



## Education Subgroup

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### MINUTES

1<sup>st</sup> February 2021 – 2.30 a.m. - 4.30 p.m.

Virtual - Microsoft Teams Meeting

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#### Attendees:

Amanda King, Strategic Lead Early Years	AK
Amrita Sharma, Business Manager, Warks Safeguarding	AS
Elaine Coleridge-Smith, Indep. Chair, Warks Safeguarding	ECS
Geoff Thomas, Prevent	GT
Ian Budd, Assistant Director, Education Services	IB (Chair)
Jane Key, ICTDS	JK
Jane Le Poidevin, Paddox Primary School	JLP
Jayne Ellis, Heads Coach	JE
Jo Farmbrough, EPS	JF
Jo Howell, The Poleworth School	JH
Katherine Skudra, Warwickshire College	KS
Kim Garcia, SLT, Education Services	KG
Linda Fenn, Business Support	LF (Minutes)
Margot Brown, Senior School Improvement Advisor	MB
Marie Rooney, Strategic Lead Alternative Provision	MR
Matthew Pike, Macintyre Academies	MP
Michael Martin, Associate Head, Kingsbury School	MM
Natalie Williams, Technical Specialist Post 16	NW
Parneet Kang, Emscote School	PK
Paul Fellows, Special Teaching Service	PF
Roy Garner, Headteacher Coach	RG
Sally Kaminski-Gaze, All Saints CE Primary School	SKG
Sarah Fitzgerald, Teaching Advisor	SF
Vanessa Gilbert, Team Teach	VG
Yvette Grogan, ABP Eastern Area/Rugby High	YG

#### Apologies:

Caroline Renton, King's High School  
Beth Sharpe, Princethorpe College  
Marina Kitchen  
Patricia Kinsella

#### 1. Introductions and apologies:

IB welcomed colleagues to the meeting. Apologies were noted as above.



## 2. Minutes of Meeting (19.10.20) / Matters Arising

The Minutes we agreed as accurate.  
There were no Matters Arising raised.

## 3. Action Log/Tracking Progress

Nothing was raised regarding the Action Log.  
IB advised the Action Log now tends to be more of a focus rather than the Minutes; we need to keep a track on actions and who is doing what and when.

## 4. Warwickshire Safeguarding Update / Child Safeguarding Practice Review (CSPR) Update – Amrita Sharma

AR provided an update of the work of the Safeguarding Partnership in respect of reviews and referrals received, the outcome, and the learning being drawn. Since the first lockdown in March last year, there has been a steady stream of referrals coming in for Child Safeguarding Practice Reviews where a child has sustained a significant injury or has died as a consequence of those injuries, attributed to abuse or neglect.

AS provided details of 3 referrals received since August 2020; not all progress onto a full Review – they are scoped and considered; information drawn from partner agencies (including schools) to consider circumstances under which the incident occurred; whether evidence to support criteria of working together to progress a Safeguarding Review.

- (1) CSPR Referral – related to a young baby who died as consequence of neglect. Family history of drugs and domestic abuse in relationship. Police investigation currently ongoing alongside the Review.
- (2) Rapid Review re a baby born with significant medical conditions that contributed to death. Concerns raised however about co-sleeping; there are growing concern across a number of agencies due to an increasing number of deaths being associated with this practice.  
AS advised that work is taking place across the region with Safeguarding Partnerships to raise awareness re risk assessments that need to be undertaken. A regional tool and guidance will be available and shared in due course once this work is completed.
- (3) Relates to a 13 year old who sadly took their own life; Rapid Review being undertaken to understand circumstances which lead up to this, Partnership working and lessons that can be drawn from this.

There are a number of Reviews ongoing at the moment, some pending Police prosecution, with others running the course and published/shared in due course.

### New 7 Minute Briefings:

These are used to help put the spotlight on topics emerging from Review work where there is possibly a gap in understanding, to re-emphasise what everyone



should be doing in these circumstances i.e. what the thought process should be when presented with certain situations.

Published on the Warwickshire Safeguarding Website; schools and wider partners encouraged to use these in conversations with staff.

