



# Safeguarding Policy

<b>Approved by:</b>	Brian McGorry	<b>Date:</b> 01/09/2025
<b>Last reviewed on:</b>	01/09/2025	
<b>Next review due by:</b>	31/08/2026	
<b>Version control:</b>	V1	

## Contents

<b>Topic</b>	<b>Page Number</b>
Policy Statement	3
Responsibilities	4
Training	6
Raising Awareness	7
Safe Practice	7
CPOMS	8
Staff/Volunteers Duties	8
Low Level Concerns	8-9
Safer Recruitment and Selection	10
Students on Extended Work Experience	11
External Speakers	11
Publicising the Policy	12
Other linked policies	12
Adults at Risk	12
Child Protection Procedures	14
Appendix A Physical Intervention	17
Appendix B Glossary	19
Appendix C Statutory Framework	22

## Policy Statement

The Fowler Education and Football Academy (FEFA) is committed to Safeguarding and Promoting the welfare of all of its students and to sustaining an open and supportive culture where:

- Students can thrive and achieve
- Students, Staff, volunteers and visitors can feel secure
- Everyone is assured that their welfare is a high priority
- 

The Fowler Academy recognises that students and vulnerable adults have a right to be protected from harm. Students cannot learn effectively if they do not feel safe from harm or exploitation. The College is committed to providing support and protection for all students.

This Policy has been developed in line with the Department for Education's statutory guidance in Working Together to Safeguard Children and Keeping Children Safe in Education, statutory guidance for schools and colleges, and is cognisant of other policies and guidance, including that provided by the Liverpool Safeguarding Children Partnership. ([Liverpool Safeguarding Children Partnership \(LSCP\) - \(liverpoolscp.org.uk\)](http://liverpoolscp.org.uk)). The College will work with all relevant agencies collaboratively, but will be willing to challenge peer agencies appropriately.

The Policy sets out:

- Lines of accountability
- The responsibilities of:
  - Senior Managers
  - The Designated Safeguarding leads
  - All staff/volunteers
- Procedures for safer recruitment
- Procedures for publicising the policy
- Child Protection Procedure for Dealing with Suspicions or Allegations of Child Abuse and arrangements for sharing information with other professionals and the Liverpool Safeguarding Children Partnership

Definitions

**FEFA and The College:** these terms are interchangeable and refer to The Fowler Education Football Academy.

**The School of Registration:** is the school to which the student is registered, i.e. the school who has subcontracted the education of the student to FEFA.

**Children and Young People:** these terms are interchangeable and refer to children who have not yet reached their 18th birthday.

**Vulnerable Adults** – Someone who is or may be in need of community care services by reason or disability, age or illness; and is or may be unable to take care of unable to protect him or herself against significant harm or exploitation.

The Policy covers all areas of child protection and safeguarding including, but not exclusive to, the following: (see Appendix B for definitions)

- Forced marriage
- Female genital mutilation

- Radicalisation
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Looked after children
- Missing Children/Children at risk of CSE
- Peer on peer abuse
- Child sexual exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Remote Learning

The training and awareness-raising of staff are key to the effective implementation of this Policy and procedures. It is not expected that members of staff will have full expertise dealing with all types of suspected or identified safeguarding issues. However, it is vitally important that all staff remain vigilant at all times and are mindful of the possibility that all/any types of abuse could occur (even if certain types do not seem 'typical' to the area served by the College), and are:

- a) familiar with their reporting obligations as set out in the responsibilities and duties sections below
- b) have due regard to Contextual Safeguarding, taking into account all of a young person's social sphere. This recognises that the different relationships that a young person may form, and the different environments and contexts a young person may engage with, in college, in their locality and on-line should be taken into account whenever interventions are needed.
- c) use their professional judgement and discuss with other colleagues or external partners if they have any concerns around radicalisation/prevent concerns if:
  - Use of inappropriate language
  - Possession of violent extremist literature
  - Behavioural changes
  - The expression of extremist views
  - Advocating violent actions and means
  - Association with known extremists
  - Seeking to recruit others to an extremist ideology

FEFA works to the Prevent element of the Government's Counter Terrorism Strategy. Where appropriate, any significant concerns about a learner beginning to support terrorism and/or violent extremism should be reported to the DSLs to assess and, if appropriate, should seek external support through referrals to the Channel Programme.

### **Those with Specific Responsibilities:**

- The nominated member of the organisation with specific responsibilities in relation to Safeguarding/Child Protection is The Designated Safeguarding Lead (DSL).
- The Designated Safeguarding Lead (DSL) is Keri Hannigan.
- The Deputy Designated Safeguarding Lead (DDSL) is Paul Cliff.
- The School of Registration is the school to which the student is registered, i.e. the school who has subcontracted the education of the student to FEFA.

