safe learners will know their limitations and when to seek further advice.

Safe set of behaviours – Safe learners will have developed a safe set of behaviours to enable them to play an active part in the learning process and acquire practical, value-added and transferable skills from their experience.

Prevent Strategy

Prevent is a strand of the Government counter terrorism strategy. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. **The Prevent strategy seeks to:**

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created which represents the likelihood of an attack in the near future. **The five levels are:**

1. Critical- an attack is expected imminently

2. Severe – an attack is highly likely
3. Substantial – an attack is a strong possibility
4. Moderate – an attack is possible but not likely
5. Low – an attack is unlikely

The current threat level from international terrorism in the UK and in the London is severe which means that a terrorist attack is highly likely.

Apprenticeship Training Providers engage a lot of the 16-25-year age group, particularly young people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of our learners make it crucial to be involved in the Prevent Strategy. We understand that we have a part to play in fostering shared values and promoting cohesion. LMP will focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within training settings.

This strategy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
2. To break down segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society.
3. To ensure learner safety and that LMP is free from bullying, harassment and discrimination
4. To provide support for learners who may be at risk and appropriate sources of advice and guidance
5. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives, the strategy will concentrate on four areas;

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation
- Building staff and learner understanding of the issues and confidence to deal with them

- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values
- Use of external programmes or groups to support learning while ensuring that the input supports LMP's goals and values.
- Encouraging active citizenship and learner voice.

Learner Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services
- Listening to what is happening within LMP and the community
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping learners and staff know how to access support in LMP and or through community partners
- Supporting problem solving and repair of harm
- Supporting at risk learners through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all learners

Managing Risks and Responding to Events

To ensure that the LMP monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the LMP.
- Understanding and managing potential risks within LMP and from external influences.
- Responding appropriately to events in local, national or international news that may impact on learners and communities.
- Ensuring measures are in place to minimise the potential for acts of violent extremist within LMP.
- Ensuring plans are in place to respond appropriately to a threat or incident within LMP.
- Developing effective ICT security and responsible user policies.

If you have the slightest suspicion that one of our learners or anyone that is associated with one of our learners is at risk from any sort of influence from a terrorist group or ideology, this must be immediately reported to the Let Me Play Designated Safeguarding Officers as above of the Company Directors immediately.

safeguarding@letmeplay.co.uk or safeguarding@lmpeducation.co.uk

Anita de Villiers, anita@letmeplay.co.uk, 07598 902 111

Jacob Salt-Berryman, jacob@lmpeducation.org, 07746 315 682

What to do if you have a concern

- **Contact a Designated Safeguarding Lead** - if a member of staff has a concern about a particular person, they should follow our usual safeguarding procedures, including discussing with the Designated Safeguarding Lead, and where deemed necessary, with children's social care.
- **Contact the Prevent Lead from the Local Authority** - in Prevent priority areas, the local authority will have a Prevent lead who can also provide support. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- **Contact the Department for Education's Dedicated Helpline: 020 7340 7264** – this will enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at

immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

More information here about the Prevent Duty and advice for schools and childcare providers:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf (Department for Education, June 2015).

Social Media Policy

Scope of this policy

This policy is one element of our overall safeguarding strategy and should be read in conjunction with our other policies, especially:

- Safeguarding
- E-safety
- ICT Usage
- Anti-Bullying

General principles regarding staff use of e-communications and social media

Staff members must be conscious at all times of the need to keep their personal and professional lives separate. Staff should use either work phones, work email accounts or approved professional social media accounts when engaging with LMP participants. Texting¹ and instant messaging with young people must be avoided.

Personal Twitter, Facebook and other social media accounts

Staff should not use their personal Facebook, Twitter or other social media accounts to communicate with young people from any Let Me Play programme whatsoever. Caution is advised when inviting work colleagues to be 'friends' in personal social networking sites. Social networking sites blur the line between work and personal lives. It may be difficult to maintain professional relationships or it might be embarrassing if too much personal information is known in the work place. Staff must be cautious regarding their online presence on the internet; it is recommended that privacy settings are such that personal photographs and private information are concealed from general view.

