

**COMPOSITE MINUTES OF THE 2021 SPRING TERM AREA MEETINGS  
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

<b>North East</b>	<b>Wednesday 3 March 2021</b>
<b>South</b>	<b>Thursday 4 March 2021</b>
<b>West</b>	<b>Wednesday 10 March 2021</b>
<b>Mid</b>	<b>Thursday 11 March 2021</b>

**Action**

**1. WELCOME, THANK YOU AND NOTICES**

- a) Clare Kershaw, Director for Education, and the Area Chairs, welcomed those present, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

**North East**

Catherine Bickersteth	Rolph CE Primary (Acting headteacher)
Polly Bradford	Gosbecks Primary (Interim head of school)
Adam Squirrel	Stanway Fiveways Primary (Acting headteacher)
Laura Khine	Brightlingsea Primary
Claire Russell	Braiswick Primary
Sarah Crookes	Cann Hall Primary
Julie Ingram	Fordham All Saints Primary (Executive Headteacher)
Ellie Jaggs	Boxted CE Primary
Emily McMillan	Fordham All Saints Primary (Acting headteacher)
Lesley Brennan continues	as Executive Principal at Kingsmoor Academy Harlow and Ravens Academy Clacton

**South**

Nella Murthen	Long Ridings Primary
Sally Finch	St Margaret's CE Academy, Bowers Gifford

**West**

Matt Curzon	St Mary's CE Primary, Stansted (substantive headteacher)
Katie Henson	St Andrew's CE Primary, North Weald
Llewellen Lawson	Dr Walker's CE Primary, Fyfield
Angela Lymbouris	Kingsmoor Academy
Sami Taylor	Limes Farm Infant and Nursery

**Mid**

Gill Marrion	Trinity Road Primary (interim)
Jenny Kemp	Latchingdon CE Primary
Richard McIntosh	Baddow Hall Juniors (substantive headteacher)
Susie Price	St John the Baptist, Pebmarsh
Jakki Sibley	Earls Colne Primary

- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post this term:

**North East**

Lelia Berkeley	St Andrew's CE Primary, Marks Tey
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**South**

Karen MacKenzie	Hilltop Infants and Juniors
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Peter Malcolm                      Rayleigh Primary

**West**

Marios Solomonides              Magna Carta Primary Academy

**Mid**

Xanthe Glynn                      Southminster Primary

Louise Venables                  Shalford Primary

**2. LOCAL AUTHORITY UPDATE**

**Clare Kershaw**

**Philippa Holliday** (North East meeting)

**Lisa Fergus** (South meeting)

**Nicola Woolf** (West Meeting)

**Catherine Hutley** (Mid meeting)

Clare acknowledged the extraordinary challenges that all headteachers are facing, and emphasised the support that is available from both the Local Authority and EPHA. She reflected that the last time these meetings were face to face was this time last year, and the pandemic was in its very early stages.

**a) Covid 19 update**

Clare noted that we are all entering a new phase of the pandemic, with the forthcoming full reopening of schools on Monday 8<sup>th</sup> March. The ECC press release can be found at [Essex prepares for return to schools and colleges - Essex County Council](#)

At the West and Mid meetings she reported that Primary School attendance on Monday was 97.1% and Special School attendance at 83%.

She reminded headteachers that EPHA had hosted a webcast on Monday 1<sup>st</sup> March, which had addressed a number of questions about the full return to school. The webcast can be accessed at

[https://www.youtube.com/watch?v=8lffbHAI\\_wk&feature=youtu.be](https://www.youtube.com/watch?v=8lffbHAI_wk&feature=youtu.be)

Clare noted the introduction of home testing for families of school age children, but reminded heads that there is no expectation that primary age children will be tested. There may be some hesitancy from households that are concerned about having to self-isolate if an asymptomatic family member is found to be Covid-19 positive, but Clare noted that there is financial support available in this situation.

