

safenews

MARCH 2025

Bodmin College | Brannel School | Carclaze CP School | Fowey Primary School | Lostwithiel Primary School | Luxulyan School | Mevagissey Primary School | Mount Charles School | Newquay Junior Academy
Newquay Primary Academy | Newquay Tretherras School | Penrice Academy | Poltair School | Pondhu Primary School | Port Isaac Academy | St Mewan CP School



Safeguarding vision at CELT -

- Safeguarding is the golden thread through CELT
- 'it could happen here'
- Ensure that every pupil and young person are heard
- Zero tolerance for discrimination
- Empowerment of our staff
- Safeguarding is everybody's responsibility

PROTECTION PARTNERSHIP
ACCOUNTABILITY
CARE SAFEGUARDING EMPOWER
STRENGTHEN IMPROVE
ENABLE EVERYONE VULNERABLE
RESPONSIBILITY

EMPOWERMENT • PREVENTION • PROTECTION • PROPORTIONALITY • PARTNERSHIP • ACCOUNTABILITY

Definition of child sexual abuse



“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.”

[Keeping Children Safe in Education](#)

Spot the signs

Physical indicators

These include:

- soreness of the genital area and/or discharge;
- soiling or wetting the bed or clothes;
- sexually transmitted infections;
- recurrent abdominal pains;
- eating disorders;
- pregnancy.

Behavioural indicators

These include:

- having sexual knowledge beyond what would be expected for the age/stage of development;
- showing inappropriate sexual behaviour or language for their age/stage of development;
- being sexually active at a very young age;
- spending increased amounts of time online and/or being increasingly secretive or agitated about privacy;
- concerning sexual behaviour in adolescents;
- avoiding being alone with particular people;
- showing fear of individuals;
- depression;
- self-harm;
- aggressive, hostile, abusive behaviours;
- poor self-esteem.

What to do if a child discloses

- Listen to what children are saying, and consider the language used.
- Observe and note changes in behaviours/any unusual behaviours.
- Use the checklists above, and your safeguarding procedures, and consider sexual abuse as a possibility.
- Share concerns (including third-party allegations or other information) with your DSL at an early stage.

What else can we do?

An important action in your setting is to promote safeguarding around this type of abuse. Create an environment based on equality and informed choice: in an age-appropriate way, help children/young people to think about the issues and attitudes behind sexual abuse particularly regarding consent, gender and other equality issues. Ensure young people know the risks :explain about privacy, safe touch, and how to recognise sexual abuse in an age-appropriate way. Check young people have safe relationships: in their family, with other children/young people and with your staff. Create a listening environment where it is okay to talk, even about the most difficult things.

Definition of neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

[Keeping Children Safe in Education](#)

Neglect can include:

- **educational** – not ensuring the child receives/attends appropriate education.
- **physical** – failure to provide for basic needs e.g., food, shelter, safety (including exclusion from home or abandonment) and/or failing to provide adequate supervision (including the use of inadequate carers). Physical neglect may also occur during pregnancy as a result of maternal substance misuse.
- **emotional** – failure to nurture, protect from emotional harm and/or provide the stimulation a child needs. This overlaps with emotional abuse and may involve ignoring, intimidating, isolating or humiliating the child.
- **medical** – a failure to ensure a child receives appropriate medical care and treatment, including dental care, or ignoring medical advice. It includes the failure of the parent/carers to take their child to appointments.
- **adolescent** – the failure to provide adequate parenting and support for teenagers resulting in them being left to deal with issues by themselves (e.g., sourcing clothing and food, finding shelter, dealing with emotions, levels of supervision and general well-being).

Additional vulnerabilities

Any child can suffer from neglect, but some groups of children may be more vulnerable, such as those:

- with parents/carers out of the house for prolonged periods;
- living in poverty;
- with parents/carers experiencing substance/alcohol misuse issues;
- with parents/carers experiencing mental health issues or with disabilities;
- with disabilities;
- being left on their own for prolonged periods or being left in the care of siblings or unsuitable carers.