Research shows that young people are safest when they develop internet safety skills through managed systems. All staff must endeavour to incorporate safeguarding messages in their lessons, classes and sessions wherever possible.

¹ Texting via SIMS is permitted

The principles set out in this policy are designed to ensure that staff members use social media responsibly so that confidentiality of young people and other staff and the reputation of the LMP organisation are safeguarded.

Professional Social Media Accounts

The use of social media as a tool for teaching and learning is encouraged. Facebook, Twitter and other social media have vast potential to aide learning, or for a tool to develop a sense of community and belonging. Every social media and online platform is unique, and staff should be aware that the guidance is to safeguard young people and staff and is based on the principle of transparency and using social media for learning.

Staff who wish to set up professional Twitter, Facebook, Linked-In and other social media accounts must seek written permission from the Company Directors.

The DSL or other designated personnel will check all staff professional accounts on a weekly basis:

1. Checking there are no private messages between staff and young people.
2. Discussions in groups promote the vision and values of the LMP organisation.
3. Communications of staff are of appropriate content and tone.
4. Check staff privacy for personal accounts is highlighted should any issue arise (personnel will not search for personal social media accounts, rather note any associated links).
5. Checking cyberbullying or any worrying young person's activity related to extremism and radicalisation, or grooming.
6. Checking young people and staff are not 'friends' on Facebook or not 'connected' on Linked-in.
7. The DSL must be alerted with any concerns and address them as required, closing any accounts as required.

Staff in a teaching or coaching role should not have young people or parents as 'Friends' on Facebook – it is better to set up groups and pages for learning and community that are open for all to belong to. All comments and discussions should be posted visibly in forums or groups, and not privately which may be construed as informal dialogue in this medium.

Staff cannot set up Facebook groups / pages.

Staff are encouraged to 'like' helpful organisations such as Childline and internet safety sites. Staff should not 'like' political parties, religious sites, or anything that may sway opinion or cause offense. Staff should be aware of the Prevent procedures and notify the DSL with any concerns about radical, provocative or sensitive activity of staff, young people or those associated with the Let Me Play.

Staff are not to Instant Message individuals. Staff should not attempt to settle disputes or confront issues online. Incidents of online bullying must be reported, and copies made of the comments. Staff should not post photographs of young people on any work Social Media sites unless approved by the

DSL or a member of management from head office. Staff are not allowed to share photographs of young people on personal Social Media or distribute in any way.

Staff who see any inappropriate materials, bullying, racism, or any content or activities prohibited by Let Me Play must report it to the DSL immediately.

Emails

Staff work emails may be checked should any safeguarding concerns come to light, and staff should ensure that all work emails are of a professional nature. Staff should assume that emails may not remain private and therefore no emails should be sent which would cause harm or embarrassment to young people, staff or to Let Me Play if subsequently made public.

In accordance with the Data Protection Act, any recorded discussions about a young person may be requested and shared with parents, the young person and other stakeholders, including discussions on email. Staff are advised to take note of this and record the full name of a young person during email dialogue and use professional discourse at all times.

Photographs

Please note that any photographs taken should be for work purposes only and staff should upload all photos onto the designated section on the Let Me Play intranet (SharePoint) and create a subfolder clearly marking the name of the event / member of staff.

Staff should use their professional judgement when using a camera for work purposes.

No photographs should be taken when young people are in swimwear without the prior permission of the DSL.

Parents may not wish for their children to have their photographs used internally within the LMP organisation, in promotional literature (prospectus, newsletters, posters, etc.) or on the company website. There must be a way to opt out of published photography on all application forms.

Dating Apps

All staff should switch off any personal dating apps (such as Tinder) whilst in work. This is to protect staff from having their profiles seen by course participants and learners that might also be on similar apps.

Equality & Diversity

At LMP equality and diversity is central to all practices and policies; please see our equality and diversity policy in our handbook on our intranet.

We will offer a diverse curriculum that is sensitive to differences and promotes an open and honest culture and celebrate British values. We will provide a supportive environment for staff and learners that affirms the rights of individuals to be treated fairly and with respect.

Complaints Procedure

We are committed to providing a high-quality service to all our customers and participants. When something goes wrong, we need you to tell us about it. This will help us to improve our standards.