<https://www.essex.gov.uk/support-if-you-are-self-isolating>

A letter for parents about the introduction of home testing was sent out with the School Comms email on Wednesday 3<sup>rd</sup> March.

As result of the expanded numbers of school staff and secondary age pupils being tested across the school system, the LA has set up a registration system to support the process. They acknowledge the administrative burden that this places on schools and colleges, who are asked to manage the process.

The aim for the digital system has been to remove the need for schools and colleges to manually log the information set out in the DFE requirements and to provide additional functionality that they feel will support with managing any potential COVID19 cases.

The LA has been working with Wonde to deliver the system as they have received good feedback about their system previously and they know that the majority of schools are already set-up to use them.

The initial phase of the roll-out of this system will be Secondary schools, colleges and

special schools – due to the volume of people testing at these settings. The system will be made available for primary schools very shortly after. There will be no cost to schools.

Clare noted that she has received a number of questions from schools about foreign families who moved to their home country during the pandemic, and are now finding it difficult to return. She noted that it is discretionary for schools to decide whether they continue to offer remote learning to these pupils.

A number of questions were asked about the resumption of after-school clubs, and it was agreed that confirmatory advice will be sent out by School Comms before the end of term.

## **b) Essex Education Recovery Taskforce**

The Essex recovery taskforce was being formed before the announcement by Central Government of the national recovery taskforce, being headed up by Sir Kevan Collins. The Essex group will work in alignment with national plans, but focused on the specific needs for Essex schools. The work is intended to support schools, not to intervene or interfere with recovery. Clare noted that the impact of the first lockdown, in the summer term, did not appear to have major effects on pupils, either educationally or emotionally, but she and others are less confident about the impact of the latest restrictions. Schools are re-establishing their educational provision in this context. Funding has been made available from ECC reserves: £1 million for the recovery taskforce strategy; £.5 m for emotional health and wellbeing; and an extension to the Holiday Activities Fund, which currently is available for children and young people eligible for free school meals (any funding unspent for this purpose will be available for the recovery fund).

The purpose of the taskforce is:

- To work with education leaders and other professionals to assess the impact of pandemic (especially the second lockdown) on all pupils and agree what additional support is required.
- To champion and lead on the recovery of all children across the county
- To lobby on national education matters
- To co-ordinate existing strategies including partnerships, disadvantage, inclusion and align with individual school catch up programmes and other initiatives such as a holiday activities fund.

A small working group will work with the Chair on the terms of reference and the aim is to establish the Taskforce from the summer term. An advert for the independent chair can be found on the Working for Essex website

[www.workingforessex.com/apply/education-recovery-task-force-board-chair-1003](http://www.workingforessex.com/apply/education-recovery-task-force-board-chair-1003)