- Pre-Birth Assessments – raising awareness to consideration use of risk assessments at pre-birth stage.
- Child Protection Medicals – relating to baby with multiple injuries dated and identified the child had been subjected to severe physical abuse. More comprehensive assessment other than just a medical.
- Children Home Alone – reminder about the age of children being left a home particularly in the current lockdown conditions (visibility).
- Thinking the Unthinkable: children can be abused by Carers – a number of referrals have been received re children in Foster Care setting or under Guidance Order where carers have parental responsibility. Reminding people to go with their feelings if they think something is not right and to raise concerns.
- Use of Interpreters and Translators – relates to a young person who attempted to take his life on a number of occasions, parents did not have good English (second language) and child being used as an interpreter i.e. the voice of his own concerns. Reminder to access translation services to ensure conversing with responsible parent or adult in the home independently of child being used.
- Reflective Learning Workshops – re requests from Partnerships to become in Reviews that are taking place; opportunity to build workshops with practitioners that have been directly involved with the child or adult. To provide some assurance re the anonymity of the process.

#### New Lessons Learned Briefings:

Provides a snapshot of a case scenario, key points of learning and advice to professionals working with families in similar circumstances to be mindful of. The names are anonymised.

- 'Poppy' – LAC since birth; parental drug use and domestic abuse; mother was engaging with Services but then stopped; resulted with mother dying and baby being found next to her a number of hours later. Lessons learned - when someone stops engaging, what measures need to be put in place and how to progress those.
- 'Olivia' – baby sustained multiple injuries subjected by her parents; Lessons learned - agencies not taking consideration of historical context of the parents.
- Support from Vulnerable Children from Schools during Lockdown; Review currently underway re 14 year old who took his life end of last year; emphasises lockdown and the risk factors associated with that. Encouraging that children defined as vulnerable should be attending school but if not, understanding why they are not attending and trying to encourage them to do so; daily contact i.e. telephone or online with child; minimum weekly contact with parent/carer to seek perspective of how they are managing.



IB: This is good for the wider awareness of 'business as usual' for the Vulnerable Children and Young People Cell (Covid response); have to think more widely that those just defined as 'vulnerable' in the national guidance.

New Publications:

Now published the Warwickshire Safeguarding Exploitation Strategy (2020-2023). Moving towards overarching safety of children and adults; developed to strengthen our collective response in identifying, assessing, intervention of young people and adults with care and support needs who may be at risk of exploitation. Facts and figures available to show exploitation happening in various parts of the County; this is about putting in a pathway to address that collectively. Now much wider than just sexual exploitation; it shows awareness and how we will tackle and combat these types of exploitation.

There is a stand alone Sub Group that oversees this work and an action plan in place; overseen by members from different partner organisations involved.

ECS: Reminder that this Sub Group is related to the Exploitation Sub Group and how that we want to engage across Sub Groups, therefore work from schools feeding into the Exploitation Sub Group will be invaluable; this meeting is a good conduit to share intelligence and learning across the wider organisation.

**5. Warwickshire Safeguarding – Education Sub-Group Terms of Reference (ToR) – Elaine Coleridge-Smith/Ian Budd**

IB: TOR's have been circulated. Important that everyone who is at this meeting has a significant leadership role in promoting safeguarding across the education sector. Very important that everyone understands that there is a key role of communicating in the sector that they are a part of and bringing insights from that sector back into this Sub Group as well. Thematic working - work from this Sub Group commissioned out to Task and Finish Groups; can be cross sector and multi-disciplinary in its own right.

ECS: Long discussion last meeting regarding TOR. ECS wanted to check however that members of this Sub Group were happy with the membership; the list as shown in the TOR is as agreed; if others persons were required to attend, they can be invited individually or for particular pieces of work. It was thought to keep the membership of a reasonable size so as not to lose sight of everybody that is engaging with the Group.

**Vice Chair:** this role is still outstanding. ECS advised she would put herself forward for this role and this was agreed by the Group.

JLP: In the membership, it does not include Independent schools. IB/ECS/KG agreed that this would need to be followed up.