If you have a complaint, please contact us with the details. You can do this in the following way:

1. Send a letter to Matthew Lord, Director, Let Me Play Ltd., 4 Berghem Mews, Blythe Road, London W14 0HN.
2. E-mail: complaints@letmeplay.co.uk.
3. Telephone: 0203 475 7511

What will happen next?

1. We will send you a letter/email acknowledging receipt of your complaint within three days of receiving it, enclosing a copy of this procedure.
2. We will then investigate your complaint. This will normally involve reviewing the nature of your involvement with the company and speaking to the member of staff involved as necessary.
3. Let Me Play will then either:
 - i) Take the necessary steps internally to resolve the complaint and then write to you with a solution. OR
 - ii) Invite you to a meeting to discuss and hopefully resolve your complaint. We will do this within 14 days of sending you the acknowledgement letter.
4. Within three days of the meeting, we will write to you to confirm what took place and any solutions we have agreed with you.
5. If you do not want a meeting or it is not possible, we will send you a detailed written reply to your complaint, including our suggestions for resolving the matter, within 21 days of sending you the acknowledgement letter.
6. At this stage, if you are still not satisfied, you should contact us again and we will arrange for another Director or someone unconnected with the matter at the company to review the complaint. Alternatively, we may (at our discretion) seek mediation to review the decision.
7. We will write to you within 14 days of receiving your request for a review, confirming our final position on your complaint and explaining our reasons.

If we have to change any of the timescales above, we will let you know and explain why.

Data Protection & Information Security Policy

The purpose of this policy is to protect all data, internal and external that Let Me Play works with.

Objectives

The implementation of this policy is important to maintain and demonstrate our integrity in our dealing with customers and suppliers and to ensure we are compliant with GDPR (please also see our GDPR policies).

It is the policy of Let Me Play to ensure:

- Information is protected against unauthorised access.
- Confidentiality of information is maintained.
- Information is not disclosed to unauthorised persons through deliberate or careless action.
- Integrity of information through protection from unauthorised modification.
- Availability of information to authorised users when needed.
- Regulatory and legislative requirements will be met.
- Business continuity plans are produced, maintained and tested as far as practicable.
- Information security training is given to all employees.
- All breaches of information security and suspected weaknesses are reported and investigated.

All **Let Me Play** personnel and suppliers, employed under contract, who have any involvement with information are responsible for implementing this policy and shall have the support of the **Let Me Play** Management who have approved the policy.