**The Organisation will ensure that:**

- FEFA has an appropriate Safeguarding/Child Protection Policy and Child Protection Procedure in place together with a Staff Code of Conduct which is provided to all staff and volunteers on induction.
- That all Organisation members receive appropriate (which may be in person and/or online) safeguarding and child protection training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at FEFA are effective and support the delivery of a robust whole College approach to safeguarding.
- FEFA contributes to inter-agency working, taking into account the procedures and practice of the local authority (as set up by the Liverpool Safeguarding Children Partnership), paying due regard to the revised Early Help Framework.
- FEFA operates safer recruitment and vetting procedures.
- FEFA has procedures for dealing with allegations against members of staff and volunteers
- That the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are responsible for dealing with child protection issues.
- The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead undertake Local Safeguarding Children Board inter-agency training, which is updated every year
- All staff undertake relevant Prevent training.
- The Principal and all other staff who work with children, undertake training to equip them to carry out their responsibilities for child protection effectively and that they attend refresher training regularly.
- All temporary staff and volunteers who work with children are made aware of the College's arrangements for child protection and their responsibilities.
- FEFA remedies, without delay, any deficiencies or weaknesses in regard to child protection that are brought to its attention.
- FEFA undertakes an annual review of its policies and procedures relating to safeguarding and how the above duties have been discharged.
- Appropriate and regular opportunities are taken to teach students about safeguarding issues
- Information is placed in prominent positions around College detailing the names and details for safeguarding lead staff 5.
- Procedures are in place to handle allegations against other students.
- Procedures are in place to deal with instances where students, especially vulnerable ones, go missing from College.
- There is a clear process as to how victims, perpetrators and any other child affected by peer-on-peer abuse will be supported. This will primarily be through the wellbeing team/referral process.
- The Organisation appoints a Member, who will have specific regard to Safeguarding matters including:
  - Undertaking additional training.
  - Being briefed on specific areas of concern.
  - Giving due consideration to Safeguarding when the appointment of new Members is being considered.
  - Raising concerns and suggestions for improvement with the Senior Manager with responsibility for Safeguarding.

**Senior Managers will ensure that:**

- The policies and procedures adopted by the Organisation are fully implemented and followed by all staff.

- Sufficient resources and time are allocated to enable the DSL and DDSL (in addition to any other applicable staff) to discharge their responsibilities effectively.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.
- Student wishes and feelings are taken into account when determining what action to take and what services to provide to protect individuals by ensuring robust student feedback mechanisms are in place.
- Appropriate supervision support is available for staff that require support.

### **The DSL and DDSL will:**

When managing referrals:

- Refer all cases of suspected abuse to the local authority children's social care and:
  - The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member).
  - Liaise with the Principal and School of Student Registration to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Follow advice and guidance, in relation to referrals, from children's social care and LADO but challenge agencies appropriately when necessary.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and guidance on matters relating to extremism and radicalisation.
- Proactively liaise with the School of Student Registration in relation to reporting, training and sharing of best practice.
- GDPR does not supersede safeguarding if there are concerns about sharing information in relation to a safeguarding matter – whether within the college or externally. It is not necessary to have the individual's consent to share the information.

*Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or DDSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of students. [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/information-sharing-advice-for-safeguarding-practitioners.pdf)

### **Training**

The designated safeguarding lead should receive appropriate training annually in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Undertake appropriate training on the Prevent agenda and Channel programme

- Ensure each member of staff has access to and understands the College's Child Protection Policy and Procedures, especially new and part time staff
- Be alert to the specific needs of children in need, Looked after Children, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and young people, and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

## **Raising Awareness**

The designated safeguarding lead should ensure the College's policies are known and used appropriately and:

- Ensure FEFA Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure all staff and students are aware of the Safeguarding/Child Protection Policy and of their responsibilities with regards to Safeguarding.
- Ensure the Child Protection Policy is available publicly and students and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
- Link with the Liverpool Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding, to attend regular updating sessions, safeguarding training, and yearly designated safeguarding lead training.
- Work collaboratively with partner schools and their DSL's and DDSL's.
- Link with the North West Prevent Co-ordinator and the Merseyside Prevent Officer to take advantage of training opportunities and latest up-dates on radicalisation and extremism.
- Link with Merseyside Youth Engagement Officer-Safer Schools and Young Persons Partnership.

## **Safe Practice for All Staff and Volunteers**

- FEFA recognises that it is important that all adults working with children understand that the nature of their work and responsibilities related to it, place them in a position of trust. To this end, it has developed a code of practice for working with children and vulnerable adults. The underpinning principles of safe practice are:
- The welfare of the child or young person is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of students.
- Responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with those under 18.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, race, ethnicity, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance.