KS: The TOR also do not mention post 16, should they also be represented on this Group? This was discussed and it was recommended that post 16 should have representation on the membership.

AS: Alternative Provision – should this be included separately in the listing? It was suggested there should be an Addendum showing the breadth of the representation covered by members i.e. keep an Appendix with the membership and who they are representing.

**ACTIONS:**

**ECS/IB/KG:** To further investigate Independent schools and post 16 as being part of the membership list.

**ECS/IB/KG:** To set up an Appendix of the members and who they are representing to be including with the TORs.

**6. Safeguarding and Digital Learning** – Jane Key/Sarah Fitzgerald

JK: Shared a presentation to show the work of ICTDS.

Filtering and monitoring is something ICTDS do as a Service, provided for any school that would like it, mostly primary schools. Also provide support for secondary schools, providing filtering and monitoring services, they quite like it as this means they do not have to do this themselves.

Filtering – filters what is being accessed by the children online.

Monitoring – what the children are typing on the device in school.

School devices provided for use at home are still being monitored; if a Chromebook it will also be filtered.

Jane shared and explained some examples of the most recent digital captures from primary schools (fully anonymised of child and school).

The children have been safeguarded; they are passed as reports back to the Designated Safeguarding Leads in schools.

Schools are contacted as soon as possible for serious level captures.

JK advised that this is a Traded Service and schools can opt in, it is their decision. Schools should be providing that service for their own community as it is part of KCSiE statutory guidance - filtering and monitoring is a statutory requirement in schools.

To support schools, ICTDS provide online safety support; talking to teachers to make it possible for them to sustain their online safety work that they do with children; they have the opportunity to attend various course; there is an annual conference. ICTDS work with external agencies to ensure messages given to schools are accurate and in line with national thinking.

Support is also provided through the 360 Safe Mark; lots of primary schools now signed up for the 360 safe mark as a way of judging the standard that they are



providing for their children. A number of schools have achieved the Award which is a very high standard.

Support to parents through the schools; provided through Teams and newsletters; there is a Facebook page which was set up a number of years ago, and is still there and information is put on it; circa 800 people that are engaged with this.

#### Blended Learning (SF):

SF's role was to work with schools and part of this was the Government's Blended Learning; having to do remote learning with their pupils; became strategy on the 22<sup>nd</sup> October 2020. Prior to this, already created a lot of websites with school resources including passwords. SF covered parent webinars regarding how to access remote learning, how to access Teams etc.

SF also worked with Margot's team, School Improvement and Jane Spilsbury whereby there was a variety of different leaders looking at online resources to make sure GDPR compliant. This information appeared in Heads Up.

Lots of calls from parents regarding access queries; prefer that these go through school who can then contact us if they need further support and help.

Alongside this, SF has been working with Consortium experts – have 23 experts working across the Consortiums that have been trained since November on a weekly basis, on different things regarding how to deliver remote learning, how to stay safe, do to do analysis, how to track work.

Blended Learning site – lots of case studies; DfE recommend schools use Microsoft Office 365 for education. Some schools buy into 365 plus which gives them access to Google and G-Suite within education; both these sites are GDPR compliant; done a lot of resources for GDPR which can be found on the website – [www.ictds.org](http://www.ictds.org).

There are useful videos for Microsoft Teams and Google; also helped teachers how to set up meetings, making sure that children cannot access a Team or video chat without a teacher being present; all about permissions and how to set it up. Teams sites are managed by ICTDS so policies to stop children from video conferencing each other; some schools asked for this to be open so children can do it.

Lots of range of devices from the DfE; helping school to set up and advising on risks i.e. secure / unsecure device etc; recommended that schools have secure laptops from the DfE as they come with filtering and some form of monitoring. Apple devices and Chromebooks - schools buying into the managed service, all Chromebooks come with filtering and monitoring software on them.

Created a Pupil Device Portal – this provides a vast variety of help and instructions for schools. ICTDS also been part of the Warwickshire laptop



scheme and they have provided instructions on how to set it up and how to put the monitoring software on them.