Responsibilities

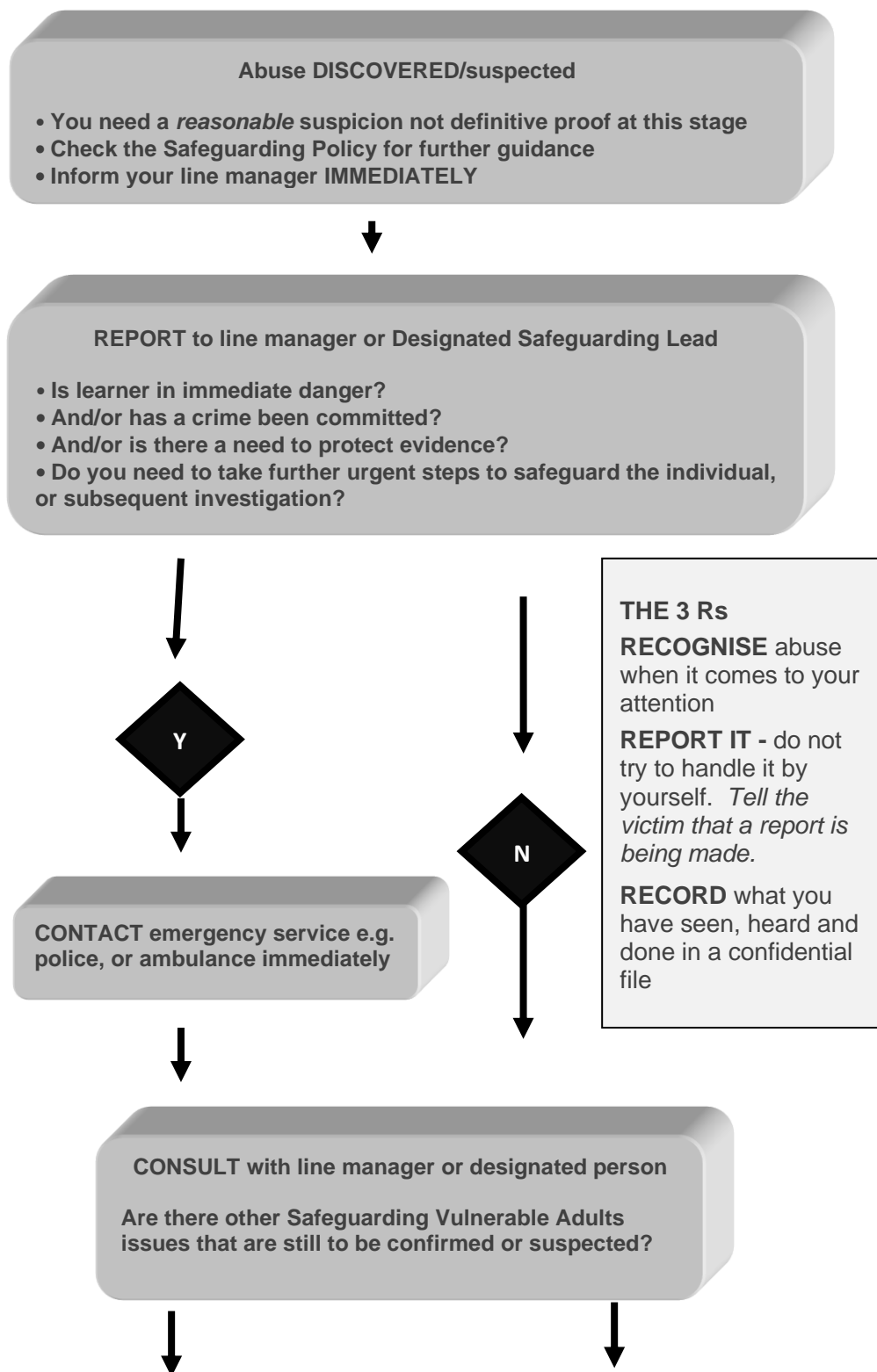
All personnel and contracted suppliers follow the procedures to maintain the information security policy.

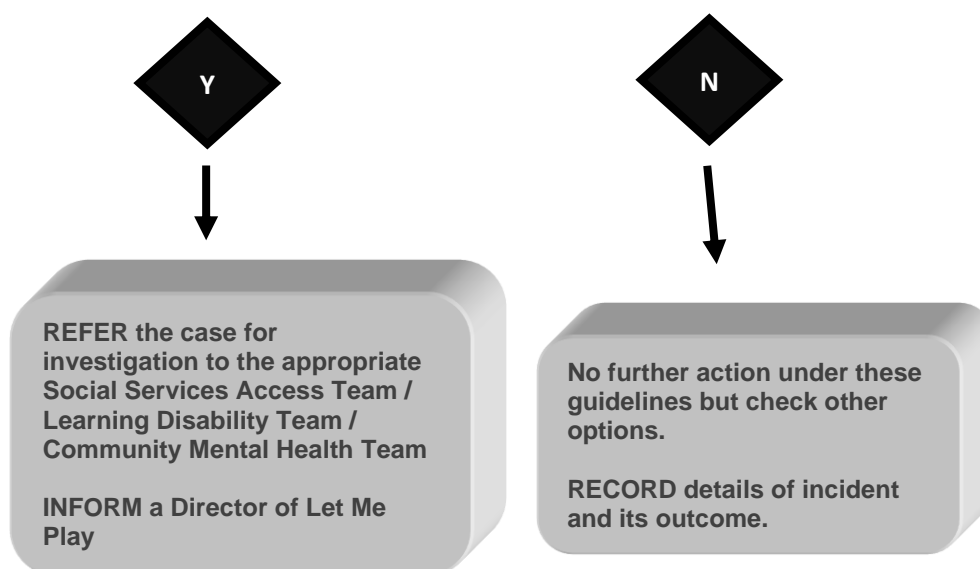
All personnel have a responsibility for reporting security incidents and any identified weaknesses.