- Ensure any sensitive lesson content is cross referenced against vulnerable students, to avoid negative impact on their wellbeing. Communication with students and parents/carers may be made to plan suitable content ahead of the session.

## **Child Protection Online Monitoring Safeguarding System (CPOMS)**

CPOMS enables the College to improve the management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration.

CPOMS also enables the College to track referrals to external agencies, such as the NHS/CAMHS, Children’s Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met.

CPOMS uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to engage with external agencies can all be recorded on the system, in a safe, secure and searchable record.

All staff have basic access to the CPOMS system to allow them to share any incidents or concerns, these are then reviewed by DSL trained colleagues. DSL trained staff have a higher-level access which requires two factor authentication before sensitive data can be accessed.

All concerns are reported, by the DSL, to the applicable School of Student Registration and, if required, the details entered onto their CPOMS (or equivalent safeguarding system).

## **Low-Level Concerns**

Definition

A *low-level concern* is any concern—no matter how small—that an adult working with students may have acted in a way that:

- is inconsistent with the staff Code of Conduct or the college’s professional expectations; and/or
- does not meet the threshold for referral to the Local Authority Designated Officer (LADO), but may still give rise to a sense of unease, nagging doubt, or concern about an adult’s conduct.

Examples of low-level concerns might include (but are not limited to):

- Being over-friendly with students.
- Having favourites.
- Using inappropriate language, including banter or jokes which could be misinterpreted.
- Having contact with students outside of college in a manner not aligned with policy.
- Using personal devices to communicate with students.
- Inconsistencies in professional boundaries.

Purpose of Reporting Low-Level Concerns

- To safeguard students by maintaining a culture of openness, transparency, and accountability.
- To allow early intervention and professional reflection before a pattern of concerning behaviour can escalate.
- To promote a strong safeguarding culture where staff are confident to raise even minor issues.

### Process for Reporting

- All staff, volunteers, and contractors are required to share any low-level concern, no matter how small, with the Designated Safeguarding Lead (DSL) or a Deputy DSL (DDSL).
- Concerns may be reported verbally in the first instance but must be followed up in writing using the college's safeguarding concern form or electronic reporting system.
- Staff may also report directly to the Principal if the concern relates to the DSL.

### Recording and Responding

- The DSL (or Deputy) will ensure all low-level concerns are recorded in the safeguarding system, including:
  - The details of the concern.
  - The context in which it arose.
  - The action taken and rationale for decisions.
- Records will be reviewed regularly to identify any patterns or escalation in behaviour.
- Where a pattern of low-level concerns is identified, the DSL will consult with the Principal and, if necessary, escalate to the LADO.

### Confidentiality and Professionalism

- Low-level concerns will be managed with confidentiality, fairness, and proportionality.
- Records will be kept securely and only shared with those who need to know.
- Staff raising concerns in good faith will be protected from detriment under the college's Whistleblowing Policy.

### Culture of Openness

The college is committed to creating and maintaining a safeguarding culture where:

- Staff feel empowered and confident to report concerns, however minor.
- Students are protected through proactive and transparent safeguarding practice.
- The college community understands that safeguarding is everyone's responsibility.

## **Staff /Volunteer Duties**

Each member of staff and every volunteer:

- Has a legal responsibility to safeguard all students.
- Must provide a safe environment in which students can learn.
- Must fully comply with FEFA's policies, procedures, systems and guidance.
- Must attend training appropriate to their roles and responsibilities.
- Has a responsibility to identify students/young people who may need extra help or who are suffering or likely to suffer significant harm and to take appropriate action.
- Must help to create a listening culture and help to ensure that students know that they can come to them to be listened to.
- Must promote safeguarding awareness amongst all students.
- Must be aware that they may be asked to support social workers to take decisions about individual young people.
- Must raise any concerns about a student's wellbeing with the College's designated safeguarding lead.
- Must report any change in their personal circumstances (for example the committing of an offence) that may call into question their suitability to work with children.
- Must work with all students to empower them to develop resilience to extremism and other safeguarding concerns (e.g. CSE).
- Must protect the wellbeing of particular students who may be vulnerable to being drawn into violent extremism or other forms of abuse.

- Must continue to promote free debate where shared values can be reinforced and where British values are promoted.

## **Safer Recruitment and Selection**

FEFA ensures that all appropriate measures are applied in relation to everyone who works in the College who is likely to be perceived as a safe and trustworthy adult including: Organisation Members, volunteers and staff employed by contractors. In line with the full legal definition set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012, all staff and Organisation Members of the College will be deemed to be considered to be in “regulated activity” and therefore require an enhanced DBS check prior to the commencement of their role.

