



# CHILD PROTECTION & SAFEGUARDING POLICY

*The Chadderton Learning Centre (CLC)*

**Date of Issue:** December 2025

**Next Review:** April 2026

**Policy Creator(s):** Directors of Chadderton Learning Centre



## 1. Introduction

The Chadderton Learning Centre (CLC) is committed to safeguarding and promoting the welfare of all children and young people in its care. Many pupils who attend CLC will already be identified as vulnerable, at risk of exclusion, disengaged from education, or experiencing social, emotional, or mental health difficulties. As such, safeguarding is not simply a statutory duty but a fundamental foundation of our provision.

This policy sets out the responsibilities, culture, processes, and systems that ensure CLC:

- Protects children from harm
- Identifies concerns early and responds promptly
- Supports students to develop resilience, confidence and wellbeing
- Works collaboratively with schools, families, and external partners
- Maintains a strong safeguarding culture embedded into daily practice

We believe safeguarding is **everyone's responsibility**, not the job of one individual. All staff, regardless of role, have a duty to act in the best interests of children at all times.

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## 2. LEGAL & STATUTORY FRAMEWORK

This policy is written, based on and compliant with:

- [Keeping Children Safe in Education \(KCSIE\) – 2025](#)
- [Working Together to Safeguard Children \(2018, updated 2023\)](#)
- [Governance Handbook and Competency Framework](#)
- [Children Act 1989](#) (and the [2004 amendment](#))
- [Education Act 2002](#)
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.



- [The Equality Act 2010](#)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

CLC will always act in accordance with statutory guidance and local authority expectations.

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### 3. AIMS & PRINCIPLES

The aims of this policy are to:

**Keep every young person safe.**

- This includes protection from abuse, neglect, exploitation, violence, bullying, discrimination, and online harms.

**Ensure staff understand their safeguarding responsibilities.**

- Every staff member is trained, supervised, and confident in spotting signs of harm and reporting concerns.

**Embed a child-centred culture.**

- We place the voice, needs and best interests of the child at the centre of all decisions.

**Promote early identification and early help.**

- The earlier concerns are identified, the better the outcomes for the young person.

**Build resilience through education, sport and relationships.**

- Through daily routines, consistent expectations, and trusted adults, we help students feel safe, regulated and respected.

**Work in partnership with referring schools.**

- As pupils remain on the school roll, collaboration is essential in ensuring shared responsibility and coordinated support.

**Respond to concerns proportionately and effectively.**

- Every concern is listened to, taken seriously, and acted on without delay.
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## 4. SCOPE OF THE POLICY

This policy applies to:

- All staff (permanent, temporary, sessional, apprentices)
  - Volunteers
  - Contractors and visiting professionals.
  - Partner organisations
  - All children and young people accessing CLC (Tier 1, Tier 2 or Tier 3 provision)
  - All activities on and off-site, including transport, sport, excursions, enrichment sessions and online activity.
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## 5. SAFEGUARDING CULTURE AT CLC

CLC adopts a whole-centre safeguarding approach where vigilance, relational practice and trauma-informed care are embedded into everyday operations.

**Daily safeguarding routines include:**

- **Morning wellbeing check-ins** with all students
- **Daily staff briefing** outlining key students of concern and any updates
- **End-of-day safeguarding debriefing** to track behaviour, wellbeing, attendance and incidents
- **Consistent staff presence** during transitions, breaks, and practical activities
- **Pastoral and wellbeing spaces** accessible throughout the day
- **A culture of “professional curiosity”** - staff ask, explore and notice

Our approach is grounded in safety, connection, predictability and consistency.

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## 6. KEY SAFEGUARDING ROLES

### Designated Safeguarding Lead (DSL)

The Head of Centre acts as DSL and holds overarching responsibility for safeguarding practice.

The DSL will:

- Lead on all safeguarding matters, referrals and case management
- Receive and act upon safeguarding concerns
- Maintain confidential, up-to-date records
- Liaise with LADO for any allegations against staff
- Ensure staff training is up to date and reflective of emerging risks
- Oversee CPOMS case management and chronology
- Ensure safer recruitment principles are followed
- Attend multi-agency meetings
- Report safeguarding data to Directors
- Lead on all training and policy reviews

### Deputy Designated Safeguarding Lead (DDSL)

The Pastoral & Wellbeing Coordinator provides operational safeguarding support in the role of DDSL. They will be responsible for deputising and the above roles and responsibilities should the DSL not be available.

