safenews

FEBRUARY 2024

LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

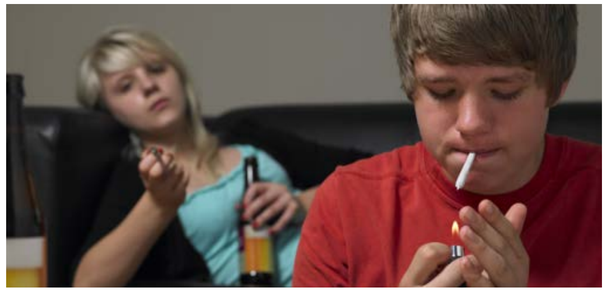
Bodmin College | Brannel School | Carclaze CP School | Fowey Primary School | Lostwithiel Primary School | Luxulyan School | Mevagissey Primary School | Mount Charles School | Newquay Junior Academy
Newquay Primary Academy | Newquay Tretherras School | Newquay Tretherras Sixth Form | Penrice Academy | 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

EMPOWERMENT • PREVENTION • PROTECTION • PROPORTIONALITY • PARTNERSHIP • ACCOUNTABILITY

Substance misuse



For most children/young people, their experiences with substances are recreational and experimental and their use is minimal and manageable. However, for some, their use is problematic and harmful.

Stages of substance use
There are five stages of substance abuse:

- Experimentation
- Regular use
- Risky use
- Dependence
- Ending with addiction.

For most children and young people their involvement with substances will remain at the experimentation or regular use stages - often linked to pressure from their peers who are also likely to be the source of said substances. Whilst there may be short term impact, in the majority of cases the long-term effects of experimentation are minimal. That said, there is a need to ensure that children and young people are aware that sometimes just one try may cause serious harm (including death). For children and young people who regularly use substances, there can be significant physical and emotional consequences. Risky use, dependence and addiction will have a serious significant impact on the user - the substance becomes the driver for a lot of things in their life.

Prevalence
The most recent statistics suggest that 40% of children aged 11 and over drink alcohol, and 18% have taken drugs at some point. Pupils were most likely to have tried cannabis and volatile substances (glues, gases, solvents etc), however a large number had tried nitrous oxide (laughing gas) and new psychoactive substances. Some pupils had tried class A drugs.

Reasons and indicators
Reasons for using substances include peer pressure, wanting to fit in, a way of dealing with emotions, relieving stress, or avoiding thinking about difficult or abusive circumstances. Many problematic users also have a history of social care involvement. Exploiters of children and young people often encourage substance use as a means of increasing the dependence on them. Indicators of substance misuse include:

- Changing friendship groups, isolation;
- Change in appetite eating patterns, signs of self-neglect, lack of motivation;
- Disengagement from hobbies/ interests, poor attendance / attainment
- Criminal behaviours.

What to do
If you become aware that a child or young person is using substances, follow your safeguarding procedures and report immediately to your designated safeguarding lead.

Children's Mental Health

Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons. And we know it's an important issue for children. Over half of all Childline counselling sessions in 2022/23 related to mental or emotional health and wellbeing.

Negative experiences such as abuse and neglect can adversely impact a child's mental health. Mental health issues can also sometimes lead to safeguarding and child protection issues, for example if a child's mental health begins to put them or other people at risk of harm.

It can be hard for adults to recognise when a child needs support with mental health issues. And it can be difficult for young people to speak out about the challenges they're facing.

So it's crucial that anyone who works or volunteers with children is able to recognise the signs that a child may be struggling with their mental health. And that they know how to take appropriate action to support children and young people in getting the help they need.

Both the NSPCC and Anna Freud websites offer a wealth of material to help parents and professionals working with children.

Children's Mental Health Week is 5 – 11 February, 2024
Anna Freud | Anna Freud
Child mental health: recognising and responding to issues | NSPCC Learning

Online safety

At CELT, we aim to create an environment where pupils, staff , parents, Trustees, Governors and the wider school community work together to inform each other of ways to use the internet responsibly, safely and positively.

We know that internet technology helps pupils to learn creatively, effectively and encourages collaborative learning and the sharing of good practice amongst all school stakeholders.

