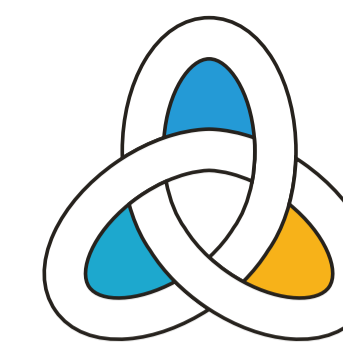


# safenews



LEARNING TOGETHER  
CORNWALL EDUCATION LEARNING TRUST

JULY 2024

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 Community Primary School | 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

## Bullying



“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

*Preventing and tackling bullying, DfE*

### Types of bullying

**Physical bullying** - hitting, kicking, tripping or the destruction of a person's property. Physical bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.

**Verbal bullying** - insults, teasing, name-calling, sexual harassment or prejudice based/discriminatory language, including threats.

**Covert bullying** - attempted behind the victim's back, often to damage the victim's reputation, and can include creating rumours, mimicking and humiliation. This is the most frequently used form of bullying.

**Cyberbullying** - can happen anywhere and at any time. It can occur through text messages or over the internet, making it difficult to control. This may include impersonating a victim, spreading gossip, sharing photos without consent, trolling, excluding the victim online and/or continually targeting someone in an online game.

**Alienation** - encouragement of peers to alienate the victim and treating the victim like an outcast. This so-called “pack mentality” is most frequently seen in secondary settings but can be evident at any age.

**Prejudice based/discriminatory bullying** - 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.

### What to do

Keeping Children Safe in Education says, “It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.”

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

### Reinforce that bullying is not acceptable through:

- observation;
- open and challenging discussions with your class; encouraging reporting.
- Take action
- Listen to and observe pupils; not only their words/symbols but their behaviour and appearance too.
- Tackle any witnessed bullying swiftly.
- Record your concerns.
- Follow your setting's anti-bullying policies and procedures.
- Any likelihood of 'significant harm' or an offence being committed must be addressed through safeguarding procedures.
- Never ignore bullying.
- Keep taking action until you know children and young people are safe.

## Childline

Childline is there to help anyone under 19 in the UK with any issue they're going through.

They can talk about anything. Whether it's something big or small, trained counsellors are there to support.

Childline is free, confidential and available any time, day or night. Children can talk to them:

by calling 0800 1111  
by email  
through 1-2-1 counsellor chat  
Whatever feels best for the individual

4 facts about Childline:

they were started in 1986 by Esther Rantzen they help any young person in the UK calling Childline is free and doesn't show up on the phone bill in 2006 they became part of the NSPCC to help even more young people.

The NSPCC is the UK's leading charity. They have been looking out for children for over 140 years.



## CPOMS



### CPOMS Categories

When logging an incident on CPOMS, remember to

- Use the dashboard search for the student and press 'add incident'
- Record the incident as Cause for Concern 23
- Record a subcategory - Choose a subcategory- Cause for concern, Drug/ Substance misuse, Medical, Online Safety, Smoking and e-cigarettes and Wellbeing
- This is then triaged by your safeguarding team who will then add extra categories so that it is consistent throughout all schools.
- Every half term your safeguarding team will audit CPOMS and record all cause for concerns
- The safeguarding team can then look at trends and take actions to ensure all our young people are safeguarded

### Contextual Section

Be aware of the safeguarding risks over the holidays  
It's useful to be aware of potential problems before the holidays start, so you can point pupils, parents and carers in the direction of support, and get staff ready for when pupils return.

### What types of safeguarding issues could appear during the holidays?

Long-standing issues within families could be heightened over the holidays, and new safeguarding issues may take place

Children might also be exposed to:

- Domestic abuse
- Lack of basic care, like heat, shelter or food
- Eviction, moving around in temporary housing or homelessness
- Parents or carers with depression or addiction
- Criminal exploitation
- Online scams
- A generally stressful home environment

### Children may spend more time alone

Families facing cost-of-living pressures may struggle to afford activities or childcare, so children may spend more time at home alone or without any supervision over the holidays.