School that have donated devices – it needs to be at least Windows 10 as Windows 7 is not secure. SF recommended that they are wiped and have no data on them; school that buy into the Service can have them monitored software put on to them.

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ICTDS Service Desk

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IB: Is there follow up actions/systems in place formally in place?

JK: Advised as a Traded Service, their commitment to schools is that captures are taken; if very low level a judgement is made to either ignore or take note of depending on the capture; these are flagged and kept just in case something else should come up at a later point. Higher level captures (swear words etc) these are sent straight to schools; the nature of the searches is what has been picked up more recently, picking up some higher level activity. Steve Holley is working on the statistics, looking at the increase and impact; serious concerns are reported in a report, this can be quite detailed with screen captures/descriptions written by one of the team; sent out to DSLs only. If school needs more information, they can come back and request more information. JK advised Steve would be most willing to come and provide a more detailed presentation /explanation.

IB: There needs to be a bit of extra work done to make sure we are as joined up as we can be with the system; IB confirmed that this matter would be a delegated action taken away from this Group to look at the opportunity and follow up in the system.

ECS: Do the children and the parents know that we are doing this monitoring; do parents sign their consents?

JK: Schools are advised they should do this however JK advised that they do not check that they have done this; all devices that are school devices are being monitored. Home School Agreements should also include that. Children using their own devices at home are not monitored; it is only if they have been provided with a device.

SF: If they have a donated laptop but buy into the ICTDS digital safeguarding, they can download the monitoring software onto those devices.



**ACTIONS:**

**IB/ECS:** Extra work to be done; a delegated action away from this Sub Group regarding a follow up system

7. **Alternative Provision – Safeguarding Practice** – Marie Rooney/Parneet Kang  
PK runs an alternative provision called Emscote School; going through registrations but running alternative provision at the moment and currently have students coming in

MR: All of AP's engaged have gone through a framework/tendering process; rigorous safeguarding and health checks take place. Providers not on the directory will not have had that level of scrutiny as a minimum standard that they can engage with our vulnerable children.

The directory is available on the website; MR can send this out to anyone who would like access to it.

Providers – registered and unregistered. Registered AP's - will have a DfE number; during Covid they will have had access to all of the support and to DfE returns the same as schools are asked to do i.e. under the same requirements. They will have had lateral flow device testing, access to kits and those providers doing testing on site. There are 19 providers, 5 fall into that category meaning the rest are unregistered providers. MR confirmed they work closely with these providers; in the first lockdown they would have been open to all vulnerable children; regular checks take place including door knocks; they have regular contact with their designated link officers (registered and unregistered) and they have weekly checks; they have risk assessments and these are checked weekly with providers for updates.

Safeguarding Audit: AP's have been included in the audit and Bright Sparks have been the AP representative on that working group. The Audit will be circulated in April and Bright Sparks have been part of that co-construction of the Audit and PK will be helping on aspects of the trial with this.

Since new lockdown, weekly meetings in place with AP's addressing all of the key issues, making sure that all of our vulnerable children are attending.

MR advised we have developed our own LA Microsoft return form which unregistered providers are now submitting to us on a daily basis; this advises how many children have turned up, attendance and testing.

Some new guidance has just been circulated which reflects Government guidance regarding how those providers should be doing lateral flow device testing; hub and spoke model; for those not with this facility, guidance also regarding where they can go to their local community testing sites.

Attendance tracking happens on a daily basis through the CLM and communication with commissioners i.e. WCC as LA for excluded children or schools who may have commissioned those children on a part time basis.





PK: Emscote School is AP but not registered as yet, but does not want them to just be seen as an alternative; they do all the work that school does but in a different format e.g. menu system etc. The problem is e.g. there could be a child that goes four days elsewhere, one day at Emscote and getting tests done and coordinating that, also taking into account if we do not get the tests, they have to go to community hubs, this is proving to be really difficult.

MR advised that they are working through that with them as providers. The message regarding this is if you have a child that is registered with you as a school and is attending an AP, it is important that whoever the link person is, that you are in constant communication in order to make sure your child has been seen, has turned up and that safeguarding issues experienced are running consistently for the days that they are not with you, that you follow through what you require from a safeguarding perspective.