We recognise the significant impact of the global pandemic and that pupils have spent significantly more time online than would have typically been the case. The online world is posing an ever-increasing risk to children, and it is important that schools, parents and carers work together to take an active role in teaching children about online dangers. Learning how to act safely when using the internet is an incredibly important part of safeguarding our children.

Keeping Children Safe in Education (2023) categorises the issues into four areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, misogyny, self-harm, anti-semitism, radicalization and extremism.;
- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **Conduct:** personal online behaviour that increases the likelihood of, or causes harm; for example, making, sending and receiving explicit images, or online bullying and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Each school has a designated lead member of staff for online safety. Find out who your member of staff! You can also refer to your school's online safety policy for more information.

All CELT school continue to have access to the National Online Safety App. The app has a large number of resources including explainer videos and weekly guides on a variety of online safety topics all focused on developing the user's knowledge. Please encourage your parents to sign up to this app to maximise the engagement in this award winning resource.

Cyber Security

Statistics from Cyber Security School Research

Despite an increase in the number of ransomware attacks, a survey last year reveals that schools across the UK are better prepared for cyber attacks.

Research by London Grod for Learning in collaboration with the National Cyber Security Centre (NCSC) - shows that over half the schools in the research (53%) felt prepared for a cyber attack.

Other key findings from that audit included:
- 100% of schools now use firewall protection
- 74% of schools enable 2-step verification (2SV) for their most important accounts
- 99% of schools use an antivirus solution
- 56% of school leaders and governors felt more informed about the cyber security issues within their schools

Who is behind the cyber-attacks?
There are all sorts of individuals and groups that might wish to target a school. They may try to con or use unknowing staff to gain access to the school's data or money.

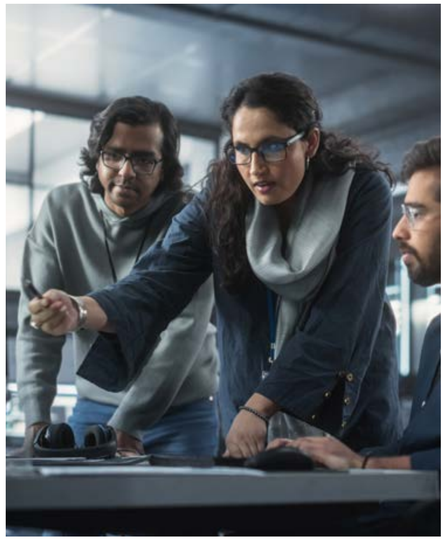
You might also be caught up in an un-targeted attack or incident. Often perpetrators send out blanket emails to organisations in the hope that a member of staff clicks on a dodgy web link or attachment

In a school you may face targeted threats. This is where individuals or groups identify weaknesses in the cyber defences or processes of that school. This could involve stealing or guessing log in credentials or exploiting flaws in software.

Attackers may also have identified some personal information about a member of staff online. Attackers can use this information to manipulate victims into performing actions or divulging confidential information, usually for fraud purposes. This is called "social engineering", and often the victim has no idea that it is being done to them.

Why would they target my school?
- Schools hold sensitive data on pupils, parents and staff. This can be valuable to perpetrators for a range of reasons: from setting up fake bank accounts to reselling the details online.
- Schools carry out lots of financial transactions. Often these are only signed off by a few members of staff in a school. Cyber criminals might only need to target one or two individuals in order to steal or con money from a school or supplier
- Whilst a school may have a dedicated IT team or IT support, these people are not normally security specialists, cyber security is only a small part of their day job. This can mean the school's IT systems are not adequately protected and are a soft target for cyber attackers.
- A school could have older equipment or software that is more vulnerable to cyber attacks
- Schools are busy places where quite rightly the focus is on teaching. This can mean security measures aren't adopted or discussed that could improve the school's cyber resilience.

Advice from the NCSC to prevent falling victim to a cyber attack:
- Review – Review the privacy settings for your social media, professional networking sites and app accounts
- Know – Know who to report any unusual activity to. If you're not sure, ask the designated lead for online safety in your school.
- Check – Check your device is set to receive updates automatically.
- Set – Set a strong password on two-factor authentication. If available, for your most important accounts.
- Remove – Remove any apps that have not been downloaded from official stores.
- Check – Check that the password for your work account is unique
- Flag it – If it is not possible to follow security advice, process or policy, flag it to your IT Team



Attendance - Registers

Mental health is as important to a child's safety and wellbeing CELT regards good pupil attendance as the key factor in underpinning welfare and progress of our students. Our Attendance Policies enable CELT schools to promote the importance of good attendance and challenge attendance issues. To do this, we require accurate registers to be maintained.