In addition, as part of the shortlisting process, FEFA may carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which FEFA might want to explore with the applicant at interview.

Safer recruitment practice includes:

- Setting job descriptions and person specifications which include reference to safeguarding responsibility.
- Advertising for all temporary and permanent posts.
- Advertisements which include FEFA’s safeguarding statement.
- Application forms which include a section on criminal record self-disclosure.
- Application information packs which include information about safeguarding policies, procedures and the suitability checks that will be conducted.
- Scrutiny of applications via robust shortlisting procedures.
- Verifying identity documents, qualifications and professional registration (as appropriate) at interview.
- Obtaining and checking professional references, and following these up if information supplied is vague or incomplete.
- Checking previous employment history and investigating any gaps
- Verifying the candidate’s mental and physical fitness to carry out their work responsibilities.
- Undertaking interviews and asking questions that will test attitudes to safeguarding
- Ensuring all employees obtain enhanced DBS Certificate for regulated activity that is shared with FEFA within 28 days of its issue or that they are registered for the DBS update service.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access online service.
- Induction and Professional Development to include safeguarding awareness training
- Verifying the person’s right to work in the UK.

In addition, FEFA:

- Keeps an up-to-date central single register detailing the range of checks made for all staff, Organisation Members, and where appropriate volunteers and contractors.
- Ensures all supply staff have undergone the necessary checks.
- Ensures that nominated staff have undertaken appropriate Safeguarding Children and Safer Recruitment training.

- Ensures that periodic checks through DBS will be conducted on a random sample of staff and/or volunteers.
- FEFA reserves the right to require certain post holders to register for the annual DBS update service.

In general, the Single Register will contain details of the checks and date of completion for:

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- Further checks on people living or working outside of the UK.
- A check on professional qualifications.
- A check to establish a person's right to work in the UK.

### **Students on Extended Work Experience**

All staff who arrange, vet, and monitor work placements will have appropriate Child Protection training. FEFA is not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17.

### **External Speakers**

FEFA encourages students to appreciate opposing views to their own. The College endeavours to help students achieve this understanding by enabling them to engage in informed debate, appropriate to their age and understanding. External agencies and speakers are able to support this. External speakers can also help enrich the experiences of students and help extend their understanding on a subject specific basis but also help develop their understanding of issues that can equip them to thrive and contribute to life in modern Britain.

Staff who use external speakers ensure that the content and materials being used are appropriate. In advance of the event, and before any fees (where appropriate) have been paid, staff ask for a break-down of the content of the talk, including any footage that may be used. They ensure that the messages and content are in line with the College's ethos, Safeguarding policies and FEFA's stand on equality and diversity. Staff also check the background of the organisation providing the talk or the individual as appropriate. This may be through a web search or by seeking references from previous colleges the speaker or organisation has worked with. If staff are concerned about content they discuss this with the DSL or DDSL and this may result in the event being cancelled.

External speakers must not present any messages that promote extremism, or any form of criminal activity or seek to radicalise students by presenting narrow or extreme view of faith, culture or religion or through any other ideologies.

External speakers should always follow the regulations relating to visitors in college; they must sign in and always wear a visitors' ID so it is visible and always be accompanied by a member of Priestley staff.

## **Publicising the Policy**

FEFA's Prospectus and website will contain a Safeguarding/Child Protection statement.

The Student and Parent handbooks contain details of the Safeguarding procedures.

Student Induction will include an introduction to the Safeguarding/Child Protection Policy and related issues.

The Staff Handbook will include details of the Safeguarding/Child Protection Policy and Procedure.

All temporary employees will be given details of the Safeguarding Policy and Child Protection Procedure.

The Department for Education Safeguarding information for all staff will be shared with all employees.

## **Other Policies and Documents Supporting the Principles of Safeguarding**

- Code of Conduct for Staff
- Guidance for Safer Working
- Recruitment and Selection Policy Statements and Procedures
- When to call the Police-guidance for schools and colleges
- Anti-Bullying & Anti-Harassment Policy
- Drugs Policy
- Guide for Organising a Residential Visit
- Guide for Organising a Non-residential Visit
- IT Policy
- E- Safety Policy
- Data Protection Policy
- Health & Safety Policy
- Emergency Evacuation Procedures
- First Aid Policy
- Care Plan Guidance
- Health and Safety Policy
- Community Use Policy
- Student/FEFA Charter

## **Adults at Risk**

An Adult at Risk is defined as any person aged 18 and over:

- who is or may need community care services by reason of mental, or other disability age or illness
- and who is or maybe unable to take care and unable to protect themselves against significant harm or serious exploitation

The areas of risk of those relating to those under the age of 18 but for Adults at risk other areas may give rise to other possible forms of abuse, e.g. including:

**Financial abuse** - This covers the inappropriate use of an individual's resources or funds by a third person. This includes the unsanctioned or inappropriate use of another's money to enter the vulnerable adult into financial contracts, or financial commitments to their disadvantage when the vulnerable adult may not understand. In cases involving potential abuse by people holding Lasting or Enduring Powers of Attorney, the Office of the Public Guardian should be informed. The growth of personalised budgets and self-funding suggests the need for extra vigilance in relation to financial abuse.

