



MAY 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



‘Working with our Community’

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

Missing Children from Education Sourced from Safeguarding Network

Missing children
...are children at risk?

Pull factors
Who is targeting them?
Where do they go?
Why are they there?

Push factors
Why don't they stay?
How do they feel?
Are they being harmed?

Concern or pattern? Take action.

safeguarding network
safeguarding.network/missing

Local contact details:

Individuals are missing if their whereabouts cannot be established, the circumstances are out of character, or the context suggests the person may be subject to crime or at risk of harm to themselves or another.

Children and young people can go missing for several reasons. 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.

Push Factors

Things in the home or educational environments that cause significant stress for the child or young person and lead them to believe that the only option to protect themselves is to leave.

Push factors can include:

- Parental issues – for example, parental substance misuse, parental mental health issues or domestic abuse within the home.

- Family conflict or breakdown – for example, numerous arguments in the home or a parent starting a new relationship with someone the child does not like.
- Abuse and/or bullying – being a victim of abuse may lead children and young people to believe that the only option is to run away from home or stop attending their education setting.
- Loneliness – the child or young person may see going missing as a chance to meet new people and make new friends.

Pull Factors

Things that entice a child or young person to leave their home or educational environment, usually believing that they can improve their lives in some way or meet an underlying need.

Risks

Children and young people who are missing may be in serious danger and are vulnerable to crime, abuse, sexual exploitation, criminal exploitation, abduction, radicalisation and missing education.

Missing education is not limited to non-attendance at an education setting. Absence from education should also include those:

- not going to their classroom;
- not staying in class;
- not attending some lessons;
- avoiding some physical spaces or people.

A child or young person who is going missing or missing education for prolonged and/or repeated occasions can be an early warning sign of potential safeguarding concerns, such as those identified earlier. Missing children and young people are at significant risk of underachieving and more likely not to be in education, employment or training in later life, thereby limiting their potential

Pull factors can include:

- Criminal exploitation – for example, when a child is recruited to sell drugs as part of county lines.
- Sexual exploitation – a child may have been groomed and enticed to leave.
- Peer pressure.
- Excitement.
- Exploration – being in other environments may mean that a child or young person gets to explore issues such as relationships, sexuality or gender

When a child goes missing

Our response when a child or young person goes missing is equally as important as understanding the reasons for them going missing.

Governing bodies, proprietors and senior leadership must ensure appropriate safeguarding arrangements are in place to respond

to children who are absent from education, particularly on repeat occasions and/or for prolonged periods. There are two stages:

1. When a child is missing:

2. Think about how much you know about the child, their friends, their likes and dislikes. Do they have any routines that they follow all the time, are there any favourite places they like to go? What do you know about the context in which they went missing? For example, was there a big argument immediately prior to the missing episode? Is there anything that may be drawing them away?

When reporting to the police, ensure you pass on all relevant details you know about the child, including any vulnerabilities and what you think may have led them to go missing, so officers can effectively complete the risk assessment that informs their response. For example, if a child had learning disabilities, and so was more vulnerable to harm, they would be considered at higher risk.

3. When a child returns

Think about how to respond appropriately. Try not to apportion blame – seek to understand what it might be like to be in their shoes and establish what might prevent a further missing episode.

What do you observe when they return: are they intoxicated (either through drink and/or drugs); are they wearing different clothes; are there any signs that they have been given money, phones, etc.? Are they tired? Do they have physical injuries?

Develop protective factors

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

Settings should:

- 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.
- Seek regular feedback from learners about what strategies are working, or not, and allow them to be involved in any adjustments that are required.

Bereavement sourced from Barnados



There are a range of definitions for the word 'Bereavement' but, in essence, it refers to the experience of losing someone (or something), and describes the period of time after a loss, especially after the death of a loved one, when people grieve and mourn.

Mourning looks very different across a range of cultures, and it is important to try to understand this when working with children and young people who are going through this process (you can find more information regarding cultural differences within our resource community).

Because children and young people struggle to manage the enormity of grief all at once, their bereavement 'period' can appear shorter. However, this does not mean that they have dealt with the bereavement, and the effects can manifest in different ways throughout the course of their lives.

Although experiencing grief is a normal part of a person's life, nothing about it will feel normal. Over time, things will get better. This is known as 'uncomplicated bereavement'.