Any deliberate act to jeopardise the security of information that is the property of **Let Me Play** or their customer or suppliers will be subject to disciplinary and/or legal action as appropriate.

Procedure for reporting suspected abuse

Remember to assess the situation, always record what you have done and why.





All of our policies can be found on our intranet site in our company handbook under “Company Handbook”.

Safeguarding: COVID-19 Addendum

1. Scope and definitions

This addendum applies during the period of business restrictions within LMP Group, due to COVID-19, and reflects updated advice from the government & safeguarding partners.

It sets out changes to LMP Groups normal safeguarding policy in light of the Department for Education's guidance **Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers** <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

LMP Group Safeguarding policy will be supported by this COVID-19 Addendum.

The Department for Education's (DFE's) definition of 'vulnerable children & young people' includes those who:

- Have a social worker, including children:
 - With a protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health, and care (EHC) plan.

2. Core safeguarding principles

LMP Group will still have regard to the statutory safeguarding guidance, **Keeping Children Safe in Education** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

LMP Group are operating in a different way to normal, keeping our focus on safeguarding our staff & learners currently is paramount, and we are following these important safeguarding principles: -

- The best interests of our learners must come first.
- If anyone has a safeguarding concern about a learner or staff member, they should continue to act on the information immediately by reporting it to the DSL (designated safeguarding lead) via safeguarding@letmeplay.co.uk or safeguarding@lmpeducation.org
- The designated safeguarding leads (DSL) Anita de Villiers & Jacob Salt-Berryman should always be available to support learner safeguarding & PREVENT concerns during this period.
- Tutors should continue to ensure that learners are best equipped to protect themselves while delivering teaching and learning sessions.

3. Reporting concerns

All LMP staff must continue to act on any concern they have about a learner or staff member immediately. It is still vitally important to do this, both for learners & staff.

Reporting procedures remain the same. The DSL's are available via phone & the central email addresses: -

Anita de Villiers	07598902111	safeguarding@letmeplay.co.uk
Jacob Salt-Berryman	07746315682	safeguarding@lmpeducation.org

Any staff member who has contact with a learner's support worker should continue to do this during this time, making sure notes are placed on the learners Smart Assessor contact diary.

4. DSL arrangements

LMP Group DSL's will continue to work in line with their roles of DSL. In the event of the DSL's not being contactable, please refer your concern to your line manager. If for ever reason, there is a double absence required by the DSL's staff & learners will be contacted by informed by email/text.

The DSL's will continue to review all cases on the safeguarding log and will have increased communication with the reporting person to the concern on any further developments. This will be reported within the monthly Trade Report for the SEB.

5. Working with other agencies

LMP Group will continue to work with a learner's required agency as well as the learner's employer, should there be a requirement.

This addendum will be continued to be updated where necessary, to reflect any updated guidance.

6. Monitoring attendance

Learners - It will be the responsibility of the tutor to ensure that the learner is attending their sessions, if there is any concerns about the learners engagement then it is advised this is logged in the learners contact diary on Smart Assessor, contact to be made to the tutor's Performance Manager & if relevant contact to the DSL.

If a learner had a change in employment, such as furloughed or working from home, it is recommended that this is required and shared if furloughed with the Delivery team. The learner can continue with their apprenticeship at this time.

Staff – Regular check ins with the LMP line manager for those staff who are working remotely. This will be undertaken in many forms, to include one to ones, teams' meetings, LMP Group – Directors

company updates. Also, staff that have been furloughed will also have regular check ins with their line managers, these staff will also be able to join into the Directors company updates which will be via Zoom.

7. Concerns about a staff member

LMP will continue to follow the principles set out in part 4 of *Keeping Children Safe in Education [Allegations of abuse made against teachers & other staff] page 53 - 64.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

LMP staff should continue to act on any concerns they have immediately. This includes if the concern involves the learners COVID-19 situation.