**Neglect/act of omission** - This covers both physical and emotional neglect/acts of omission. It concerns a failure to keep a vulnerable individual clean and warm, and to promote optimum health. This could also include giving the improper quantity of medication or distributing the wrong medicine(s). Neglect can be as simple as giving a vulnerable person inadequate nutrition and preventing him/her from making independent choices.

**Discriminatory abuse** - This may focus on the perceived vulnerability of an adult in the form of prejudice or sexism, or solely on the basis of targeting a vulnerable adult's disability. Discriminatory abuse can take the form of any of the other forms of abuse, harassment, verbal abuse, sexual harassment or similar mistreatment. Incidents relating to any category of harassment will be recorded on CPOMs using specific titles to allow for monitoring. Staff are made aware that issues associated with disability, ethnicity, gender, and sexual orientation may make it more difficult for children to report abuse. Discriminatory abuse can include serious, pervasive or repeated discrimination, which may lead to diminishing opportunities, significant harm or exclusion, provision of poor standards of care, or a failure to protect or provide redress through the criminal or civil justice system.

Other areas of abuse may include:

- Hate Crime
- Domestic Abuse
- Exploitation via radicalisation
- Human Trafficking

If staff suspect an Adult Student at risk is being abused or is at risk of abuse, they are expected to report concerns to the DSL, DDSL or Principal.

If at any time staff feel that the person needs urgent medical assistance, they have a duty to call for an ambulance themselves or via the DSL/DDSL or Principal to arrange for a doctor to see the person at the earliest opportunity.

If at the time staff have reason to believe the vulnerable person is in immediate and serious risk of harm, or that a crime has been committed, the police are required to be called through the DFSL, DDSL or Principal.

Contacts

- Liverpool City Council Adult Social Care team - Tel: (0151) 233 3800 (24 hrs)
- The Police - Tel: 101 in non-emergency situations.
- Serious situations where someone is in immediate danger or at risk of harm - report the matter to the police by dialling 999.

# Child protection procedure for dealing with suspicions or allegations of child abuse

Contents

Introduction

The Designated Member of Staff

Responding to an Allegation (Student)

Allegations Concerning a Member of Staff

Written Records

Contacts

## 1. Introduction

1.1 It is important that children (those aged under 18) are protected from abuse. All complaints, allegations or suspicions must be taken seriously.

The procedures must be followed whenever an allegation is made that a child has been abused or when there is a suspicion that a child has been abused.

For the purpose of clarity all employees and volunteers engaged in activity at FEFA will be defined as being part of the 'Child Work Force' as per the Protection of Freedoms Act 2012.

1.2 Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.

1.3 If the complainant is the student or child, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided.

1.4 A full record shall be made as soon as possible of the nature of the allegation and any other relevant information on form CP1 (held in CPOMS library accessible by all staff) including where relevant details of:

- The date
- The time
- The place where the alleged abuse happened
- Your name and the names of others present
- The name of the complainant, and where different, the name of the child who has allegedly been abused
- The nature of the alleged abuse
- A description of any injuries observed (use CPOMS body map)
- The account which has been given of the allegation

1.5 Some students/children with Specific Learning Difficulties and/or Disabilities may need different treatment as their physical/mental condition may mask possible abuse. Particular attention may have to be given to students/children with speech impediments as these can make communication difficult.

1.6 These Procedures can also be used for incidents involving vulnerable adults.

1.7 If the concern is about radicalisation, the Channel Referral Process will be used (outlined in the HM Government Channel Duty Guidance).

## **2. The Designated Member of Staff**

2.1 The Designated Safeguarding Lead with responsibility for Child Protection is Keri Hannigan; the Deputy Safeguarding Lead is Paul Cliff.

2.2 If the Designated Safeguarding Lead for Child Protection or Deputy Designated Safeguarding Lead for Child Protection cannot be contacted, the Principal will deputise.

## **3. Responding to an Allegation (Student)**

3.1 Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead for Child Protection or Deputy Safeguarding Lead as soon as possible and in any event within one working day on form CP1. This may be preceded by an informal enquiry, the purpose of which is to obtain clarification on any point(s) prior to submission of the formal report.

