

Breathing Space Therapeutic Services CIC



Safeguarding Children and Young People Policy

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At Breathing Space Therapeutic Services CIC, we offer a child centred and coordinated approach to safeguarding. Our staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. 'Children' includes everyone under the age of 18. Despite schools/referrers maintaining overall responsibility in relation to safeguarding the children/young people accessing our service, as no child in attendance with us is off role or missing from education, our staff & volunteers have a responsibility to provide a safe environment in which children can learn and are aware of the various forms of abuse as defined below.

Definitions/Types of abuse

Physical abuse:

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FI).

Signs of physical abuse:

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern. Injuries that are more likely to indicate physical abuse include:

Bruising

- bruises on babies who are not yet crawling or walking
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs
- bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
- large oval-shaped bite marks. Burns or scalds
- any burns which have a clear shape of an object, for example cigarette burns
- burns to the backs of hands, feet, legs, genitals or buttocks. Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times. If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

Neglect:

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Signs of neglect

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem. Some of these signs include:

- children who appear hungry - they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment.

Sexual Abuse:

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals. Non-contact abuse involves non-touching activities. It can happen online or in person and includes:
- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.
- meeting a child following online sexual grooming with the intent of abusing them

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online. Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Signs of sexual abuse

There may be physical signs that a child has suffered sexual abuse. These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy. Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs (Berelowitz et al, 2013). Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Emotional abuse:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing a child to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes.

Signs of Emotional abuse

There aren't usually any obvious physical signs of emotional abuse, but you may spot changes in a child's actions or emotions. Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development. Babies and pre-school children who are being emotionally abused may:

- be overly affectionate towards strangers or people they haven't known for very long
- not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- lack confidence or become wary or anxious
- be unable to play
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- fear making mistakes
- fear their parent being approached regarding their behaviour
- self-harm.

Child Criminal Exploitation (CCE):

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. 38. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and

Last updated 9 April 2025

their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. 39. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Domestic Abuse:

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

FGM (Female Genital Mutilation)

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women and cause severe bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of newborn deaths. The practice of FGM is recognised internationally as a violation of the human rights of girls and women.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy, and by speaking to the designated safeguarding lead or a deputy.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from our provision, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Child-on-child abuse

All staff should recognise that children are capable of abusing other children (including online). Our provision will ensure that we will:

- minimise the risk of child-on-child abuse
- ensure the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- record, communicate and deal with any allegations of child-on-child abuse within our provision
- have clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- a recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

- provide a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously, and
- be aware of the different forms that child-on-child abuse can take

Honour based violence:

‘Honour’-based abuse describes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. The abuse could include forced marriage, domestic and/or sexual violence, rape, physical assaults, harassment, kidnap, threats of violence (including murder), witnessing violence directed towards a sibling or another family member, and female genital mutilation (FGM).

Abuse committed in the context of preserving ‘honour’ is different to domestic abuse as it often involves a wider network of family or community pressure and can include multiple perpetrators.

Murders carried out in the name of so-called ‘honour’ are sometimes called ‘honour’ killings’. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the ‘Honour’ code of a family or community, causing shame.

Possible indicators that a child/young person or adult is at risk of/subject to honour-based abuse

Indicators of honour based abuse can include:

- Broken communication between a potential victim and friends
- Absence from education (or training/workplace)
- Criticism of a potential victim for ‘western’ adoption of dress or make-up (either directly or indirectly)
- Excessive restrictions in leaving the house or being accompanied outside the home in older children
- Depressive or suicidal tendencies in an otherwise happy child or young person.

The perceived immoral behaviour include:

- Inappropriate make-up or dress
- The existence of a boyfriend / girlfriend or a perceived unsuitable relationship e.g.;
 - a homosexual relationship
 - inter-faith relationships
 - same faith relationship but different ethnicities
- kissing or intimacy in a public place
- rejecting an arranged or forced marriage
- pregnancy outside of marriage
- being a victim of rape
- leaving a spouse or seeking divorce.
- Alcohol or drug use

It is important to be mindful that children & young people may be subject to honour based abuse for reasons which may seem improbable or relatively minor to others.