### All Staff Responsibilities

Every staff member must:

- Read and understand Part 1 of KCSIE
- Attend all safeguarding training and updates
- Record concerns on CPOMS immediately
- Report concerns to DSL/DDSL without delay
- Maintain professional boundaries
- Never promise confidentiality
- Monitor student behaviour, wellbeing and attendance
- Model safe, respectful conduct

### Directors / Proprietors

- The Directors ensure:
- The policy is implemented effectively
- Safer recruitment and staffing compliance
- Regular quality assurance of safeguarding practice
- Oversight of allegations against staff





## 7. SAFE RECRUITMENT

CLC follows strict safer recruitment procedures including:

- Enhanced DBS checks (with barred list where required)
- Identity and right-to-work verification
- Qualification verification
- Two written references checked before appointment
- Employment history checks
- Safeguarding & conduct-based interview questions
- Online/social media checks where relevant
- Induction covering all safeguarding duties
- Periodic re-checks where appropriate

Visitors and contractors working directly with young people must provide evidence of relevant checks and will not work unsupervised without appropriate clearance.

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## 8. STAFF TRAINING & CONTINUOUS DEVELOPMENT

All staff receive:

- Full safeguarding induction training
- Annual mandatory safeguarding training
- Annual Prevent training
- Annual online safety training
- Termly safeguarding briefings
- Training on mental health, SEND, trauma-informed practice, and contextual safeguarding
- Regular supervision to reflect on cases and practice

DSL and DDSL undertake:

- Specific DSL training every two years
  - Additional CPD across specific risks and safeguarding updates
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## 9. RECOGNISING SIGNS OF ABUSE

Abuse can occur anywhere and be perpetrated by anyone.

Staff must be aware of signs of the following:

- **Physical Abuse:** Injuries, unexplained bruises, fear of adults, inconsistent explanations.



- **Emotional Abuse:** Low self-esteem, withdrawal, inappropriate emotional responses, extreme behaviours.
- **Sexual Abuse:** Knowledge of sexual matters inappropriate to age, sexualised behaviour, discomfort, distress.
- **Neglect:** Poor hygiene, unkempt appearance, hunger, tiredness, lack of supervision or medical care.
- **Child Criminal Exploitation (CCE):** Involvement with older peers, unexplained possessions, missing episodes, association with gangs.
- **Child Sexual Exploitation (CSE):** Inappropriate relationships, older partners, alcohol or drug misuse, sudden emotional changes.
- **Radicalisation:** Extremist views, isolation, sudden ideological shifts, access to extremist content.
- **FGM:** Risk indicators include cultural references, family history, extended overseas trips.
- **Mental Health as a Safeguarding Indicator:** Self-harm, withdrawal, sudden behavioural changes.
- **Online Harm:** Exposure to pornography, grooming, bullying, misinformation, AI-generated explicit material.

## 10. SAFEGUARDING PROCEDURES

### 10.1 If a child discloses abuse:

#### Staff must:

- Listen carefully
- Allow the child to speak freely
- Not ask leading questions
- Stay calm and reassuring
- Explain next steps
- Never promise confidentiality
- Record the disclosure verbatim on CPOMS
- Inform the DSL immediately



### 10.2 Reporting Concerns

All concerns must be logged **on CPOMS immediately** and verbally reported to the DSL/DDSL. No staff member should delay reporting by attempting to investigate themselves.

### 10.3 Thresholds of Concern

#### Early Help

Initiated when emerging concerns appear and multi-agency support would benefit the child.

#### Referral to Children's Social Care (CSC)

Required when:

- A child is at risk of significant harm
- A child is suffering harm
- Sexual or physical abuse is suspected
- A child is being exploited or trafficked
- A child is at risk of radicalisation

Referrals may be made by any member of staff if DSL is unavailable.

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## 11. ALLEGATIONS AGAINST STAFF

Any concern or allegation relating to staff conduct, including contractors or volunteers, must be reported immediately to the Head of Centre (DSL) or, if the allegation concerns the DSL, to the Director/Proprietor.

The DSL Will:

- Contact the Local Authority Designated Officer (LADO) within one working day
- Follow LADO advice
- Ensure staff and student welfare
- Keep accurate records
- Avoid internal investigation until advised

Possible outcomes include: substantiated, false, malicious, unsubstantiated, or unfounded.

Staff may be redeployed, supervised, or temporarily removed from duties where necessary to protect children.

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## 12. PEER-ON-PEER Abuse

CLC recognises that children may harm one another. Peer-on-peer abuse includes:

- Sexual harassment
- Sexual violence
- Up-skirting
- Inappropriate touching
- Sharing of images
- Bullying or intimidation
- Assault or violence
- Coercion
- Online harassment

All incidents are treated seriously, and risk assessments are created to safeguard all parties.

