

Safeguarding and Child Protection Policy

1.0 Policy Statement

The Red Hen Project fully recognises its responsibility to have arrangements to safeguard and promote the welfare of children. We will follow and respect the Safeguarding policies and procedures of King's Hedges Educational Federation, Arbury Primary School, The Grove Primary School, Shirley Community Nursery and Primary School, and Orchard Park Primary School

Through their day-to-day contact with children and direct work with families, staff at the project have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Referral Centre / Multi-Agency Safety Hub (MASH) (Designated Person for Child Protection to refer), and/or via the Designated Person for each school if applicable.

This policy sets out how the Red Hen Project discharges its responsibilities relating to safeguarding and promoting the welfare of children who are working with the project. Our policy applies to all staff, paid and unpaid, working at the project, including Trustees.

Every Employee, Trustee or Volunteer has a duty (must) to refer Safeguarding concerns using the proper channels; this duty is placed on the individual, not the organisation.

This policy is consistent with the full Safeguarding policies of the four schools it works with, and it is consistent with the [Cambridgeshire & Peterborough Safeguarding Children Partnership Board](#) (CPSCPB) procedures.

2.0 Links to other policies

Mobile phone policy
Health and Safety
E-Safety and Acceptable Use
Complaints Procedure

3.0 Legal Framework

[Care Act 2014](#)

[Children and Social Work Act 2017](#)

[What to do if you're worried a child is being abused: Advice for practitioners \(March 2015\)](#)

Keeping Children Safe in Education - Part 1 and Annex A (September 2020)

[Working Together to Safeguard Children \(July 2018\)](#)

[Data Protection Act 2018](#) and the [General Data Protection Regulation 2018 \(GDPR\)](#)

4.0 Introduction

There are four main elements to our policy:

- 5.0 Prevention** through the pastoral support offered to children and the creation and maintenance of a protective ethos
- 6.0 Procedures** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
- 7.0 Supporting Vulnerable Children** those who may have been abused or witnessed violence towards others
- 8.0 Preventing Unsuitable People Working with Children** through safer recruitment policies

5.0 Prevention

- 5.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 5.2 The project will, therefore:
 - 5.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
 - 5.2.2 ensure children know that there are adults whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
 - 5.2.3 include activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
 - 5.2.4 ensure that we build up children's self-esteem and confidence, and encourage and reinforce independent thinking, and decision making based on their own judgements
 - 5.2.5 include material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

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6.0 Procedures

6.1 Procedure - We will follow and respect the procedures of Arbury Primary School, The Grove Primary School, Shirley Community Nursery and Primary School, and Orchard Park Primary School, as well as the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board [inter-agency policies, procedures, protocols and guidance](#) . A copy of these procedures can be found on the CPSCPB website <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Designated Safeguarding & Child Protection Lead is Rachel Bennett

Nominated Trustees for Safeguarding & Child Protection are Sophie Evans & Paul Connelly

6.2 Training – The project will;

6.2.1 ensure there is a designated senior person (DP) who has lead responsibility for child protection in the project and has undertaken, as a minimum, the 2 day child protection training course run by The Education Child Protection Service. The individual will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support to carry out their role effectively

6.2.2 ensure that this training is updated every two years in accordance with government guidance.

6.2.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need

6.2.4 ensure every member of staff, paid and unpaid, and the Trustees know who the designated members of staff are and the procedures for passing on concerns from the point of induction; **(Logging concern form attached to this policy Appendix C)**

6.2.5 ensure every member of staff, paid and unpaid, and the Trustees know what the contingency arrangements are for when the designated members of staff are not available. **(Defer to the DP for the relevant school, or if not available, contact the Multi Agency Safeguarding Hub (MASH) on 0345 045 5203)**

6.2.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. (see Useful Contacts, Appendix B)

6.2.7 ensure every member of staff, trustee and volunteer knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a child
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Cambridgeshire and Peterborough Safeguarding Children Partnership Board [inter-agency policies, procedures, protocols and guidance](#)

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- 6.2.9 provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:
- the Project’s legislative responsibility
 - their personal responsibility
 - the project’s policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, child criminal exploitation and female genital mutilation
 - the need to record concerns
 - how to support and respond to a child who reports abuse
- 6.2.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- 6.2.11 ensure that parents are informed of the responsibility placed on the project and staff in relation to child protection by setting out these duties on the Project’s website (www.redhenproject.org) and in the Family Contract
- 6.2.12 ensure that this policy is available publicly either via the project website (www.redhenproject.org) or by other means.

6.3 Liaison with other agencies

The project will:

- 6.3.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 6.3.2 co-operate as required, in line with Working Together to Safeguard Children, 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at school link meetings, child protection conferences and core groups

6.4 Record Keeping

The project will:

- 6.4.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 6.4.2 ensure all records are kept securely, separate from the main family file, and in a locked location

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6.5 Confidentiality and information sharing

- 6.5.1 Child protection information will be stored and handled in line with Data Protection Act 2018 and the General Data Protection Regulation 2018 (GDPR) principles. The Data Protection Act does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. 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 children and/ or adults, which must always be the paramount concern.
- 6.5.2 If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the Designated Person who will take advice from the CPSCPB.

