

# safenews

JULY 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  
ACCOUNTABILITY  
CARE  
SAFEGUARDING  
STRENGTHEN  
IMPROVE  
ENABLE  
EVERYONE  
VULNERABLE  
RESPONSIBILITY  
EMPOWER

EMPOWERMENT • PREVENTION • PROTECTION • PROPORTIONALITY • PARTNERSHIP • ACCOUNTABILITY



## The definition of harmful practice

Harmful practices are persistent practices and behaviours that are grounded on discrimination on the basis of sex, gender, age and other grounds as well as multiple and/or intersecting forms of discrimination that often involve violence and cause physical and/or psychological harm or suffering.

### Spot the signs

Indicators of ‘harmful practices’, as with other forms of abuse, share some commonalities such as:

- behaviour/mental health changes, for example becoming isolated, confused, withdrawn;
- changes in schoolwork, attendance, or children suddenly go abroad for a long holiday;
- injuries, pain, discomfort.

### What to do

As with all safeguarding matters, you must do something. You cannot pass it off as being “part of their culture” or worry about disrespecting the family’s beliefs. While different faiths/beliefs/communities/families have different practices, the definitions of physical, emotional and sexual abuse, and neglect still hold true.

It may be that you do not feel you have enough knowledge or experience of a particular family’s culture or practice, however, all you need to ask yourself is: is this harming or likely to harm the child?

There is always a duty to keep the child safe, but when dealing with any allegation of child abuse linked to faith, belief, and/or cultural practices, agencies must also engage

with individuals, families and, in some cases, the wider communities to challenge the belief that underlies the harm. You may have a role in this, but your primary focus should remain the child’s safety.

If you have concerns, you must act immediately and speak with your designated safeguarding lead.

**Note:** In the case of FGM (in England and Wales), if a girl discloses that she has had FGM carried out on her to, or what could be FGM has been seen by, a teacher or regulated health or social care professional (e.g., during nappy-changing/other forms of intimate care or medical care), the said person has a mandatory duty to also report directly to the police on 101.

**Ensure children/young people know the risks** – talk about these issues at an age-appropriate level in the same way we do about consent, harm and other issues.

**Check children and young people have safe relationships** – in their families, with their peers, and with staff. Create an environment where it’s okay to talk even about the most difficult things.

**Know the signs and know what to do** – use the checklists above, your safeguarding procedures and be confident in raising these issues as a possibility.

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



## Summer holidays & transition

For many children who are moving up to secondary school, this can be an exciting time but for others it can be a time of apprehension and a feeling of loss. We are lucky we have a robust system between our secondary and primary schools and vulnerable children are offered extra transition days to help alleviate their fears.

Endings and transitions can be particularly challenging times for children who have experienced trauma or adverse early experiences.

It may be that they are reminded of very difficult previous endings or transitions, or they may find it very hard to manage uncertainty, change and the loss of established routines and relationships.

One of the most powerful things we can do when working with young people experiencing this is to hold in mind what they might be going through and respond with a **PACE** approach.

**Playfulness** - maintaining lightness and providing opportunities for fun and humour.  
**Acceptance** - being non-judgemental, normalising big feelings and demonstrating unconditional positive regard.  
**Curiosity** - showing a genuine interest in the child, listening to their views, asking not assuming.  
**Empathy** - active listening, emotion coaching and showing that you are trying to understand.

### Safeguarding During School Holidays

The summer holidays can be a time when children are at their most vulnerable without the safety and security of school. It can be a time when there is increased pressures on families, often heightening safeguarding risks. For some children, this can result in significantly more vulnerable circumstances.

### Contributing factors may include:

- Financial hardship, including food poverty and the burden of extra holiday expenses
- Heightened family tensions, potentially escalating into disputes or impacting mental health
- Increased exposure to domestic abuse or substance misuse
- Online safety concerns, such as cyberbullying, grooming, exploitation, or radicalisation risks
- Other environmental risks linked to time spent outside the structure and security of school.
- In the lead up to the holidays staff should be aware of any behaviour changes or indicators of concern.
- Safeguarding teams must create or update safety plans and liaise with external agencies such as Social Care or Early Help where relevant.

Schools should reinforce key messages around online safety, personal boundaries, and physical safety. Children should feel empowered to say “no” if they feel unsafe and should know how to access emergency and support services, such as Childline.

Schools should share details of local and national support services, including food banks, debt advice, mental health services, substance abuse support, and domestic abuse helplines

For our vulnerable families we need to ensure there is continuity of support. Families with ongoing safeguarding issues should know who they can seek for help and ensure that outside agencies remain actively involved and are the first point of contact for families needing support.