Whether they fit any of the criteria on this list or not, if you have concerns about a child speak to your DSL.

How can we promote safeguarding in our settings?

Education settings are key to enabling the provision of early help and empowering parents to care for their families. Settings should aim to promote positive relationships with parents and carers that encourage them to learn and understand what support they need, and to seek help when problems first appear. Settings can provide direct practical and emotional support to a child and/or their parents/carers. Settings should know which services are available and offer appropriate support to families, and signposting families to them when necessary. Settings should know the signs of neglect and recognise when children need protection. They must share essential information about a child and their family with relevant agencies as necessary. Settings must monitor a child’s situation and checking in regularly so they know they have ongoing support.

Take action – and keep taking action until you know children and young people are safe.

Awareness Days

Young carers action day- Wednesday 12th March 2025

Young Carers Action Day is an annual event that takes place in mid-March. The day is organised and led by Carers Trust, and we encourage as many organisations, communities and individuals as possible to take part in the day by taking action, supporting and raising awareness of young carers.

National Child Exploitation Awareness Day- Tuesday 18th March

The National Child Exploitation Awareness Day aims to highlight the issues surrounding Child Exploitation (CE); encouraging everyone to think, spot and speak out against abuse and adopt a zero-tolerance to adults developing inappropriate relationships with children or children exploiting and abusing their peers.

DSLs across the Trust

It’s normal to feel overwhelmed and confused if a child reveals they’re being abused. It’s a challenging subject that can be both difficult to accept and talk about. However, you must be aware of your safeguarding information sharing (or disclosure) responsibilities so you can take the correct course of action to ensure the safety of the child or young person.

Although the abuse could be kept a secret out of fear, children experiencing distress may speak to you as they find you trustworthy and deem the school a safe place. It’s also not unusual for them to choose particular staff members that they feel have less authority or are less intimidating. Remember we are all Emotionally Available Adults to our students.

Regardless of your role, if a child approaches you to indicate abuse or disclose harm, your role is to recognise and refer the abuse - not to investigate.

Please speak to a member of the Safeguarding Team

Trust Safeguarding Lead	Amy Daniels	adaniels@celtrust.org
Safeguarding Trustee	Sally Foard	SFoard@gov.celtrust.org

School	DSL	Email Address
Bodmin	Kym O’Mara Rebecca Soby (operational)	dsl@bodmin.celtrust.org
Brannel	John Doherty	dsl@brannel.com
Carclaze	Amanda Colwill	dsl@car.celtrust.org
Fowey	Natalie Hudd	dsl@fow.celtrust.org
Lostwithiel	Sarah Kriskovic	dsl@los.celtrust.org
Luxulyan	Nathan Cooper	dsl@lux.celtrust.org
Mevagissey	Jo Bailey	dsl@mev.celtrust.org
Mount Charles	Heidi Spurgeon	dsl@mcs.celtrust.org
Newquay Junior	Kate Rose-Lean	dsl@nja.celtrust.org
Newquay Primary	Michelle Hall	dsl@npa.celtrust.org
Newquay Tretherras	Carley Barber Laura Thomas (operational)	dsl@tretherras.net
Penrice	Abby Macdonald Kelly Slipper (operational)	dsl@penrice.org.uk
Poltair	Heidi Spurgeon	dsl@poltair.celtrust.org
Pondhu	Emma Jolliff	dsl@pon.celtrust.org
Port Isaac	Jenny Young	Dsl@pia.celtrust.org
St Mewan	Kay Walker	dsl@stm.celtrust.org
CELT Hub	Andy Egford	dsl@hub.celtrust.org

Child Exploitation - County Lines

TRAINING
THIS MONTH

County lines run by organised criminal gangs involving the transportation/selling of drugs, weapons and other items within local areas and between cities, towns and rural areas are an increasing concern across the UK.