IB: From a safeguarding perspective, those that are registered and those that are making their way through the registration process, will have a good sight on what our reasoned expectations are on safeguarding, from Ofsted regulators, in terms of practice, but there are worries around those that are not seeking registration. MR advised that all of the framework documents, the safeguarding audit that has been done for all providers, registered or unregistered, is the safeguarding process that was developed, to help providers to beat the standards particularly safeguarding and health and safety, if they are on the framework those providers have that level of understanding and rigor already. MR advised the framework will be reviewed from September so they will all go through that process again. Although they may not have got through the standards for registration, where the providers that are not registered quite yet do not meet the standard is not around health and safety and safeguarding, it is more to do aspects regarding the curriculum, broad and balance etc due to level of staffing in place.

MR advised if they are not in our directory there is a reason for that; if a school came across a provider not in our directory and they commissioned them, then they would be doing that at their own risk. If they are in our directory, we can reassure there is a level of safeguarding.

ECS: Wanted to check that when provisions are commissioned they are made aware of Warwickshire Safeguarding Policy and procedures and we would be able to audit against commissioning and contracts, that they adhere to the Warwickshire Safeguarding Policy and procedures?

MR confirmed it is in the framework and specification and one of the things that is required of them. MR confirmed that if providers are on the directory, they are up to speed; if there was an issues they would be taken off the directory and put them in dormant and then re-issue the directory. There is nothing currently that has been raised as a concern for us however the framework is refreshed and this will take place in September.

ECS: So there should not be schools commissioning independent of the directory. IB pointed out that this comes back to legal entities; schools should



only use those that have been quality assured and is on the framework, however for academy schools these have a different legal status.

MR advised if you have a child that has a plan, not to commission any AP unless it has gone through some form of review where discussions with the LA link coordinator who will be up to date with whatever is happening in the AP world; that can cause schools difficulties especially if they use an unregistered provider for a child with a plan, there is a legal framework of which they may be breaking the rules.

#### 8. **Early Years Update** – Amanda King

AK provided an overview of Warwickshire Early Years Advisory Team Safeguarding Remit.

The team sit within Education, Performance and Standards; they have a safeguarding remit which comes via the Early Years Foundation Stage Statutory Framework and parts of the Child Care Act. They work with providers to make sure that all children access their free entitlement, particularly vulnerable children. There is a remit to monitor practice regarding Prevent Agenda and promotion of British Values. They have to make sure people are aware of their roles and responsibilities for Child Protection and safeguarding; that they are clear about local and national procedures and the preventative role they undertake. They help the sector to deliver that safeguarding role they hold to a really high standard.

Who are we? Amanda King, Sonia Waszczak (Advisory and Safeguarding Teacher), Dawn Jearum (Advisory Practitioner).

Warwickshire has 692 Early Years and childcare providers; cover 14,000 children and ratio of support is 1 person in the team to 276 settings – this shows the context of the amount of providers and a small amount of support so much of it is signposting and information sharing.

The team provide advice, guidance, support, partnership work, monitoring and training and development. Advice, guidance and support is the biggest part of the work; this is not done alone, Warwickshire Teaching School Alliance is commissioned to deliver a safeguarding programme of training, put together as a LA; this is then quality assured by the team before the content goes out as discussed with this Sub Group and the Warwickshire Safeguarding Board. Even in a global pandemic, 911 people were trained; 277 of those were buyer bespoke options. One of the benefits of remote working is that they are able to offer training to settings within the sector at a time that suits them and their whole team can attend; an important development for the team.

Also disseminate Safeguarding Policy guidance and for those Policy guidance for children missing in education. The team supports private businesses and therefore they cannot tell them what to do or how to do it, so guidance can be provided, shared and promoted but cannot be dictated.



Partnership working is important; liaise with different groups, work is collaborative. Represent Early Years context on forums and boards; contributed to Serious Case Reviews and Position of Trust meetings when required; they feed into the Child Missing Education process as the conduit between early years and other LA functions.