Murders in the name of ‘so-called ‘Honour’’ are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

Incidents, in addition to those listed above, which may precede a murder include:

- physical abuse
- emotional abuse, including:
 - house arrest and excessive restrictions.
 - denial of access to the telephone, internet, passport, and friends.
 - threats to kill.
- pressure to go abroad – victims are sometimes persuaded to travel to their family's country of origin under false pretences, when in fact the intention could be force them into marriage or to kill them.

Children sometimes truant from school to obtain relief from being controlled at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Homelessness:

Homelessness itself is not a safeguarding matter however, it can be a factor in children being at risk of harm due to the stresses it creates in families and the limitations it places on choice. This will be taken into consideration when a child/young person is in our care. Staff will be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity, if requested.

Signs and indicators of homelessness:

household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Child abduction and community safety incidents:

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

As children get older and are granted more independence (for example, as they start travelling to provisions on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available

at: www.actionagainstabduction.org/ and www.clevernevergoes.org.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Signs and indicators of County Lines involvement:

Go missing and are subsequently found in areas away from their home.

Have been the victim or perpetrator of serious violence (e.g. knife crime)

Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.

Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.

Owe a 'debt bond' to their exploiters.

Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#).

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children and is available to all staff within our organisation.

Radicalisation and Terrorism

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Use of Reasonable Force

There are circumstances when it is appropriate for our staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Reporting Concerns

Concerns about a Child or Young Person (CYP) - Reporting

- If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.
- All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing. Training takes place via the appropriate Local Authority Safeguarding Board.
- Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.
- If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

- If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the CYP.
- All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a [locked cabinet](#) in the [provision office](#).
- If a CYP is in immediate danger, a referral will be made to relevant safeguarding board (RSB) and/or the police immediately.
- If a CYP has committed a crime, such as sexual violence, the police will be notified without delay.
- Where there are safeguarding concerns, the provision will ensure that the CYP's wishes are always taken into account, and that there are systems available for CYPs to provide feedback and express their views.
- When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the CYP feels like they are being listened to and believed.

Statutory children's social care assessments and services

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. If a child in our care is deemed in need of a referral to social care the concern would be passed on to the DSL from the referral school/organisation so that the necessary referral can take place.

Each referrer into the Breathing Space provision will continue to hold overall responsibility for safeguarding of the child referred. Each young person in our care will remain on role within their school whilst in attendance with us, therefore safeguarding processes will be carried out in partnership with the referral school/agency/organisation rather than independently.

Designated Safeguarding Lead(s)

What is the role of a designated safeguarding officer?

They are responsible for ensuring that their organisational safeguarding policy is kept up to date and that staff receive safeguard training every 2 years as a minimum. They ensure that they comply with safe recruitment procedures for new staff members and their induction.

Every organisation that works with children needs to have someone that takes the lead on safeguarding and child protection. We refer to them as a nominated child protection lead but they may also be known as:

Designated Safeguarding Officer (DSO)

Designated Safeguarding Lead (DSL)

Designated Safeguarding Lead (DSL):

Rebecca Mainstone – Company Director

Phone: 07752 859432

Email: bic@breathingspacetherapeuticservices.co.uk

Deputy DSL: Safeguarding Governance:

Elizabeth Jenkins – Alternative Provision Facilitator

Phone: 07414 978344

Email: libby@breathingspacetherapeuticservices.co.uk

Safeguarding Governance:

Dr Sara Burchess – Company Director (Member of our Board of Directors)

Email: saraburchess@yahoo.co.uk

Managing referrals

- All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- When making a referral to the Safeguarding Board or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
- The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the CYP involved.
- The DSL will work closely with the police to ensure the provision does not jeopardise any criminal proceedings, and to obtain help and support as necessary and when needed.
- Where a CYP has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that has been taken at the earliest opportunity.
- The provision will not wait for the start or outcome of an investigation before protecting the victim and other CYPs: this applies to criminal investigations.
- The provision will consider referring the incident again if it is believed that the CYP is at risk of harm despite the initial Safeguarding referral.
- Where the organisation and referrer decide that a statutory investigation is not appropriate, the provision will consider the use of other support mechanisms, such as early help and pastoral support.
- At all stages of the reporting and referral process, we will endeavour to keep the CYP will be informed of the decisions made, actions taken and reasons for doing so, however we shall report to relevant agencies without consent if necessary.

- Discussions of concerns with parents will only take place where this would not put the CYP or others at potential risk of harm.
- The provision will work closely with parents and/or referrers to ensure that the CYP, as well as their family, understands that the arrangements in place, such as in-provision interventions, are effectively supported and know where they can access additional support.