### This means some of these children might have spent more time:

- Online, and been exposed to more risks online, such as harmful content, online bullying, grooming (including child sexual exploitation or child criminal exploitation) and radicalisation
- Out and about, making them more available and vulnerable for groomers, gang members or extremists to find and target

Let pupils know which organisations they can contact and what they can do if they're worried about the holidays, or have a problem over the holidays.

## 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	John Simeons	JSimeons@gov.celtrust.org

School	DSL	Email Address
Bodmin	Kym O'Mara Sue Gilbert (Operational)	dsl@bodmincollege.co.uk
Brannel	John Doherty	dsl@brannel.com
Carclaze	Simon Pollard	dsl@car.celtrust.org
Fowey	Liz Measom	dsl@fow.celtrust.org
Lostwithiel	Elaine Badger	dsl@los.celtrust.org
Luxulyan	Nathan Cooper	dsl@lux.celtrust.org
Mevagissey	Ben Ringrose	dsl@mev.celtrust.org
Mount Charles	Rachel Nile	dsl@mcs.celtrust.org
Newquay Junior	Tania Findlay	dsl@nja.celtrust.org
Newquay Primary	Michelle Hall	dsl@npa.celtrust.org
Newquay Tretherras	Jacqui McGlynn Laura Thomas (operational)	dsl@tretherras.net
Penrice	Abby McDonald	dsl@penrice.org.uk
Poltair	Heidi Spurgeon	dsl@poltair.cornwall.sch.uk
Pondhu	Rachel Clift	dsl@pon.celtrust.org
Port Isaac	Emma Williams	head@port-isaac.cornwall.sch.uk
St Mewan	Mark Lloyd	dsl@stm.celtrust.org
CELT Hub	Andy Egford	dsl@hub.celtrust.org

## Harmful Practices

The term 'harmful practices' is an umbrella term for a number of different forms of abuse that all share similar characteristics. The National FGM Centre describe such practices as ones that deny children their dignity and violate their human rights.

### Definition

"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."

National FGM Centre

### What are they?

Harmful practices include female genital mutilation (FGM), breast flattening, child abuse linked to faith or belief, forced marriage and so-called 'honour'-based abuse.

All of these practices in isolation are physically and/or emotionally abusive, however their perseverance in society means that they stop being seen as abusive and start to be seen as acceptable, and/or required by the prevailing culture and/or religion. However, religion or cultural requirements (whether perceived or actual) do not excuse child abuse.

Whilst we should be aware that culture and faith is an important part of many families' lives, as professionals we need to maintain a culturally competent approach: aware of our practice enough not to alienate the child and their family, but not so distracted by faith and culture that we lose sight of any potential harm.

### Vulnerable Groups

UNICEF identify that both boys and girls are at

risk of harmful practices, although girls are often at greater risk. They also note that societies where harmful practices such as child marriage and female genital mutilation take place, can reflect values that hold girls in low esteem. In many cases other vulnerabilities are the same as with other forms of abuse, e.g. children with additional needs, and/or where there are other issues in the family home. However, harmful practices may also take place in households where no other issues are present other than the particular beliefs of the family and possibly the associated wider community.

### Indicators

Each of the different forms of abuse under the umbrella of harmful practices has its own indicators. However, there are commonalities with other forms of abuse such as changes in children's behaviour, presentation or in the things they are talking about. For more information and links to the individual forms of abuse and their indicators do visit the resources section of our website.

### What to do

Using the information you have learnt, follow your safeguarding procedures, report to the designated safeguarding lead and be confident in raising harmful practices as a possibility.

Note: In the case of FGM (in England and Wales), if a girl discloses that she has had FGM carried out on her, 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 direct to the police on 101.

"... this is not about challenging people's beliefs, but where these beliefs lead to abuse that should not be tolerated."