Monitoring role: distribution Annual Safeguarding Audit, separate to the school audit at the moment but working on a joint single audit to promote more integrated working. From returns of the audit, then plan training and focus of what to deliver to support the sector.

Also monitor progress in compliance, Ofsted issue a Welfare Requirements Notice in respect of safeguarding; currently out of the 692 settings, they are supporting 18 providers with Welfare Notices that relate to safeguarding.

Strategy part of the work is to do with Service improvement, trying to evolve as an Early Years sector holistically to offer the best things to children. Seven projects are being worked on with delivery over next 5 years, three relate to a safeguarding agenda; Infant Mental Health pilot; offering additional staffing capacity as they move forward to support Early Years practitioners with their support of vulnerable families; looking at workforce development programmes for leaders and practitioners.

IB: Slides to be circulated as very helpful. AK and Melissa were requesting to turn their presentation into a briefing to be circulated with the Minutes. AK advised there was a need for the understanding of how the role and remit works, understanding of the vast range of skills and abilities that encompass the Early Years sector in terms of people leading practice; that they cannot do their work without working collaboratively, sometimes Early Years “falls off the end” slightly. AK advised the pressures on the Early Years sector and education safeguarding are immense.



combined EY  
advisory Team safegu

**ACTIONS:**

**AK/Melissa:** To provide a briefing paper for their presentations to go out with the Minutes.

**9. Safeguarding Annual Audit Update – Kim Garcia**

KG: This is regarding the actions relating to schools and settings; the Early Years audit is running in parallel but working towards bringing these together in the following cycle.

Main aim of Audit is to cover the 2020-21 year from April 2020 to March 2021, so auditing for that period. The aim is to be less complex and lengthy, more focused



and accessible on key safeguarding elements; support for schools and settings regarding their action planning to convert the audit as an action into supporting schools with their management planning. Going to produce a management summary of the audit which will be sent to schools quickly to inform planning during the summer term re school development planning. There will be an executive summary produced to support strategic work.

Production of the audit has been via a Audit Working Group involving headteachers and DSLs, therefore this is an audit by headteachers and DSLs for headteachers and DSLs. Also in this group were Warwickshire Safeguarding, Children and Families/MASH, Education Services and BI representatives. As an action trying to be smarter at reporting.

This time looking for the Audit to produce an Action Plan, that “falls out” of the Audit and is ready made for schools, will help them in a practical way. Looked outwards for the best practice in 4/5 other LA’s and brought that knowledge back in.

**Timetable:**

10<sup>th</sup> to 23<sup>rd</sup> February - piloting with 6/7 volunteers to make sure online survey working.

15<sup>th</sup> March to 19<sup>th</sup> April – the actual Audit period, online and uses Citizens Space that schools have used before i.e. familiar technology.

March to May – action planning to support School Development Planning.

27<sup>th</sup> April – Audit analysis – group meeting to bring together the results of the Audit.

Early-Mid May - produce the management survey as well as the executive summary.

By June – working on the preparation of the 2021/22 Model Safeguarding Policy and training programme. Feedback from the Audit will go straight back into that work.

IB: The Audit with schools is going to work in sync with Early Years cycle too. KG advised it will work in sync but they will be conflated into one Audit in the next cycle, it was not possible to do it this cycle.

10. **Post 16 Safeguarding:** Natalie Williams

NW and KS prepared an update but due to time constraints, it was agreed that this would be presented via a briefing note.

NW provided some headlines:

- The impact of Covid, this has been significant for Early Years and all schools; some information from colleges of Covid impact is very worrying. North Warwickshire and South Leicestershire College reporting a 43% increase in Child in Need plans; a 50% increase in students accessing CAMHS; crisis team referrals gone from 3 to 23. The impact of Covid on mental health and safeguarding concerns in FE have really increased.



- The Audit pilot run – Warwickshire College Group have offered to be part of that, this is really important to get the FE view into that pilot run to see if there are a different set of issues etc that differ from schools.