3.2 The Designated Safeguarding Lead for Child Protection or Deputy will report the matter to the relevant School of Registration and appropriate Children's Social Care Team (the one in which the student resides unless being dealt with under section 4) by telephone.

3.3 A written record of the report including time, date, name and position of the person the report was made to and any action agreed should be made on CPOMS.

3.4 The Designated Safeguarding Lead for Child Protection or Deputy will also discuss with the relevant School of Registration and the Local Children's Social Care Team what action if any will be taken to inform the parents of the Student. This will also be recorded on CPOMS.

3.5 The Designated Safeguarding Lead for Child Protection or Deputy or the Vice Principal Curriculum & Standards must notify the Principal as soon as practicable (if required following advice from Local Children's Social Care Team).

## **4. Allegations Concerning a Member of Staff**

4.1 Any suspicion, allegation or actual abuse of a student/child by a member of staff must be reported to the DSL or DDSL as soon as possible. If within 2 hours of the initial concern arising it has not been possible to contact the DSL or DDSL, then matter must be reported to the Principal.

4.2 On being notified of any such matter the DSL or DDSL shall:

- Notify the Principal
- Take such steps as they consider necessary to ensure the safety of the student/child and any other person who may be at risk.
- Report the matter to the relevant School of Registration, Children's Social Care Team and LADO in accordance with procedures outlined in 3 above.
- Ensure that a report of the matter is completed on form CP1 (on CPOMS) by the person who reported the initial concern.

4.3 If the DSL or DDSL is the subject of the allegation or complaint, the matter must be reported to the Principal.

4.4 If the allegation is made against the Principal, the DSL or DDSL will report directly to Principal/Headteacher of the school to which students are registered and, if required, the Local Authority Designated Officer.

4.5 FEFA Disciplinary Procedures will be invoked as appropriate.

## **5. Written Records**

5.1 Written records (students) are secured on CPOMS and retained securely with restricted access.

Records kept will include:

- Form CP1 on CPOMS
- Any notes, memoranda or correspondence dealing with the matter
- Any other relevant material

5.2 The Principal will have access to these files following request to the DSL or DDSL.

5.3 All reports and documentation are to be kept securely on CPOMS.

## **6. Contacts**

FEFA DSL: 0151 458 7373 or 07719 314 943 or email [keri.hannigan@fowleracademy.co.uk](mailto:keri.hannigan@fowleracademy.co.uk)

Liverpool City Council Children's Social Care: 0151 233 3700

Liverpool Safeguarding Children Partnership: 0151 233 0493

Liverpool Safeguarding Children Partnership LADO: 0771 670 2034 or 0784 172 7309

Liverpool City Council Adult Safeguarding Team: 0151 233 3800

Merseyside Police: 0151 709 6010 or 999 for emergencies

## Appendix A: Physical Intervention

The details within this appendix have been taken from the Department for Education non statutory advice guidance (see below link for further details). It is intended to provide clarification on the use of force to help College staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### Key points

- College staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior College leaders should support their staff when they use this power.

### Guidelines for staff:

- There is no expectation that a member of staff should intervene in any physical confrontation
- Any physical contact must be used as a last resort and only to control or restrain from causing themselves or others harm.
- If possible, call another member of staff for support or ask a student to get support - ask them to contact the closest member of staff they can find. The teacher must refer the incident to a senior member of staff (or DSL or DDSL) following the incident.
- If no staff are close by, you can send a student to the closest room with a teacher, or to a senior member of staff for support.
- Stay calm at all times talking to the individual(s) in a calm and controlled manner.
- If a student is in a room with other people, you can ask them to leave the room/step outside to discuss in order to defuse the situation or, if you need to, you could ask a class to leave the room whilst help arrives.
- Keep your hands down at your sides if it is a non-physical confrontation (this shows less threatening behaviour).
- Record everything immediately after the event on CPOMS.

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that might be used involving a degree of physical contact with a student.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, colleges generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

- College staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

**Who can use reasonable force?**

- All members of College staff have a legal power to use reasonable force.
- This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a College organised visit.

**When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a college, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Colleges can use reasonable force to:**

- In extreme circumstances remove disruptive individuals from the classroom where they have repeatedly refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a college event or a trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the college.
- Restrain a student at risk of harming themselves through physical outbursts.

Physical intervention should be a last resort of action and there is no expectation for a staff member to put themselves in a position of danger, which put themselves at risk of harm.

**Colleges cannot:**

Use force as a punishment – it is always unlawful to use force as a punishment.

## Appendix B: Glossary

**Child** - Anyone who has not reached their 18th birthday. The fact that a child:

- is living independently,
- is in further education,
- is a member of the armed forces,
- is in hospital or in secure custody

does not change their status or entitlements to services or protection.