Record keeping.

All concerns, discussions and/or decisions made, and the reasons for those decisions, will be recorded in writing, usually via email, to the referral school.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

Safer Recruitment

All members of staff employed by Breathing Space, and who work directly with the children, have an enhanced DBS check, which we apply for as part of the recruitment process. Admin staff who work remotely have a standard DBS. All checks are renewed every three years or less.

Breathing Space staff, managers and directors have a legal duty to refer any concerns to the Disclosure and Barring Service in accordance with the Safeguarding Vulnerable Groups Act 2006.

- If a staff member has been permanently removed from 'regulated activity' through permanent transfer or dismissal
- If they would have been removed or dismissed, had they not resigned, been made redundant or chosen to leave
- Or if they are believed to have harmed a CYP or received a caution or conviction for a 'relevant offence'

The Disclosure and Barring Service Website can be found here:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Concerns about staff members and safeguarding practices

- If a staff member has concerns about another member of staff, it will be raised with the Company Directors.
- If the concern is with regards to the Company Directors, it will be referred to the Board of Directors.
- Any concerns regarding the safeguarding practices at the provision will be raised with the Board of Directors and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**.
- If a staff member feels unable to raise an issue with the Board of Directors, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- Any allegations of abuse made against staff members will be dealt with in accordance with the provision's **Allegations of Abuse Against Staff Policy**.

Implementing Safeguarding within our organisation:

Below is a list of ways in which we ensure Safeguarding is implemented within our company:

- Company Directors have taken part in Safeguarding CYP training and ensure that up to date information is disseminated to all staff and volunteers working within the company.
- All staff working with children will carry out Level 2 Safeguarding training as a minimum via Staffordshire Safeguarding Children's Board.
- All volunteers working with children will carry out Level 1 online Safeguarding training as a minimum via Staffordshire Safeguarding Children's Board.
- Our team has regular team meetings, following a set agenda which includes safeguarding, whereby any concerns or queries staff may have can be identified and addressed. This is incorporated into meetings at all levels, including the Board of Directors and the Young People's Board.
- Our company follows safer recruitment procedures when interviewing prospective staff/volunteers.
- We ensure that our Safeguarding policy is reviewed and updated regularly to reflect any new legislation or changes within our organisation.
- Course attendance is recorded, and copies of certificates stored for reference purposes.
- Information for children regarding sources of support is displayed onsite so that it is easily accessible for service users.
- We have a succinct list of contacts for specialist advice and information in regard to safeguarding.
- Guidelines in place for appropriate adult to child, and child to child behaviour.
- Robust and clear pathway for reporting of safeguarding concerns – as outlined in our safeguarding policy.
- We hold regular training sessions for all staff to keep our policies and procedures at the forefront of our service delivery.
- As our organisation is based on a public space – Nature Reserve – we ensure health and safety measures are explained to the young people in our care, so they are aware of our physical boundaries and the staff onsite who are responsible for safeguarding of the country park as a whole. The main Ranger at Baggeridge Country Park is **Steve Gallis** and he, along with the other Rangers employed within the council, are aware of our provision and support the overall safeguarding of children/young people when we are onsite by ensuring concerning information is handed over as/when necessary. We, as a provider, also ensure that the Rangers onsite are aware of any specific safeguarding information relevant to the young people in attendance so that a whole team approach can be implemented.

As a company we also aim to follow the six safeguarding principles as set out by the government, these are as follows:

1. Empowerment

Ensuring people are supported and confident in making their own decisions and giving informed consent, where possible.

2. Protection

Providing support and representation for those in greatest need, putting measures in place to help stop abuse from occurring and offer help and support to those at risk.

3. Prevention

Preventing neglect, harm or abuse by acting fast. Prevention is: working to stop abuse before it happens by raising awareness, training staff and making information easily accessible, demonstrating prevention measures and encouraging individuals to ask for help.

4. Proportionality

Taking a proportionate and least intrusive response to the issue presented ensuring that our service take each person into account when dealing with abuse, respecting each individual and assessing any risks presented.

5. Partnerships

Forming partnerships with local communities to create solutions, assisting in preventing and detecting abuse, giving organisations the opportunity to work together with the local community.