Safeguarding teams in school will be on a rota, to check for critical alerts such as police notifications or messages from social workers and families, which must be acted on swiftly and appropriately. We direct our families to [info@celtrust.org](mailto:info@celtrust.org) and triage concerns as appropriate. We also provide information for our families to be able to reach out to the relevant service, details are [https://www.celtrust.org/safeguarding\\_support](https://www.celtrust.org/safeguarding_support)

### Guidance from Keeping Children Safe in Education (KCSIE) 2024 Annex B reminds schools:

**“During term time, the designated safeguarding lead (or a deputy) should always be available for staff to discuss concerns. While this is typically in person, each school should define ‘availability’ and determine if remote options (e.g., phone or video call) are acceptable. Schools must arrange adequate safeguarding cover for out-of-hours or holiday periods.”**

After the Holidays be mindful of children who may have faced challenges or trauma during the break.

Make a point to engage with your vulnerable children, observing closely for behavioural changes or emotional distress. Their holiday experience may differ significantly from their peers.

Be alert to a potential increase in safeguarding disclosures as children return to school. Staff should be ready to respond supportively and in line with safeguarding procedures.



## Awareness Days

**World Drowning Prevention Day is on 25th July – “Anyone can drown, no one should.”**

The day is a global opportunity to highlight the tragic and profound impact of drowning on families and communities and offer life-saving solutions to prevent it.

In April 2021, the United Nations (UN) General Assembly affirmed drowning as a preventable global public health issue and declared 25 July as World Drowning Prevention Day.

### What are the key drowning statistics across the UK and communities?

- There were 236 water-related fatalities in the UK in 2023.
- Of the 236 drownings, 157 were in England; 47 in Scotland; 28 in Wales; and 4 in Northern Ireland.
- Males continue to over represent, with 83% of accidental fatalities.
- Everyday activities, such as walking and running, accounted for 48% of accidental fatalities.
- Males aged 60-69 were the highest group for accidental fatalities.
- 63% of accidental fatalities happened at inland waters.
- Recreational activities accounted for 44% of accidental fatalities.

For us living in Cornwall, it is vital that we talk to the children about the dangers of the sea and the importance of swimming and carrying out water-based activities on beaches that have lifeguards, as well as obeying the flags that are used on the beaches.







## 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	Kate Rose Lean	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

## Bullying

Surveys have found that 25% of pupils had been bullied within the previous year.

Bullying can have a devastating and lasting effect on individuals. It's often a barrier to their learning and may have serious consequences for their mental health. Bullying also affects perpetrators and bystanders.

### Definition

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

*Anti-Bullying Alliance*

### Types of bullying

- **Physical:** hitting, kicking, tripping or the destruction of a person's property. Physical bullying not only those involved, but may have an impact on bystanders.
- **Verbal:** insults, teasing, name calling, sexual harassment, or threatening language.
- **Covert:** attempts behind the victim's back to damage the victim's reputation and includes creating rumours, mimicking, and humiliation.
- **Cyberbullying:** can happen anywhere and at any time. It can be via text or online, making it difficult to control. It includes impersonating a victim, targeting them in an online game, excluding them, trolling or spreading gossip.
- **Alienation:** encouragement of peers to alienate the victim. The victim will have difficulty forming relationships and may be prone to isolation later in life.
- **Prejudice based / discriminatory:** any of the above types of bullying that is motivated by hostility to certain individuals or groups due to their disability, race, religion, sexual orientation, gender identity or other perceived difference.

### Why children bully others

There are several reasons children and young people may get involved in bullying, such as:

- feeling powerless;
- low self-esteem;
- trying to get admiration and attention from friends;
- fear of being left out if they don't join in;
- not understanding how someone else is feeling;
- taking out their angry feelings on others;
- a culture of aggression and bullying;
- being bullied themselves.

### Signs of bullying

This is not an exhaustive list, and as with other issues, you know the children you work with and will know if they are presenting differently:

- unexplained injuries;
- distress;
- anxiety;
- broken or missing possessions or damaged uniform/clothing;
- changes in habits or behaviour;
- complaining of headaches or stomach aches;
- lateness/poor attendance;
- a sudden change in attainment or engagement in lessons.

### Take action

- Never ignore bullying.
- Listen to and observe pupils/students: not only their words/symbols but their behaviour and appearance too.
- Tackle all bullying swiftly, intervening immediately when witnessed.
- Record your concerns.
- Follow anti-bullying protocol and policy.
- Any likelihood of 'significant harm' must be addressed through safeguarding procedures.

Keep taking action until you know the child or young person is safe.

TRAINING  
THIS MONTH