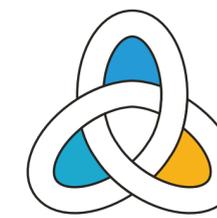


safenews



LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

MAY 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

Gangs and Youth Violence



Gang membership and associated youth violence can have a devastating impact on children, young people and their families. Any child or young person may become involved in gangs and youth violence.

However, certain groups may be more vulnerable, including those experiencing:

- A chaotic home life where children are not a priority;
- Poor supervision from an early age;
- Issues within the home (e.g., domestic abuse, mental ill-health)
- A familial history of offending;
- Additional needs or SEND;
- Poor engagement with education or have been permanently excluded from school;
- Poor self-image/self-esteem;
- Being in care.

Children and young people feel they need to join a gang for several reasons. Part of CELT's ongoing safeguarding priority is being aware of these "needs" and looking at how we can support our young people in having their needs met in a safe way.

Reasons for joining a gang may include:

- The sense of belonging and purpose;
- To gain respect, status or power;
- For protection;
- Boredom
- Poverty
- Feeling that they will not find a better life or a good job

Spot the signs:

- Aggression and/or non-compliance;
- Difficulty concentrating;
- Difficulty in developing relationships;
- Reduction in attendance and/or attainment, going missing;
- Self-harm
- Poor self-esteem, depression or anxiety
- Changes in behaviour and appearance;
- Unexplained possessions;
- Refusal to enter certain areas;
- A new nickname or starts to use tags/graffiti on books/possessions.

What can we do?:

- Know the signs.
- Multi – agency working, collaborate with CELT colleagues, DSL network, police, social care.
- Create a sense of belonging in school – drive an environment where its okay for students to talk, pastoral support, emotionally available adults.
- Provide information and support, enabling students to make informed choices.



Exam stress and how to support students

"The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development." – Keeping Children Safe in Education 2024

Tests and exams can be a challenging part of school life for children and young people and their parents or carers. But there are ways to ease the stress. Have a look at the NHS 5 steps to support mental wellbeing and their guidance around support for children and young people when taking exams.

Within CELT we are fortunate to have our Mental Health Schools Team links, our trainee counsellors,

our EP service, and the Autism Schools Team who are available to offer direct work and guidance to teachers and families around this subject.

The SilverCloud resource, is a free online workshop package, that parents/carers can complete in their own time, alongside their young person.

[5 steps to mental wellbeing - NHS](#)
[Help your child beat exam stress - NHS](#)
<https://cornwallcyp.silvercloudhealth.com/signup>
[SilverCloud. Making Space For Healthy Minds](#)

Awareness Days

Missing Children's Day is on the 25th of May 2025.

Children and young people can go missing for several Those who are missing, or have run away from home, are more likely to be absent from education. According to the UK Missing Persons Unit, over the last five years an average of 200,000 missing child incidents were reported to the police each year. The DfE estimates 33,000 children were missing education in the autumn term of 2023 and 6% of children missing education have an education, health and care plan for special needs, compared to 4% of pupils nationally. They are also more than twice as likely to have a child protection plan.

What can we do?

Keep talking

To ensure all children are safe and able to learn, it's vital that education settings and local authorities maintain effective communication with parents and carers.

Observe and respond

Regular reviews of attendance data can help staff to

spot early indicators of potential absence, such as patterns of non-attendance or recurring lateness.

Develop protective factors

We can develop protective factors to help counter the push or pull factors that may lead to a child or young person going missing.

Within our schools we should continue to:

- Create safe spaces where children and young people feel secure and able to express their emotions and concerns, where they know they will be listened to, and can ask for the help they need.
- Provide opportunities for children and young people to contribute to the decision-making process of the setting. This will help them feel that their voices are heard and valued.
- Children with additional needs and those who are known to social care services may require additional support and a targeted action plan, developed with their input, to help them feel empowered and build confidence in the setting's ability to meet their individual needs.



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

Missing Children

On average, 200,000 children and young people go missing from home or care every year, and 140,000 children may miss more than 35 days of education in a term.

Children and young people can go missing or run away for several reasons, for example, to escape abuse, parental issues, family breakdown, or loneliness. They may also be victims of exploitation, such as county lines.

Children and young people can also be missing from education for several reasons, for example, exclusion, bullying, or they can't find a suitable placement after moving home.

Definition of missing

"Anyone whose whereabouts cannot be established will be considered missing until located, and their well-being or otherwise confirmed."

College of Policing

Looked after children

Looked after children are 20 times more likely to go missing than their peers.

For children who are looked after, there are often additional issues to contend with, e.g. feelings of rejection, loss of control, lack of trust and poor coping strategies linked to experiences of abuse and the breakdown of the relationship with their family. Running away can mean a young person avoids having to deal with things that are uncomfortable for them.

What are the risks?

Children and young people who are missing

may be in serious danger and are vulnerable to crime, sexual exploitation or abduction, as well as the impact of missing education.

When a child or young person is missing

Think about what you know about what led up to the missing episode. Also think about context - who are the child or young person's friends, has the child or young person spoken about frustrations or anxieties? When you see the child or young person on their return, is anything different? Can you understand what it is like to be in their shoes?

Prevention

As with all aspects of safeguarding, we need to ensure there are spaces where children and young people feel safe and confident to talk about their needs and ask for help. We need to allow the opportunity for children and young people to make their voices heard and feel valued.

For children and young people with additional needs, and those who are known to social care services, additional support may be required to help them feel empowered and build their confidence.

Observation and early response to issues will help, along with regular reviews of attendance data allowing patterns to be identified.

It is important we talk to parents and carers allowing them to build trust in us.

Using the information you have learnt, follow your safeguarding procedures and be confident in raising your concerns with your designated safeguarding lead.

TRAINING
THIS MONTH