Teachers:

- are the child's first point of contact and will monitor daily attendance
- take registers accurately and on time
- highlight concerns regarding attendance with parents
- discuss attendance during parent consultations or at individual parent meetings
- raise concerns with the attendance officer where necessary
- report any anomalies to the attendance officer

The importance of accurate registers cannot be understated. By completing registers accurately and on time, we will know which students are on site and then instigate the necessary protocols to address students who are not where they are supposed to be.

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	Emma French Sue Gilbert (Operational)	efr@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	Craig Hayes	dsl@npa.celtrust.org
Newquay Tretherras	Jacqui McGlynn Laura Thomas (operational)	dsl@tretherras.net
Penrice	Claire Gurd Abby McDonald (operational)	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	Karen Dickens	dsl@stm.celtrust.org
CELT Hub	Andy Egford	dsl@hub.celtrust.org

Awareness Days in February

International Day of Zero Tolerance to FGM – 6th February
Female genital mutilation (FGM) comprises all procedures that involve altering or injuring the female genitalia for non-medical reasons and is recognized internationally as a violation of the human rights, the health and the integrity of girls and women. In 2023 alone, there were 4.32 million girls around the world who are at risk of

Childrens Mental Health Week
This year, Children's Mental Health Week runs from 5th – 11th February 2024. This week empowers, equips and gives a voice to all children and young people in the United Kingdom.
Children's Mental Health Week
This is the 10th Anniversary of Childrens Mental Health Week and the theme this year is 'My Voice Matters'.

Safer Internet Day
This year, Safer Internet Day will be running on 6th February 2024. This day is supported by the UK Safer Internet Centre.

This year, the theme is 'Inspiring change? Making a difference, managing influence and navigating change online'.

safeguarding network

TRAINING THIS MONTH

Online Safety / Cybercrime

Online safety is as an umbrella term for promoting the safeguarding of children and young people when using any internet connected device. We know that the online world can add great value to the lives of children and young people both personally or educationally.

An effective approach to online safety empowers settings to protect and educate the whole setting community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where necessary.

What children need to know

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Understand what acceptable/legal online behaviour is
- How to identify online risks
- How and when to seek support / report anything that concerns them.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cybercrimes include what might be seen as low level incidents such as hacking a school's system to change a grade to high level issues such as developing and distributing malware (e.g. viruses).

Areas of risk

There are four different areas of risk that should be considered (4C's).

Content - children and young people being exposed to illegal, inappropriate or harmful material

Contact - children and young people being subjected to harmful online interaction with other users

Conduct - children and young people displaying personal online behaviour that increases the likelihood of, or causes, harm

Commerce-based risks (both as victims and perpetrators) - e.g. acting as 'money-mules'.

Online abuse:

Online abuse is any type of abuse/crime that happens on the internet. It can happen across any internet-connected device and involves children being at risk from people they know (including other children), or from strangers. We must also remember that online abuse may be part of other abuse/crime that is happening offline or might only happen online as standalone abuse.

Types of abuse/cybercrime

Children and young people may be groomed (including for sexual abuse, radicalisation and exploitation) or bullied online. They may be involved in the consensual or non-consensual sharing of nude or semi nude images (self-generated or otherwise).

Abuse may include financial abuse, exposure to inappropriate materials or involvement in illegal behaviour. Children may also unwittingly become involved in cybercrime by downloading copyrighted materials without paying for them (e.g. streaming films from illegal depositories).

Signs and indicators

Many of the signs and indicators are the same as for children and young people who are being exploited. They can include changes in online behaviour, changes in behaviour offline (especially just after being online) including enacting for example, sexualised and/or violent behaviours, lots of new contact numbers / email addresses, secrecy, unexplained money / gifts / in-game purchases to name a few.

Take action...

Report any concerns to your designated lead.

https://safeguarding.network/online-safety
confidence in safeguarding

Feb 2022