LMP DSL's will continue to refer adults who have harmed or pose a risk of harm to a child or a vulnerable adult to the Disclosure and Barring Service (DBS).

8. Safeguarding all

LMP Group are aware that this current situation has increased potential risk to all. LMP staff will continue to be alert to any signs of abuse, or effects on learner's mental health or increase risk to abuse via the internet.

It is essential that any concerns are reported in line with the LMP Group safeguarding policy (see section 3 for details).

With remote working for all, it is important to look out for signs that may cause a concern, such as: -

- Learner - Not completing assigned work or logging on to Smart Assessor
- Learner – Not responding to communications sent to them
- Staff – Missing deadlines, check ins, director updates.

During this time there will be more time spent online than normal for both learners and staff, section 9 covers further details on LMP Group's approach to online safety.

Section 10 covers how LMP Group will support mental health.

9. Online Safety

LMP Group will continue to have appropriate filtering and monitoring systems in place with the IT LMP staff use. It is important that all staff fully shut down their laptops once a week to allow the firewall software to be fully efficient.

Any concerns regarding IT support it is important that LMP staff make their line manager aware and this is recorded, and the relevant investigations are held. All concerns should be recorded.

Due to the LMP Education delivery be fully remote and online (see section 14 for full details on Learner Support Policy for COVID-19).

Remote teaching – where tutors are interacting with learners online, they will be expected to continue to conduct their behaviour in line with company expectations and work in line with the IT & Safeguarding policy in place.

LMP staff will continue to be alert to signs that a learner may be at risk of harm online, and act on any concerns immediately, following the LMP Group reporting procedures as set out in section 3 of the addendum.

Learners are also to be made aware of how to report any concerns. There is a reference to the safeguarding DSL's contact details on a learners Smart Assessor profile. Employers also have contact details of how to report concerns to the DSL on their employees.

Learners are provided with eLearning CPD, to enhance their understanding to the risks. This is provided in the following platforms: -

- Education Foundation Trust – Four Modules
- Stay Safe - <https://www.gov.uk/government/news/act-awareness-elearning>
- Educate to Isolate – LMP Education eLearning programme

During this time there is also a high risk to staff and learners being exposed to radicalisation and extremism views, this would include those from the far right. LMP staff need to make any concerns on a learner changed views or interests in this area to the DSL as a Safeguarding/PREVENT concern or incident. In this case the DSL will contact the local PREVENT co-ordinator.

All safeguarding concerns will be recorded on the LMP Safeguarding Log.

10. Mental Health

Mental health will be a focus, by developing resources to support learners and staff during the COVID-19 period. LMP Group will continue to offer any current support in this area of support.

LMP Group have a staff champion – Ruth Kendrick – ruth@lmpeducation.org

There are resources in place to support signposting all learners, staff and employers to other resources to support good mental health at this time.

- NHS – Every Mind Matters

- MIND
- Time to Change
- Mental Health Foundation

During this time there also maybe other areas of concern that will be linked to mental health and LMP Group will make every effort to be able to signpost learners and staff in these matters. There have already been several areas: -

- Homelessness
- Debt
- Well-being

There will be regular contact made with learners and staff who have been placed on the Safeguarding Log, to ensure there is a good level of support and signposting where possible.

11. Staff recruitment, training, and induction

LMP group continue to recognise the importance of robust safer recruitment procedures, so that adults who work within the LMP group are safe to work with young people.

LMP People & Talent Manager – Jacob Clarke will continue to follow the LMP Safer Recruitment procedures, and part 3 of Keeping Children Safe in Education.

Interviews, suitable employment checks to include DBS, will be in place and this will be monitored for best practice & quality assurance.

Lead DSL will continue to undertake CPD during this time. This will be recorded within the companies People HR CPD section, along with the impact the session will have on the LMP Group and Safeguarding/PREVENT well-being.

Learners & staff have access to the Educate to Isolate programme (section 14) where there is many sessions available to support further CPD.

Any new staff member to LMP Group will undergo a company induction, this will follow the same induction in place prior to this addendum. This will continue to be conducted by Jacob Clarke and will be fully documented. During this induction there will be several documents shared to include: -

- Company Handbook
- Company policies & procedures to include Safeguarding Policy which from April 2020 will include the Safeguarding COVID-19 addendum.