6. Accountability

Being accountable and having complete transparency in delivering safeguarding practice, making sure that everyone plays their part when it comes to safeguarding vulnerable people.

Breathing Space Therapeutic Services CIC is open and transparent about its safeguarding measures and reflects this within its management and leadership style.

Essentially, safeguarding is at the core of the service we offer, ensuring all CYP we engage are offered a safe, protected and supportive environment in which their fears and concerns can be shared, addressed and dealt with appropriately in order to ensure their continual health and well-being.

Code of Conduct for Employees/Volunteers

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it that (i.e., that they are in a position of trust). We have a staff Code of Conduct that can be viewed upon request and ensure that our staff team seek opportunities for training such as that available through the Staffordshire or Stoke-on-Trent Safeguarding Children Board

<https://www.staffsscb.org.uk/> and SCVYS <https://staffscvys.org.uk/> as these are our LA providers

Essential Contacts

(Across boroughs)

Local Contacts: Dudley

In an emergency, or if there is a real and present risk of imminent danger or further harm, call 999 immediately

Multi-Agency Safeguarding Hub Designated Officer (DO)	0300 555 0050 Mon – Fri 9am – 5pm	0300 555 8574 Emergency Duty Team
Local Contacts: Sandwell		
Multi-Agency Safeguarding Hub Designated Officer (DO)		
Key Sandwell contact for concerns relating to a child		
Designated Adult Safeguarding Manager (DASM)		
Key Sandwell contact for concerns relating to an Adult		
Key Dudley contact for concerns relating to a child		
Local Police Child Protection Teams	0121 626 8165 Police Family protection Unit 0845 113 5000 West Midlands Police	01384 456111 Out of hours Social Services can be contacted via the Hospital switchboard

Designated Adult Safeguarding Manager (DASM)	0300 555 0055 Mon – Fri 9am – 5pm	0300 555 8574. Emergency Duty Team
Key Dudley contact for concerns relating to an Adult	If the abuse is also a crime such as assault, rape, theft or racial harassment then you should contact the police on 0345 113 5000.	
Adult Safeguarding Alert or Concern	Access to Adult Social Care Team on 0300 5550055 between 9.00am and 5.00pm, Monday to Friday	

Local Contacts: Walsall		
Multi-Agency Safeguarding Hub Designated Officer (DO) Key Walsall contact for concerns relating to a child	0300 555 2866 Mon - Thurs 8.45 am - 5.15pm	0300 555 2922 Out of Hours
Designated Adult Safeguarding Manager (DASM)	0300 555 2922	This number is available 24 hours

Local Contacts: Wolverhampton		
Multi-Agency Safeguarding Hub Designated Officer (DO) Key Wolverhampton contact for concerns relating to a child	01902 555392 Monday -Thurs 8:30am - 5pm Monday – Friday 8:30 am - 4:30pm	01902 552999 Out of hours

Designated Adult Safeguarding Manager (DASM)	01902 551199	01902 552999
Key Wolverhampton contact for concerns relating to an adult	Monday -Thurs 8:30am - 5pm Monday – Friday 8:30 am - 4:30pm	Out of hours

Local Contacts: Staffordshire County Council		
Multi Agency Safeguarding Hub (MASH)	First Response Service	0800 1313126
Staffordshire County Council	Emergency Duty Service	0345 604 2886 07815 492613
Specialist Safeguarding Unit	South Staffordshire District	01902 506150

Additional advice and support available to staff and volunteers.

(Signposting)

There is a wealth of information available to support schools and providers.

The following list is not exhaustive but should provide a useful starting point:

Abuse

- [Supporting practice in tackling child sexual abuse - CSA Centre](#) Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse;
- [What to do if you're worried a child is being abused](#) - DfE advice;
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO);
- [Faith based abuse: National Action Plan](#) - DfE advice;
- [Forced marriage resource pack](#);
- [Disrespect NoBody campaign - GOV.UK](#) - Home Office website;
- [Tackling Child Sexual Abuse Strategy](#) - Home Office policy paper;
- [Together we can stop child sexual abuse](#) - HM Government campaign.

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice.

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance;
- [Child missing from home or care](#) - DfE statutory guidance;
- [Children and adults missing strategy](#) - Home Office strategy.

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service.