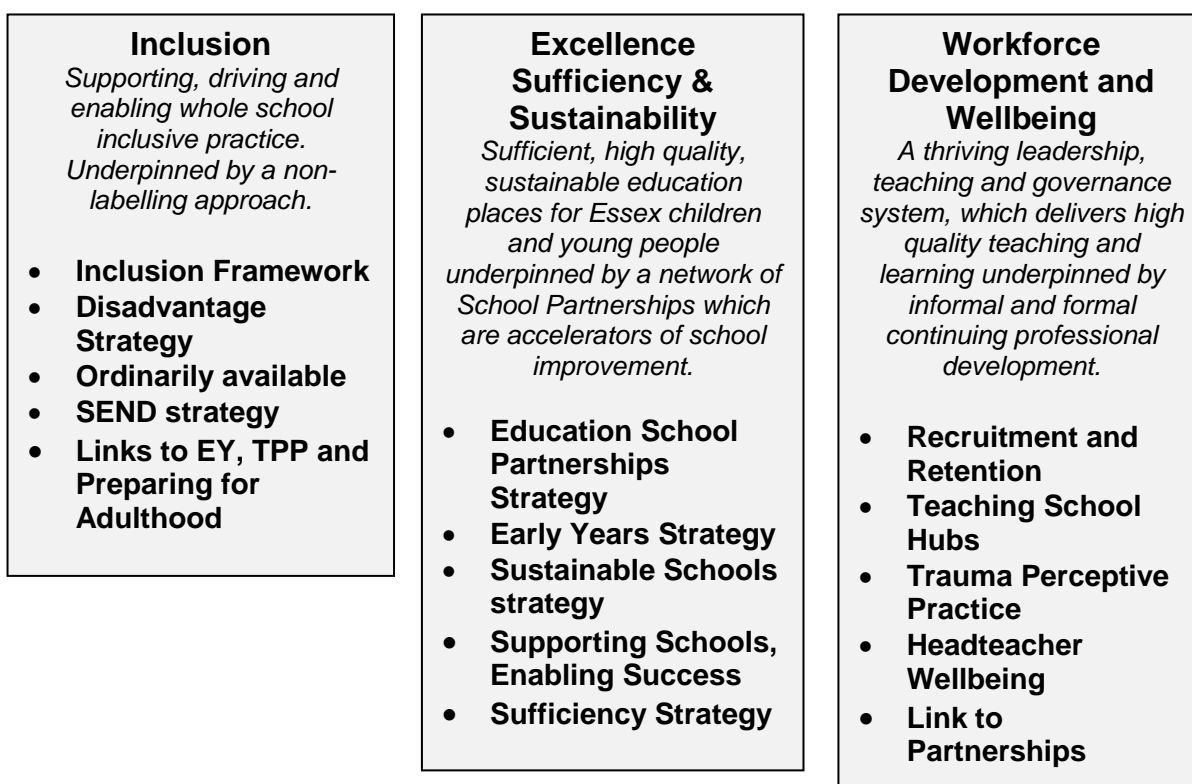
The Essex Education Recovery plan will consider what children and young people have missed out on during the pandemic, but will also take into account and build on some of the positive aspects that have emerged, such as the much improved and developed use of technology. For some pupils, remote learning has been of benefit, and it will be important to retain the positive impact of the support during the year.

The Local Authority will use a partnership approach, championing the recovery of children and young people. One headteacher (Mid meeting) stressed the importance of involving the health service in the recovery plan; in her experience the impact of the lockdown and restrictions has been on the physical health and wellbeing of children, and there are limited services available to support schools. In addition, she noted that rural schools are particularly affected due to a lack of local services for children and

families.

Clare was asked her opinion about the reinstatement of routine Ofsted inspections, which will begin again in the summer term. It was argued that the 2019 framework, focused on the curriculum and Deep Dives, is not currently appropriate and fit for purpose. Clare confirmed that the LA is talking to Ofsted leaders about the reintroduction of routine inspection, and will report back when any more information is known about what these will look like. In the meantime, she reminded headteachers that if any school gets the Ofsted call, they will be on hand to support. She is hoping that Ofsted will be sensitive and sympathetic to schools, understanding the challenges that have been faced by everyone over the last year. At the Mid meeting a headteacher, who is an inspector, explained that pilot inspections are currently being planned and training is being organised for Ofsted Inspectors to ensure they are up to speed. EPHA has organised a webcast with Michelle Winter, Senior HMI, to discuss the return of routine inspection, on Monday 19<sup>th</sup> April at 2.00 pm.

### c) How do the Essex strategies link together – the Overarching Education Strategy



Inclusion is the key priority for the Local Authority, and along with these additional areas are the focus going forward. Clare recognised the inevitable focus on Covid management and recovery at the current time, but noted that these strategies will be there to support school leaders when they are ready and able to engage.

### d) Commissioning therapy services in Essex

Kate Martin, who leads on this project, was welcomed to the meeting. She explained that this is an Essex-wide approach, working with:

- 1 Local Authority
- 5 Clinical Commissioning Groups
- 5 Providers

Project Aim:

- To better understand the therapy needs of our children and young people and the systems of health, education and care that surround them.
- To inform a model for the future that ensures the right support is available across the local area, at the right time and that it is delivered by the right people, in the right numbers and with the right skills to support our children and young people.