IB: There are a lot of slides which are really information for all the other sectors so this presentation needs to be circulated with the Minutes, as background and induction materials for everybody and action log to pick up themes.

KS reiterated what NW had said i.e the stats quoted are definitely repeated this side of the County. When we went into lockdown, there is the list of students who are on the safeguarding open files having been referred or not, as well as a list of other vulnerabilities who it was known would be check in on every week, making phone calls, following up attending etc, but what has come as a shock this time is the students reaching out for support who were not previously known to them; 16 and 17 year old struggling more with this lockdown. They are accessing their learning better as things more set up immediately but they are generally finding the situation much more difficult; recent media information is not helping the situation and adding to their anxieties.



Post 16 and  
Safeguarding Briefing

**ACTIONS:**

**NW/KS: To provide a briefing paper for their presentations to go out with the Minutes.**

11. **Prevent Update:** Geoff Thomas

Covid continues to impact on Prevent issues.

The impact of lockdown which has meant less referrals coming through the system. More particularly is the growth in and vulnerabilities around conspiracy theories, the adoption of QAnon, Anti-Vax, Anti-5G, this type of narrative; many of these information sources and chat rooms are supported by extremist groups e.g. Patriotic Alternative, but this is not known when entering that space, it is a subtle way they have started to migrate their influence with vulnerable individuals.

The focus of the safeguarding training for Prevent had changed and now modelling a new course; now delivered four DSL course since the last meeting; really good attendance averaging 20 applying for each course; 3 hour model; feedback is that colleagues happy with the twin focus i.e. to increase knowledge around vulnerabilities and Prevent and to give skills by way of offering toolkits and how to apply these to vulnerability.

Action point is for the Group to collectively make this known to colleagues and encourage more people to plan and attend the course; constantly GT listening to feedback on what works for staff in the safeguarding arena, what you would like to hear more about and what how to develop the existing offer.



IB: A new set of areas with complexity around them; how people interact in the virtual world; very position re the training development offer, what key message we can get out into the training offer, through Heads Up or other means as well.

**ACTIONS:**

**ALL:** To encourage people to book and attend this training.

**GT:** Listen to feedback and further develop the existing offer.

12. **Impact of Covid-19** – Elaine Coleridge-Smith

The impact of Covid-19 is being looked at in all of the Sub Groups and reported on to the Executive for the Warwickshire Safeguarding meetings.

Questions asked; trying to work out how to make this work for such a large diverse group from Education; but it is important to track what is happening, what help is needed and what will need picking up on in the future.

- What is currently going well?
- What safeguarding provision is your organisation managing to maintain currently?
- What are you worried about?
- What provision are you struggling to provide given Covid-19?
- What are you doing to mitigate the risks of these services not being there?
- What needs to happen and do you require any support from the partnership?

This is being tracked with every Sub Group and this needs to be done through Education provision as well. Query regarding what we do with this information i.e. have it as an agenda item each time?

IB: A report can be produced from age range sources.

13. **Forward Planning and Future Agenda Items:** Ian Budd/Elaine Coleridge-Smith

IB: We have picked up on a number of actions we have been running through the agenda which will be on the log for tracking next time.

- Covid-19 will be at the forefront of this is coping with prolonged Covid response and how this is reflected in the changed work programme, under the Covid Recovery Plan.
- Update on Operation Encompass
- Core Practice Review and how this fits in with the work around the Education Audit.

IB: Slide decks presented today to go out with the Minutes to assist in what safeguarding means in practice across the different age groups and sectors.

14. **Any Other Business**

SKG: Regarding the work that JK and the Monitoring Service do, that this is “absolutely brilliant” and that she would really want to support that Service. It has



worked in their school and parents are very grateful when they are alerted to the fact their children have e.g. put in words or images that they were not supposed to. A very worthwhile Service and would highly recommend it to everybody.

IB: Recognition that the mental health impacts of Covid also have an impact on staff as well as the young people.

15. **Dates/time of next meetings:**

20<sup>th</sup> April 2021

21<sup>st</sup> June 2021

18<sup>th</sup> October 2021