- Confirmation of DSL & reporting safeguarding concerns.
- eLearning to include: -
 - Education Foundation Trust – Four Modules
 - Stay Safe - <https://www.gov.uk/government/news/act-awareness-elearning>
 - Educate to Isolate – LMP Education eLearning programme

Should there be any changes to policy or procedures regarding safeguarding, staff and learners will be made aware as appropriate.

12. Monitoring arrangements

This policy addendum will be reviewed in line with the government guidance, Department of Education, Local Authority, HSE and members of the SEB at LMP Group.

This addendum will be reviewed also at the monthly LMP Safeguarding meeting. In addition, if there are any actions following an incident or concern raised. This will be the responsibility of the Designated Safeguarding Lead's.

13. Links with other policies

This policy addendum links with the following LMP Group documents:

- Safeguarding Policy
- IT Policy
- Health & Safety Policy
- LMP Handbook

14. Introduction of the Learner Support Policy for Covid-19

Overview and Rationale

The health, safety and wellbeing for our whole community is our top priority; this includes learners, staff and families around us. We acknowledge the collective national interest in coming together currently for the greater good and containment of the outbreak.

We acknowledge we have a new 'normal' to deal with and are adjusting to ensure we are to support learners at this time of uncertainty and difficulty. Many have expressed their anxiety at this time; it is our responsibility to safeguard them and be part of the solution.

With this in mind, we have actioned our contingency plan to offer 100% of our apprenticeship training remotely so that we can continue to deliver education and training.

This allows us to continue to support our client base of learners, schools, councils and businesses. Whilst this has several benefits for our apprentices, we are acutely aware of the challenges too.

As leaders and staff within an Apprenticeship Training Provider, we are to “create a safe, disciplined and positive environment within the provider and the impact this has on the behaviour and attitudes of learners” (Further Education & Skills Handbook, page 51, 192.).

The challenges include:

1. Adapting to working from home and the many challenges this might bring:

- a. Having to look after children or elderly parents.
- b. Having to look after people that become sick or unwell.
- c. Not having a quiet space to work.

2. Mental-health issues:

- a. These are very difficult and scary times; therefore, a lot of people are feeling very anxious.
- b. With less human interaction, people will feel lonely and isolated. This can exacerbate any sort of depression or negative thoughts.
- c. Feelings of worthlessness. People generally want to have a sense of purpose and want to be productive. Quarantine and isolation limits this considerably.
- d. Less exercise. People in quarantine and isolation are going to do far less exercise. Individuals that regularly exercised at the gym or local swimming pool will no longer be able to do so.
- e. Routine. People will find themselves without a daily routine.
- f. People with long-standing mental-health issues will need further support.

3. Adapting to having to use technology more than ever before:

- a. Apprentices are being forced to use technology more so than ever before. They will have to engage fully with online delivery, online courses, webinars, etc.
- b. Some apprentices will not have smart phones, laptops or PCs which poses a further challenge.

4. Self-discipline:

- a. Working from home is not easy for everyone. There are different distractions and different demands on each individual, depending on their circumstances.
- b. People will need to work out how to discipline themselves to work, study, exercise, eat, sleep and look after their mental wellbeing.

It is with these challenges in mind that we will immediately implement a learner support programme across all of our apprentices to ensure a safe, disciplined and positive environment, as well as to mitigate against any potential negative effects of working from home, quarantine and isolation.

Policy

Learning support can be used to support identified learning needs directly associated with an apprenticeship, including costs associated with meeting those identified needs in end point assessment (Apprenticeship Funding Rules, page 18). Learning support will of course continue for those apprentices with a learning difficulty or disability as set out in Section 20 of the Equality Act 2010 and/or in Section 15ZA(6) of the Education Act 1996 (as amended by Section 41 of the Apprenticeships, Skills, Children and Learning Act 2009). **This includes individuals who self-declare a learning difficulty or disability, and those who do not have a diagnosis of a learning difficulty or disability but in relation to whom we identify as having a learning and support need due to the outbreak of Covid-19 and the associated quarantine and isolation.**