#### Key drivers

- Identified as a specific area of weakness in the Written Statement of Action.
- Delivery is fragmented, inequitable and inconsistent.
- Fails to support the outcomes for our children and young people.
- Families are confused and dissatisfied.

#### Timescales (Covid dependant)

- Initial Mapping of 'As Is Provision' – Spring/Summer 2021
- Option Development and Consultation – Late Summer 2021
- Business Cases and Governance across all Partners – Aut 2021
- Specification/Service Development & Implementation – 2022/2023

#### Progress so far

- Working with Marie Gascoigne and Better Communication CIC to develop a 'Balanced System' for Essex [The Balanced System](#)
- Mapping of Health Services underway with all Health Providers
- Central web site being developed to support engagement and further Communications with Schools, and families.

Kate explained that she will be asking schools to input to the website, to build up a map of the therapies available across Essex, including private providers.

Contact [kate.martin@essex.gov.uk](mailto:kate.martin@essex.gov.uk)

### 3. TEACHING SCHOOL HUB SUPPORT

#### a) ALPHA Teaching School Hub

Designated Area –EENEL 2 -Colchester, Tendring, Ipswich & Babergh

Willa Jackson

Associate Principal, Colchester County High School for Girls

Strategic Lead for NEETSA North East Essex Teaching School Alliance

[wjackson@cchsg.com](mailto:wjackson@cchsg.com)

Key areas of TSH Remit

1. ITT -provide a centre of excellence for teacher training and professional development, working in collaboration with other schools and partnerships in the Colchester and Tendring areas, as well as Ipswich and Babergh in Suffolk
- 2.ECF -play a lead role in the delivery of the Early Career Framework and become an Appropriate Body for NQT Induction –working with Essex as AB in this area.
- 3.NPQs -deliver the new specialist national professional and leadership qualifications for classroom teachers and school leaders
- 4.CPD –develop high quality programmes meeting local area needs working in partnership with subject specialist hubs.

#### **Early Career framework from September 2021**

*A blended learning approach to becoming a teacher, over 2 years including Face-2-Face/ online and series of CPD modules, coordinated by Teaching Hub and supported*

*through allocation of an ECT mentor*

- 5 themed areas linked to the Teachers' Standards
- 'Learn that' and 'learn how to' statements for each theme
- Developed by a group of education experts and independently reviewed by the EEF to ensure it is evidence-based
- The DfE have commissioned national organisations to develop training materials that meets the learning areas stated in the ECF
- ECF providers will work with/train local facilitators (e.g. Teaching School Hubs) to deliver the training
- Parallel training for mentors to understand ECF and take on an 'instructional coaching' role

### **There are 3 approaches schools can choose from to enable the delivery of an early career framework-based induction**

Schools must register their ECTs with an Appropriate Body, separately to an ECF programme. Essex County Council, along with other providers, will continue to be an Appropriate Body.

#### **1. A funded provider led programme**

•Schools can choose one of 6 providers, through a Teaching School Hub, accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to early career teachers

#### **2. Schools deliver their own training using DfE-accredited materials and resources**

- Schools use freely available DfE-accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own early career teacher and mentor support.
- These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation

#### **3. Schools design and deliver their own early career framework-based induction**

•Schools can design and deliver their own 2-year induction programme for early career teachers based on the early career framework

#### **Funding for national roll-out**

•All state funded schools offering statutory induction will receive additional funding to deliver the Early Career Framework reforms. The funding will cover % release time and 20 hours' of ECT mentor time in Year 2