However, on some occasions, the feelings that are experienced as part of the grieving process can stay with a person for an extended period of time and they will find it difficult to move through the stages of grief. This is known as 'complicated bereavement'.

If a child or young person that you are working with is struggling, you may wish to consider the following:

- Support them to look after their physical health as much as their emotional health
- Be patient and don't set time limits on bereavement
- Help them to build up a support network of family and friends

Awareness Days in May

Mental Health Awareness Week (13th - 19th May)

Encourages open conversations and initiatives aimed at raising awareness about mental health challenges and promoting well-being. It provides an opportunity for communities to come together to reduce stigma, offer support, and advocate for better access to mental health resources and services.

International Missing Children's Day (May 25th)

Focuses attention on the plight of missing children worldwide and the urgent need to address issues related to child safety, abduction, and exploitation. It serves as a call to action for governments, organisations, and individuals to prioritise efforts in preventing child disappearances, supporting families of missing children, and facilitating reunification efforts. Both observances underscore the importance of collective action and compassion in addressing these complex and often overlooked challenges facing our society.

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

Gangs and Serious Youth Violence

Whilst it is part of normal development for children and young people to hang around in groups, gangs are more organised and are often involved in significant criminal activities and conflict with others.

Definition

[A gang is] ...a relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group and engage in a range of criminal activity and violence. They may also ... identify with or lay claim over territory, have some form of identifying structural feature, [and/or] are in conflict with other, similar gangs.

Commons Library Research Briefing

Additional vulnerabilities

Any child is potentially vulnerable to joining a gang or becoming involved with gang activity. However, children who are at increased vulnerability include those who experience a chaotic and/or abusive home life and those with parents who may not be focused on the needs of their child, meaning the children look elsewhere for support and a sense of 'family' belonging.

It is known that those recruiting for gangs seek out vulnerable children, including those who are in care and those who have special educational needs or disabilities.

Why do children join gangs?

Children can join gangs for several reasons including:

- identity, sense of belonging, protection;
- respect, status, power, financial gain;
- boredom, excitement, peer pressure;
- glorification on social media;
- gang members in the family.

Spot the signs

Indicators of gang involvement may include:

- reduction in attendance and/or attainment;
- frequently missing or staying out late;
- changes in behaviour and appearance, non-compliance;
- physical injuries
- association with suspected or known gang members;
- carrying a weapon;
- unexplained money or new possessions, including phones;
- refusal to enter certain areas;
- becoming involved in criminal activities;
- aggression, anger, violence;
- difficulty concentrating, tiredness;
- difficulty developing relationships;
- poor self-esteem, depression, anxiety, isolation or withdrawal, self-harm;
- secretive behaviour.

What to do

- Provide information to allow pupils to make informed choices. It is well established that success in learning is one of the most powerful indicators in preventing youth crime.
- Check children/young people have safe relationships.
- Be aware of the risks to children and young people in your local area concerning gangs and youth violence.
- Work with other agencies to share information and plans.
- Know the signs and know what to do – be confident in raising gang and youth violence as a possibility.

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

TRAINING
THIS MONTH

CPOMS

Using CPOMS to effectively monitor and report sexual abuse in schools.

Safeguarding software from CPOMS can help play a pivotal role in monitoring and reporting signs of sexual abuse to allow early interventions and better outcomes.

- CPOMS Safeguarding software makes it easy for staff to log concerns and build a full chronology of an individual's wellbeing, allowing DSLs to quickly spot trends and patterns and take further action where needed.

- CPOMS enables you to record monitor and collate a wide range of indicators of sexual abuse including: sexualised behaviour, emotional distress, changes in usual behaviour, physical symptoms and signs linked to the emotional impact of abuse.

- Allows settings to accurately identify, monitor and report on distinct types of concerns with customised categories, such as "sexual harassment" and identify early indicators of serious safeguarding issues across the school.

- When it comes to acting quickly and effectively on concerns of sexual abuse, CPOMS Engage enables schools, other settings and agencies at the local authority to coordinate more effectively. By providing one central system to log concerns and share digitised information securely, referral processes and interventions can be achieved much sooner with a joined-up response to keeping children safe.

- With secure controls over which staff members have access to secure information, CPOMS ensures only the right people have access to the information they need to see. When a member of staff reports a concern for example, senior leaders can share detailed information amongst themselves, secure in the knowledge that only the appropriate people have been made aware of the situation, at the right time.