The project will:

- 6.5.3 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.
- 6.5.4 ensure that the Designated Person will only disclose any information about a child to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 6.5.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 6.5.6 ensure staff are clear with children that they cannot promise to keep secrets.

6.6 Communication with Parents/Carers

The project will:

- 6.6.1 ensure that parents/carers are informed of the responsibility placed on the Project and staff in relation to child protection by setting out its duties in the Family Contract and on the Project's website (www.redhenproject.org)
- 6.6.2 undertake appropriate discussion with parents/carers prior to the involvement of another agency, unless the circumstances preclude this action. If the Project believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care.

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7.0 Supporting Vulnerable Children

- 7.1 We recognise that abuse or witnessing violence has an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 7.2 School and/or involvement with the Project may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 7.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 7.4 The project will support the pupil through:
- Opportunities to encourage self-esteem and self-motivation
 - An ethos that actively promotes a positive, supportive and safe environment and values the whole community
 - All staff agreeing on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. The project will ensure that the child knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred
 - Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or District Teams
 - A commitment to develop productive and supportive relationships with parents/carers
- 7.5 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 7.6 Monitoring and supporting children's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board [inter-agency policies, procedures, protocols and guidance](#)

7.8 Substance Misuse and Child Protection

The discovery that a child is misusing legal or illegal substances or reported evidence of their substance misuse is almost always sufficient in itself to initiate child protection proceeding. In the case of a young person, the project will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the substance-related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

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7.9 Children of Substance Misusing Parents/Carers

7.9.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

7.9.2 When the project receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

7.9.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

7.10 Domestic Abuse

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

7.11 Other Issues

Including, but not exclusive to, female genital mutilation (FMG), child sexual exploitation (CSE) and child criminal exploitation (CCE) including county lines, preventing radicalisation.

The Project refers to and monitor the most up-to-date guidance in Keeping Children Safe in Education (September 2020) and the full details in Annex A which can be found at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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8.0 Preventing unsuitable people from working with children

- 8.1 The project will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance Keeping Children Safe in Education (2020) and the Local Authority’s Safer Employment Policy.
- 8.2 The Project will receive advice and guidance on safer recruitment procedures from trained staff from our partner schools when undertaking recruitment.
- 8.3 Any allegation of abuse made against a member of staff or volunteers will be reported straight away to the Project Lead and suitably investigated as below. In cases where the Project Lead is the subject of an allegation it will be reported to the Chair of Trustees. In both cases, the Project Lead and Chair of trustees would discuss the allegation with the Local Authority Designated Officer (LADO) on 01223 727967 or LADO@cambridgeshire.gov.uk
- 8.4 The Project will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the project, and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 8.5 Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 8.6 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 8.7 The project will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with children and parents/carers. As part of the Induction process, all staff will review Guidance for Safer Working Practice for those working with children and young People in education settings (May 2019) which outlines how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 8.8 The Project will ensure that staff, trustees and other volunteers know that sexual relationships/activity with an individual under 16 is unlawful and would be reported to the police immediately. The Project will also ensure staff and volunteers and trustees are aware that any sexual relationships/activity with an individual aged 16/17 will result in dismissal and would be reported to the Local Authority Designated Officer.
- 8.9 The project will ensure that communication between pupils/children and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

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NAME	SIGNATURE	DATE
LESLEY EVANS		
REV DAVE MAYER		
PAUL CONNELLY		
KEVIN PRICE		
KIRSTY COOKE		
SOPHIE EVANS		
BOBBY FORD		
JACK ATKINS		
ANNASTASIA SAUNDERS		
MIRANDA GOMPERS		

This policy was adopted electronically following at a meeting of The Red Hen Project Trustees held on 21st September 2020	
Signed on behalf of the trustees	Date
Name of signatory	Lesley Ford
Role of signatory (e.g. chair)	Chair of Trustees
Date to be reviewed	Autumn 2021

Appendix A: Four categories of abuse

Physical Abuse - 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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 caregivers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

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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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images
 - children in watching sexual activities
 - encouraging children to behave in sexually inappropriate ways
 - 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.

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Appendix B: Useful Contacts

Useful contacts – Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-agency Procedures <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Police Child Abuse Investigation Unit (now part of MASH) 101 or 01480 847743

Useful Contacts – Cambridgeshire

Early Help Hub (EHH)	Tel:01480 376666
Customer Service Centre – social care referrals	Tel:0345 045 5203
Emergency Social Care Duty Team (out of hours)	Tel:01733 234 724
Local Authority Designated Officer (LADO)	Tel:01223 727967
LADO@cambridgeshire.gov.uk	

Named Senior Officer for allegations	
Senior Education Adviser – Diane Stygal	Tel 01223 507115

If a child is in immediate danger, please call 999.