**Abuse** - A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Child Protection** - Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Emotional Abuse** - The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say. It may involve serious bullying (including cyber bullying), causing children frequently to be frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Female Genital Mutilation** - There is a need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. Where a teacher discovers that FGM on a girl aged under 18 has taken place, there is mandatory reporting duty on that individual to report it to the police. It is recommended that the individual discusses such cases with the DSL or DDSL and involve the School of Registration and children's social care.

**Physical Abuse** - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Prevent** - Under the Counter-Terrorism and Security Act 2015 colleges must have 'due regard to the need to prevent people from being drawn into terrorism'

FEFA recognises the positive contribution it can make towards protecting its students from radicalisation to violent extremism. It is recognised that the process of radicalisation is akin to grooming and falls within the safeguarding remit.

Radicalisation is the process by which individuals of any faith, ethnicity or background come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology.

**Neglect** - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care- givers) or
- ensure access to appropriate medical care or treatment

**Peer on Peer Abuse** - Staff should recognise that children/young people are capable of abusing their peers. The College will take any concerns of this nature very seriously and concerns should be raised in the same way as any other concerns, directly to the DSL or DDSL. Peer on peer abuse can take the form of bullying (including cyber-bullying) sexting and any other form of sexual or physical abuse. Gender based issues can also occur for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Staff will be aware of the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.

**Sexual Abuse** - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Child Sexual Exploitation** - Staff must be aware that child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It can be abuse even if the sexual activity appears consensual. Child Sexual Exploitation does not always have to involve physical contact; it can take place in person or via technology or a combination of both. This may include the sharing of self-generated indecent images, also known sharing nudes and seminudes.

**Sexual Harassment** - Staff must be aware that sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. When sexual harassment is referenced, it is done so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 18 It may include:
  - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.

**Child Criminal Exploitation** - Child Criminal Exploitation is activity that involves grooming and/or gang activity to exploit young people to carry drugs and/or money from urban areas to suburban, rural or seaside areas. (County Lines) A key indicator is absence from College  
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerableadults-county-lines>

**Misogyny** - Staff must be aware that misogyny, harassment, sexism, and sexual violence against women are very real and immediate challenges to our society. They have a pervasive and detrimental impact, and they have no place in the College or wider working and studying spaces.

Whilst harassment and unlawful discrimination on the basis of sex are illegal under the Equality Act 2010 and sexual violence is also recognised as a crime, misogyny is not covered by the Act. The College recognises that misogyny can be experienced at an early age. It can be cumulative, subtle and have a harmful and detrimental impact on those experiencing it.

**Sextortion** – 'Sextortion' is a type of online blackmail. It's when criminals threaten to share sexual pictures, videos, or information about you unless you pay money or do something else you don't want to. Anyone can be a victim of sextortion. However, young people aged between 15 to 17, and adults aged under 30, are often most at risk.

**Young Carers** - These are children and young persons under 18 who provide or intend to provide care or assistance or support to another family member. They carry out on a regular basis significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision.

Expert and professional organisations are available to provide up-to-date guidance and support on specific safeguarding issues. Broad government guidance can also be obtained via the GOV.UK website on specific safeguarding issues including:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Mental health
- Gangs and youth violence
- Forced marriage
- Sexting
- Trafficking
- Modern day slavery
- Teenage relationship abuse
- Child missing from home or care
- Child missing from education
- Sexual harassment

## Appendix C: Statutory framework

The legislation relevant to safeguarding and promoting the welfare of children is set out below.

Children Act 2004 - [Children Act 2004 \(legislation.gov.uk\)](#)

**Section 10** - requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area – which includes protection from harm or neglect alongside other outcomes.

**Section 11** - places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged with regard to the need to safeguard and promote the welfare of children.

**Section 13** - requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that the Secretary of State may prescribe in regulations that should be represented on LSCBs.

**Section 14** - sets out the objectives of LSCBs, which are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the local authority, and
- (b) to ensure the effectiveness of what is done by each such person or body for the purposes of safeguarding and promoting the welfare of children, in line with 'Local Children's Safeguarding Regulations 2006'.

The LSCB Regulations 2006 made under sections 13 and 14 set out the functions of LSCBs, which include undertaking reviews of the deaths of all children in their areas and undertaking Serious Case Reviews in certain circumstances.

Under section 55 of the Borders, Citizenship and Immigration Act 2009, the Secretary of State (in practice, the UK Visas and Immigration 'UKVI') has a duty to ensure that functions relating to immigration and customs are discharged with regard to the need to safeguard and promote the welfare of children.