#### **NPQs –new national programme**

TS Hub will work with a national provider to deliver the NPQs in their Hub area

DfE commissioned National Providers due to be announced later in March

Includes training of local facilitators to assist delivery

6 new programmes from September 2021

- Executive Leadership
- Headship
- Senior Leadership
- Leading Behaviour & Culture
- Leading Teacher Development
- Leading Teaching

#### **CPD Programmes**

- Co-ordinated CPD programme to meet area needs and respond to LA and Government Initiatives e.g. Essex Addressing Educational Disadvantage, SEND,

Equality & Diversity, Supporting mental health & wellbeing

- Share existing effective and impactful CPD programmes more widely
- Work with and signpost Maths, English and Computing Hubs and Science Learning Partnership
- Work with Research Schools and Education Endowment Foundation to share research based initiatives and innovation projects
- Continue to develop and share 'Excellence in Governance' through network events, discussion groups and specific support

### **Initial Teacher Training**

- Colchester Teacher Training Consortium – 'Outstanding Provider'
- Work with NETT, ESSEX ITT, Teach First and other providers to market and recruit high quality trainees for NE Essex area
- Develop existing collaborative partnerships for example sharing research, strategies, practice and resources regarding ITT Core Content Framework and focus on subject mastery.

## **b) Chafford Hundred Teaching School Hub**

Designated Area – Southend, South Essex And Thurrock

Lead School: Harris Academy Chafford Hundred  
Designation: East of England and North East London  
Director: Mark Beyer-Woodgate  
Essex  
RM16 6SA  
February 2021

<https://www.harrischaffordhundred.org.uk/1147/welcome-to-the-teaching-school-hub>

### **Vision Statement 2020-21**

As a leading school in the Harris Federation we believe in excellence, every day, for every child. To achieve this aim, the Chafford Hundred Teaching School Hub will work closely with the Department for Education to deliver on the golden thread of professional development for all the schools in our designated area of Southend, South Essex And Thurrock.

Evidence informed practice\* tells us that that the quality of teaching is the single biggest variable in student achievement, outside the students themselves, and it is also the variable most susceptible to the impact of good or poor leadership. We will use our influence and resources to build and sustain a growth environment for the region, that provides the very best in initial teacher training, newly qualified teacher induction, early career support and CPD pathways to retain and develop expertise for the entire workforce including national professional qualifications for school leaders, headteachers and executive leaders in multi-academy trusts.

Our vision is to strengthen school improvement through effective partnerships across every school in our region. We believe in system-led change, led by schools for schools. Our strategy is to simplify access to high-quality ITT, AB, ECF and NPQ providers and increase school engagement with Curriculum Hubs, Research Schools and the EEF. Our position as a hub, will enable us to deliver new opportunities at scale for the whole region, whilst sustaining a local focus on our local needs. It is our ambition for all teachers and leaders to be able to receive centralized support from the Teaching School Hub at any point in their career.

Our success will be measured by our schools and pupils that succeed. By investing in

our people and making informed choices, we hope that they will learn and live well.

## Detail and Context

LAD	Geography – km <sup>2</sup>	Population	Borough
Basildon	110 km <sup>2</sup>	107, 123	Urban/Rural
Brentwood	153.1 km <sup>2</sup>	54, 885	Rural Districts
Castle Point	45.08 km <sup>2</sup>	86, 608	Canvey Island
Maldon	358.8 km <sup>2</sup>	64, 425	Blackwater Estuary
Rochford	169.5 km <sup>2</sup>	86, 981	Coastal
Southend	41.76 km <sup>2</sup>	183, 125	Coastal
Thurrock	170 km <sup>2</sup>	174, 341	Thames Gateway
<b>Total</b>	<b>1,048.24 km<sup>2</sup></b>	<b>757,578</b>	