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and Home Office guidance;
- [Care of unaccompanied and trafficked children](#) - DfE statutory guidance;
- [Modern slavery: how to identify and support victims](#) - HO statutory guidance;
- [Child exploitation disruption toolkit](#) - HO statutory guidance;
- [County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council;
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) - non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice.

Confidentiality

- [Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

- [Drug strategy 2021](#) - Home Office strategy;
- [Information and advice on drugs](#) - Talk to Frank website;
- [Drug and Alcohol education - teacher guidance & evidence review](#) - PSHE Association.

(So called) "Honour Based Abuse" including FGM and forced marriage

- [Female genital mutilation: information and resources](#) - Home Office guidance;
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, Department for Health, and Home Office;
- [Forced marriage](#) - Forced Marriage Unit (FMU) resources;
- [Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance;
- [FGM resource pack](#) - HM Government guidance.

Health and Well-being

- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England;
- [Supporting pupils at schools with medical conditions](#) - DfE statutory guidance;
- [Mental health and behaviour in schools](#) - DfE advice;
- [Overview - Fabricated or induced illness](#) - NHS advice.

Homelessness

- [Homelessness code of guidance for local authorities](#) - Department for Levelling Up, Housing and Communities guidance.

Information Sharing

- [Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers;
- [Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety - advice

- [Childnet](#) provide guidance for schools on cyberbullying;
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation;
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements;
- [NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements;
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective;
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones;
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements;
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq;

- [Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring;
- [Online safety guidance if you own or manage an online platform](#) DCMS advice [A business guide for protecting children on your online platform](#) DCMS advice;
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online.

Online safety - Remote education, virtual lessons and live streaming

- [Case studies](#) for schools to learn from each other;
- [Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students;
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely;
- [London Grid for Learning](#) guidance, including platform specific advice;
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing;
- [UK Safer Internet Centre](#) guidance on safe remote learning.

Online Safety - Support for children

- [Childline](#) for free and confidential advice;
- [UK Safer Internet Centre](#) to report and remove harmful online content;
- [CEOP](#) for advice on making a report about online abuse.

Online safety - Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support;
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents;
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying;
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world;
- [How Can I Help My Child?](#) Marie Collins Foundation - Sexual Abuse Online;
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation;
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online;
- [Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online);
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online;
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games;
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online;

- [Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parent guide on talking to your children about online sexual harassment.

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance.

Radicalisation

- [Prevent duty guidance](#) - Home Office guidance;
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice;
- [Educate Against Hate website](#) - DfE and Home Office advice;
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF);
- [Extremism and Radicalisation Safeguarding Resources](#) - Resources by London Grid for Learning;
- [Managing risk of radicalisation in your education setting](#) - DfE guidance.

Serious Violence

- [Serious violence strategy](#) - Home Office Strategy;
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) - Home Office;
- [Youth Endowment Fund](#) - Home Office;
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice [Tackling violence against women and girls strategy](#) - Home Office strategy;
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance.

Sexual violence and sexual harassment

Specialist Organisations

- [Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services;
- [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline;
- [Marie Collins Foundation](#) - Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse;
- [NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse;
- [Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres;
- [UK Safer Internet Centre](#) - Provides [advice and support](#) to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

- [Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations;
- [NICE guidance](#) contains information on, amongst other things: developing interventions working with families and carers; and multi-agency working;
- [HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful

information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families;

- [NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#)- free and independent advice about HSB;
- [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self- assessment toolkit and guidance for addressing HSB in schools;
- [Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

- [Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support;
- [Rape Crisis](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence;
- [The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse;
- [Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was;
- [Childline](#) provides free and confidential advice for children and young people.

Toolkits

- [ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls;
- [NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children;
- [NSPCC](#) - Resources which help adults respond to children disclosing abuse;
- NSPCC also provides free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#);
- [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse;
- [Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB;
- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities;
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds;
- [Childnet - Step Up. Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old;
- [NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB;
- [Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

Sharing nudes and semi-nudes

- [London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes;
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

- National Crime Agency's [CEOP Education Programme](#) provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward](#), guidance on how to talk to their children about online relationships

Revised/Reviewed/Updated:

Signed: 


Date: 11th January 2021

Revised/Reviewed/Updated:

Signed: 

Date: 06/01/2022

Revised/Reviewed/Updated:

Signed: 

Date: 2nd January 2023

Revised/Reviewed/Updated:

 Signed:

Date: 1st March 2024