LMP Education will do the following to best support all learners:

1. Ensuring Eligibility

- a. It is important that we ensure the learner is eligible for additional support for the purpose of working from home (WFH) due to the Covid-19 outbreak.
- b. Learners that already receive additional learning support for other already established reasons or new reasons (other than the Covid-19 outbreak) will continue to do so.
- c. Learners must self-declare their need for support as one of the following reasons:
 - i. Working remotely for the first time. For clarity, this includes working from home.
 - ii. Lone working for the first time. For clarity, this includes working from home.
 - iii. Feeling isolated because of the change in working environment. For clarity, this includes working from home.
 - iv. The anxiety and/or stress due to the Covid-19 outbreak and the associated issues in working from home, quarantine, isolation or any other reason.
 - v. Literacy and numeracy support due to the changes in environment. For clarity, this includes working from home.

2. Remote Delivery

- a. All Tutors now deliver all sessions remotely. It is therefore paramount that we implement this policy with immediate effect.

- b. For learners that do not have a laptop or smartphone, we will do what we can to provide one, by refunding a purchase, arranging a delivery from our head office or by purchasing one on Amazon.

3. Curriculum Intent

LMP Education will work towards ensuring any changes to your working pattern or restrictions to your work do not disadvantage you in any way. As such we have developed a robust and flexible curriculum to assist you during this transition from normal working practices to your new environment and we will support you for the duration.

The delivery of our new Covid-19 support sessions will be above and beyond the usual delivery requirements of the apprenticeships which have been mapped out already. The skills, knowledge and behaviours that our apprentices will acquire through this additional study can link to their apprenticeship programme, but will also to prepare them for future changes in working environments which is relevant to almost every type of business as we embrace new technology.

We will offer a broad and relevant curriculum so that learners can design a bespoke distance learning curriculum, with the support and guidance of their Tutor.

4. Additional Learner Support Sessions

- a. LMP Education will deliver additional sessions (at least once a month) to all learners. Topics to include:
 - i. WFH: Mental-Health & Wellbeing.
 - ii. WFH: Creating a New Routine.
 - iii. WFH: Adapting to the Increased Use of Technology.
 - iv. WFH: Self-Discipline and Personal Development
 - v. Being a Good Citizen at this time of National Crisis.
 - vi. Additional Support with English.
 - vii. Additional Support with Maths.
 - viii. Additional Support with IT.

5. Implementation

LMP Education aspires to be excellent in all that we do. In reference to the outstanding grade descriptors for Quality of Education in Further Education & Skills Handbook (page 47), we expect the implementation of the curriculum to be consistently strong and in this case for learners with SEND and those with high needs, teaching and training are of a high quality.

Training activities must contribute well to delivering the curriculum intent. The work that learners do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

In the context of the new 'normal' (as mentioned in our rationale statement at the beginning of this policy), it is very important that we develop our apprentices' abilities, knowledge, skills, behaviours and attitudes to working from home. This will be fundamental to their future success in employment.

6. Impact

LMP Education expects to have excellent outcomes for all learners. Despite the challenges that Covid-19 have imposed on our whole society, we expect to make a significant impact in the safeguarding, wellbeing, learning development and future employment prospects for all our apprentices.

Our impact will be regularly monitored and assessed by our Quality Assurance Team. Impact reports be scrutinised by the Advisory Board and the Senior Executive Board.

Useful Links

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Mental Health Links

https://www.nhs.uk/oneyou/every-mind-matters/?WT.tsrc=Search&WT.mc_id=Brand&gclid=CjwKCAjw_LL2BRakEiwAv2Y3SQ0NbrzHQNaeJ1k6Z6FKpTGFQOhUse728D8YztXS4AydSOBhMBQD5BoCWviQAvD_BwE

https://www.mind.org.uk/donate?gclid=CjwKCAjw_LL2BRakEiwAv2Y3SSy-JNjq8X-cjC-2S6-dckaUG9AnJwbOE0x5WIJA_k3qUhn4SW_njxoCdxoQAvD_BwE

<https://www.time-to-change.org.uk/get-involved/local-hubs/about-hubs>

<https://www.mentalhealth.org.uk/>