Interventions may include:

- Pastoral mentoring
- Restorative conversations
- Safety planning
- External referrals

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## 13. ATTENDANCE & CHILDREN MISSING EDUCATION

Due to the nature of alternative provision, attendance is monitored rigorously.

**CLC will:**

- Take registers every session
- Inform referring school of absence by 09:45am
- Attempt contact with parent/carer
- Initiate a welfare response if no contact is made
- Record concerns on CPOMS
- Coordinate reintegration work with schools

Persistent absence is escalated to referring schools and may involve Early Help or CSC.

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## 14. ONLINE SAFETY

CLC maintains safe digital practice through:

- Filtering and monitoring systems
- Supervision of internet-enabled devices
- Teaching digital literacy, misinformation awareness, and online behaviour
- Regular online safety updates for staff and learners
- Restrictions on staff use of mobile phones

Students who misuse technology will be subject to safeguarding and behaviour procedures.

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## 15. SEND, VULNERABILITY & ADDITIONAL NEEDS

Many CLC learners have additional needs.

We recognise that students with SEND may have:

- Communication difficulties
- Limited understanding of risk
- Increased vulnerability to exploitation
- Difficulty recognising inappropriate behaviour

CLC ensures:

- Adaptive teaching
  - Clear routines
  - Universal pastoral support
  - Information sharing with SENCOs
  - Access to specialist support where appropriate
  - Plans to appoint a SENDCO as the provision expands
  - Reasonable adjustments are always made where possible
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## 16. WHISTLEBLOWING

The Chadderton Learning Centre (CLC) is committed to the highest standards of honesty, openness, and accountability. Staff have a vital role in ensuring that concerns about malpractice, unsafe practice, or safeguarding failures are raised and addressed promptly.

Whistleblowing is an essential part of safeguarding culture, and CLC encourages all staff to feel confident in reporting concerns without fear of reprisal.



Whistleblowing applies to concerns that:

- Are in the public interest
- Affect the safety or welfare of children
- Relate to the conduct of staff, leaders, contractors, or volunteers
- Suggest failure to follow safeguarding procedures
- Indicate illegal, unethical, or unsafe practice
- Highlight cover-ups or attempts to conceal wrongdoing

It is not the same as making a complaint about personal employment matters (which follow HR grievance procedures). Whistleblowing is specifically for concerns that may put children or the organisation at risk.

Concerns can be raised verbally or in writing. Staff should report to:

1. *The DSL (Head of Centre)* - For general safeguarding concerns or unsafe practice.
2. *The DDSL (Pastoral & Wellbeing Coordinator)* - If the DSL is unavailable or if the concern relates to daily practice.
3. *A Director / Proprietor* - If the concern involves:
  - The DSL
  - Senior leadership
  - A potential cover-up
  - Widespread safeguarding failure
4. *The Local Authority Designated Officer (LADO)* - For concerns relating to the conduct of staff who work with children.

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## 17. CONFIDENTIALITY & INFORMATION SHARING

- Staff must never guarantee confidentiality
  - Information is shared on a need-to-know basis
  - Data is stored securely in CPOMS
  - Information sharing will prioritise the child's safety
  - Parental consent is not required for child protection referrals
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## 18. RECORD KEEPING

CLC will adopt CPOMS to record all safeguarding, behaviour, and wellbeing concerns.

CPOMS logs must include:

- Factual, non-judgemental accounts
- Date, time, and names
- Body maps where needed
- Referral decisions and actions
- Chronology of involvement

Safeguarding files are:

- Securely stored
- Transferred to referring schools when placements end
- Retained in line with statutory guidance

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## 19. PARTNERSHIP WORKING

CLC will work closely with:

- Referring schools (who retain roll and academic responsibility)
- Local Authority Children's Social Care
- Early Help teams
- Youth Justice
- CAMHS and mental health services
- Police
- Health services
- Voluntary organisations

Multi-agency working is essential to effective safeguarding.

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## 20. QUALITY ASSURANCE

Safeguarding practice is quality assured through:

- DSL monthly case review
  - Termly safeguarding audits
  - Annual policy review
  - Regular staff supervision
  - Annual safeguarding report to Directors
  - Feedback from students, staff and partners
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## 21. POLICY APPROVAL

This Child Protection & Safeguarding Policy has been examined, approved and authorised by:

Head of Centre (DSL): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

On behalf of Directors / Proprietors: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_