**Education Act 2002** - [Education Act 2002 \(legislation.gov.uk\)](#)

**Section 175** - places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include Academies/free schools) by virtue of regulations made under section 157 of this Act. 24

## **Children Act 1989** - [Children Act 1989 \(legislation.gov.uk\)](http://legislation.gov.uk)

The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area.

**Section 17(1)** of the Children Act 1989 states that it shall be the general duty of every local authority:

- (a) to safeguard and promote the welfare of children within their area who are in need; and
- (b) so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

**Section 17(5)** enables the local authority to make arrangements with others to provide services on their behalf and states that every local authority:

- (a) shall facilitate the provision by others (including in particular voluntary organisations) of services which it is a function of the authority to provide by virtue of this section, or section 18, 20, 22A to 22C, 23B to 23D, 24A or 24B; and
- (b) may make such arrangements as they see fit for any person to act on their behalf in the provision of any such service.

**Section 17(10)** states that a child shall be taken to be in need if:

- (a) the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority under Part III of the Children Act 1989;
- (b) the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or
- (c) the child is disabled.

Under section 17, local authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require local authorities themselves to be the provider of such services.

**Section 27** of the Children Act 1989 makes provision for cooperation between local authorities, local authority housing services and health bodies. Where it appears to a local authority that any authority or body mentioned in section 27(3) could, by taking any specified action, help in the exercise of any of their functions under Part 3, they may request the help of that other authority or body, specifying the action in question. An authority or body whose help is so requested shall comply with the request if it is compatible with their own statutory or other duties and obligations and does not unduly prejudice the discharge of any of their functions. The authorities are:

- (a) any local authority;
- (b) any local housing authority;
- (c) any Local Health Board, Special Health Authority, Primary Care Trust, (National Health Service Trust or NHS Foundation Trust; and
- (d) any person authorised by the Secretary of State for the purpose of section 27. 25

**Section 47(1)** of the Children Act 1989 states that: Where a local authority:

- (a) are informed that a child who lives, or is found, in their area (i) is the subject of a emergency protection order, or (ii) is in police protection; and
- (b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm:

the authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

**Section 53** of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the local authority shall, so far as is reasonably practicable and consistent with the child's welfare:

(a) ascertain the child's wishes and feelings regarding the provision of those services or the action to be taken; and

(b) give due consideration (with regard to the child's age and understanding) to such wishes and feelings of the child as they have been able to ascertain.

**Safeguarding Vulnerable Groups Act 2006** - [Safeguarding Vulnerable Groups Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

This provides the legislative framework for the introduction of the new vetting and barring scheme for those working with children and vulnerable adults. The scheme is the Government's response to recommendation 19 of the Bichard enquiry 2004. The primary aim of the scheme is to bar individuals from working in situations where evidence suggests that they present a risk of harm to children or vulnerable adults.

**Protection of Freedoms Act 2012** – [Protection of Freedoms Act 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

Improves the Disclosure and Barring Service (DBS) by scaling procedures back to 'common sense levels' while ensuring a continued service to help safeguard children and vulnerable adults by those who work or volunteer with them. They operate in a way which reduces the burden on employers and better respects the civil liberties of the individual. As a result of the implementation of the Act the DBS has defined:

Child Work Force as any position that involves working/volunteering with children

Adult Work Force as any position that involves working/volunteering with adults

For the purpose of clarity all employees and volunteers engaged in activity at Priestley will be defined as being part of the Child Work Force. Only those engaged in undertaking personal care for adults would be designated as part of the Adult Workforce and this does not apply to activity undertaken by any staff or volunteers associated with the College at this point in time.

**The Police Act 1997 (Criminal Record Certificates Relevant Matters) (Amendment) (England and Wales) Order 2023** – [The Police Act 1997 \(Criminal Record Certificates: Relevant Matter\) \(Amendment\) \(England and Wales\) Order 2023 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

This amends the definition of "relevant matters" setting out what the DBS can disclose on a DBS Certificate. 26

**Counter-Terrorism and Security Act 2015** – [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

Puts a responsibility on colleges to work to prevent people from being drawn into terrorism, and to challenge extremist ideas that support or are shared by terrorist groups.

**Prevent duty guidance – statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015** - [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Outlines the Prevent strategy and Channel programme.

**Child sexual exploitation DfE February 2017** - [Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](#)

A definition and a guide for practitioners working to protect children from child sexual exploitation

**Serious Crime Act 2015** – [Serious Crime Act 2015 \(legislation.gov.uk\)](#)

Section 74: Duty to notify police of FGM Outlines a mandatory responsibility on teachers to notify the police if they discover an act of FGM has taken place.

**Guidance for Safer Working Practice for Adults who Work with Children and Young People - Professional and Personnel Relationships** ([cscp.org.uk](#))

**Keeping Children Safe in Education (KCSIE)** - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)