Cambridgeshire & Peterborough Safeguarding Children Partnership Board
<http://www.safeguardingcambspeterborough.org.uk/children-board/>

Appendix C: Log of concern about a child's welfare

Name of setting / school:	Setting / school address:	
Child's full name:		Child's date of birth:
Any other relevant information: (e.g. ethnicity, additional needs, English as an additional language/EAL, etc.)		
Today's date and time:		
Name and role of person completing the log:		
Date and time of the incident / concern:		
Description of the incident / concern:		
Signature of person completing log:		
Body map completed? YES / NO (please circle, as appropriate - If YES, please attach securely)		

Please pass this form immediately to the Designated Person for Child Protection, who should complete the section overleaf.

To be completed by the Designated Person for Child Protection:

Received by:

.....
Designated Person for Child Protection

Initial action taken by the Designated Person:

.....
.....
.....
.....

Has the parent / carer been informed of the concern? YES / NO (please circle, as appropriate)

If YES, state name of parent / carer:

If YES, please state who informed the parent / carer, action taken and the outcome:

.....
.....
.....

If NO, please provide the reason why not:

.....
.....
.....

Date: Time:

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details. A separate sheet can be used, if required:

.....
.....
.....
.....

Please ensure a record of this log is added to the child welfare chronology and the child's welfare file

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Body map

Full name of child: _____

Date of birth: _____

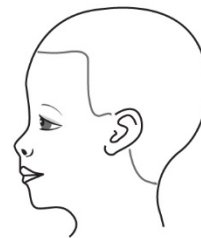
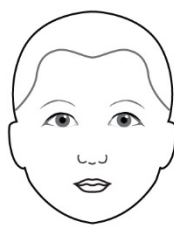
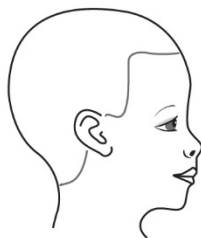
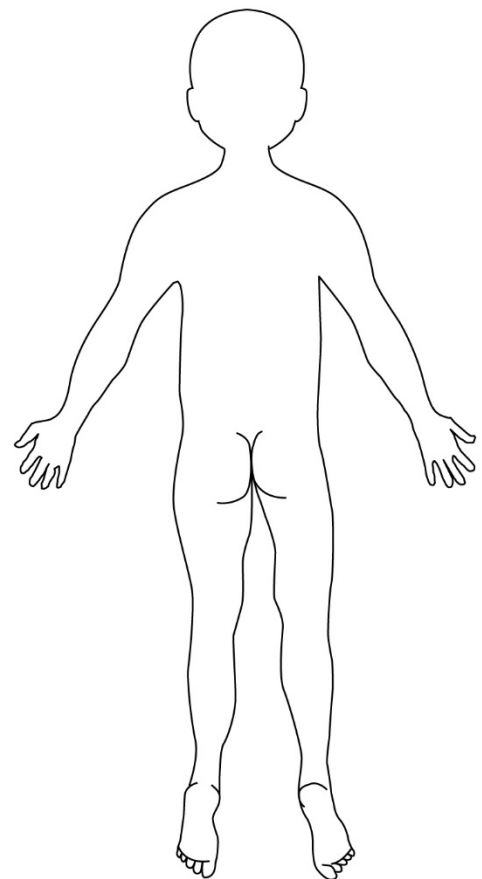
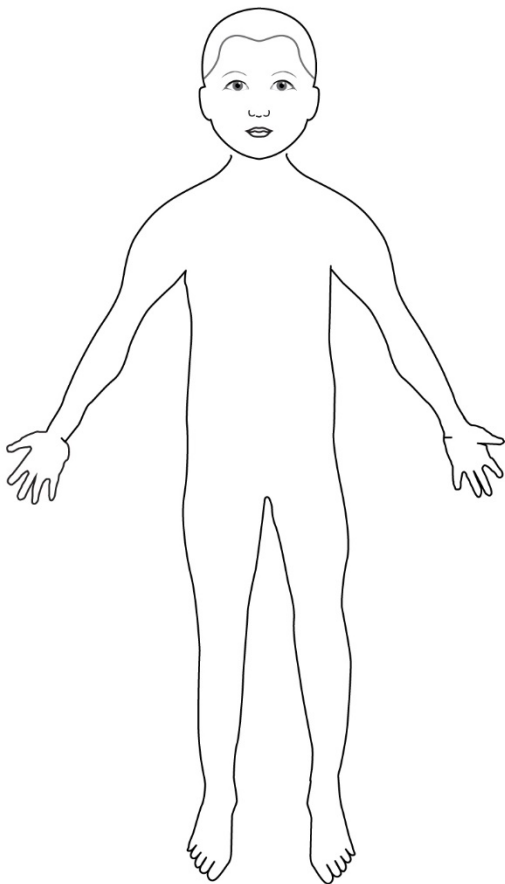
Date body map completed: _____

right

left

left

right



Attach body map to log of concern about a child's welfare.

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