Definition

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Home Office, 2022

'Cuckooing'

Sometimes gangs establish a base in the home of a vulnerable person (such as a 16- or 17-year-old who is living independently), forcing their co-operation through violence or exploiting a drug dependency. This is known as 'cuckooing' and is done to use the base to deal, store or take drugs, facilitate sex work, as a place for them to live, or to financially abuse the vulnerable person.

Vulnerabilities

Anyone can potentially be exploited, however there are specific groups of children and young people who are at higher risk: These include children/young people who:

- have been abused;
- lack a stable home environment;
- are in care (particularly residential care) or have interrupted care histories;

- live in poverty or experienced homelessness;
- are socially isolated;
- have specific needs (e.g. learning needs or a disability);
- are temporarily or permanently excluded from school;
- are attending alternative education provisions such as pupil referral units.

Signs and indicators

Children and young people may:

- be frequently missing from home, placement or school, may often be found out of the home area, and may often go missing without explanation;
- suddenly have significant amounts of money, new phones or new clothing or be carrying several mobile phones and receive constant calls / texts / social media messages;
- be linked to groups of young people/ adults who are older and / or controlling;
- have unexplained injuries or start to self-harm;
- have poor attendance / achievement at school or show an unexpected decline in their academic work or be isolated from their normal peer group / become secretive about their actions;
- show signs of physical assault / unexplained injuries or be found storing / carrying weapons, be known to have gang associations;
- show significant changes in emotional well-being, including becoming withdrawn or alternatively have unexplained outbursts which are out of character (e.g. increasingly stressed/ anxious/ angry);
- possess unexplained bus or train tickets, or keys/hotel cards for unknown places.

What to do

Think about what you are seeing and hearing, take what you are told seriously. Share information at an early stage with your DSL about concerns.

Child Exploitation

TRAINING
THIS MONTH

Child exploitation covers a wide range of abusive situations that children and young people may find themselves in. There are key themes present in all exploitative relationships.

Definition

Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child.

Save the Children, 2021

Think of the language you use...

Language can be very powerful. It can determine the way in which we view situations and the role that children and young people play in those situations. For example, if we label child sexual exploitation as child prostitution people may view it as an active choice on the part of the child or young person. When viewed as exploitation we are clear that the child is the victim and the others involved are the perpetrators, regardless of whether the child or young person thinks that they have actively agreed to do whatever they are being asked to do.

It is also important to note that exploitation is not just something that affects secondary school pupils or learners in further education – primary school children are exploited too. Therefore we all need to remain vigilant regardless of the setting we work in now or in the future.

Forms of child exploitation

- **Criminal exploitation** - children/young people coerced and / or manipulated to commit crime;
- **Sexual exploitation** - children/young people coerced / manipulated into sexual activity. Does not have to be in person, can be over the internet;
- **County lines** - children/young people being used to distribute drugs for gangs;

- **Trafficking** - movement of children/young people for purposes of exploitation;
- **Modern slavery** - children/young people being forced into servitude, slavery or situations where they have to undertake forced or compulsory labour;
- **Money mules** - children/young people being forced to launder money through their bank accounts.

Power imbalance

The common theme within all exploitative situations is the imbalance of power - the exploiter holds the power, and the victim has very little control if any. Control is maintained through threats, access to items the victim wants, and/or continuing a relationship. Research shows that all children and young people are vulnerable to exploitation, especially those needing support, affection and/or are, or perceive themselves to be, disadvantaged in some way. Exploiters are adept at changing their methods quickly to avoid detection.

Sign and indicators

- Extra money, clothes, mobile phones etc. without plausible explanation;
- Sudden changes in friendship groups;
- Increased secretiveness;
- Exclusion, unexplained absences or returning late without explanation;
- Involvement with drugs/alcohol;
- Relationships with controlling or significantly older individuals or groups;
- Internet/social media concerns or excessive receipt of texts/phone calls;
- Self-harm or significant changes in emotional well-being.

What to do

Using the information you have learnt, follow your safeguarding procedures and be confident in raising child exploitation with your Designated Safeguarding Lead as a possibility.