## Scale and Reach

### Total Number of Schools – 275 (Aug 2020)

LAD	PR U	All Through	Primary		Secondary		Special	EY Nursery	Total
			No.	% LA	No.	% LA			
Basildon	1	0	47	45%	9	22%	2	21	80
Brentwood	0	0	24	79%	6	0%	2	0	32
Castle Point	0	0	21	10%	5	0%	2	11	39
Maldon	1	0	21	52%	5	0%	0	0	27
Rochford	1	0	22	27%	4	0%	0	5	32
Southend	2	1	33	36%	12	0%	5	17	69
Thurrock	1	0	39	1%	10	1%	2	27	79
<b>Total</b>	<b>6</b>	<b>(1)</b>	<b>207</b>		<b>51</b>		<b>13</b>	<b>(81)</b>	<b>275</b>

## TSH priorities

2020-21

- 1) Raise awareness of the TSH, through regular and effective communication with all stakeholders, uniting regional schools, through the golden thread of teacher and leader development.
- 2) To build and sustain a growth environment where schools can retain and develop expertise in quality-first teaching and evidence-informed practice.
- 3) To strengthen and simplify system leadership by providing access to and delivery of high-quality CPD that meets local needs.

January – March

- Recruiting for TSH Strategic Management and Administrative roles,
- Restructuring Cluster Lead Delivery Model
- PPR Training for NLEs inline with original School Improvement KPIs



- Capacity Building of Facilitators for DfE Approved Programmes (i.e. Olevi) April – August
  - DfE Data returns on ITT, AB, ECF, CPD, NPQ, Curriculum Hubs, DfE programmes, EEF
  - School Recovery Offer, Remote Teaching
  - Recruiting schools for the expansion of the early roll-out of the ECF
  - Revised KPIs led to funding redirected to training ECF facilitators,
  - EENEL 6 restructure loss Chelmsford, addition of Brentwood
- September – December
- Teaching School Hub Launch, New TSH Director, Strategic Lead, TSH School Bulletin
  - Teaching School Hub Governance, Collaboration with Teaching School Council and RSC
  - Joint ITT Network and Events Saffron Teaching School Hub, Membership of Regional ITTAG
  - Appropriate Body Status, Collaboration with Local Authorities: Essex, Southend, Thurrock
  - Delivery and Quality Assurance of Early Career Framework Programme,
  - Partnership consultation on SLAs with expertise from legacy TSAs
  - Capacity Building with Curriculum Hub Specialists and Research Schools Evidence Leads

### Reminders for Essex Primary Heads

- 1) Data Return - This half-term we will be working with the RSC to collect data from all schools in the Hub area to hear directly from you how you want to get involved with the TSH and improve efficient communications. *Individual relationships matter.*
- 2) Evidence Leads in Education – This half-term we will be identifying staff with you across our region to be designated as ELEs to lead on evidence-informed professional development, improve practice and raise attainment for all pupil groups. *Research matters.*
- 3) Alongside Essex LA we will be your only other local Appropriate Body – If you are getting services from Essex, we will be working with the LA to integrate this with our ECF offer. If you are currently accessing an AB through another TSA, we are pleased to report that we will be commissioning partners to continue this legacy under our new combined AB+ECF offer. *Partnerships matter.*
- 4) As a governor for the Venn Essex Maths Curriculum Hub, I am also championing their excellent work in the region and we would like to see more engagement from schools in our region, especially those that are currently under-represented. <https://vennessexmathshub.co.uk>  
Natalie Banthorpe: [mrsbanthorpe@stthomasmores.co.uk](mailto:mrsbanthorpe@stthomasmores.co.uk)
- 5) Cultural Capital is a core function of all school curriculums and now is the right time to be connecting with Royal Opera House Bridge and Arts Council England to lead this area in your school. We are looking to appoint Cultural Champions in all schools in our Hub region, along with Leaders in Cultural Learning and Cultural Governors.  
Roxie Curry: [roxie.curry@roh.org.uk](mailto:roxie.curry@roh.org.uk)  
<https://www.roh.org.uk/learning/learning-in-thurrock/thurrock-trailblazer/cultural-champions>

### c) SAFFRON Teaching School Hub

Designated Area – The Hub covers the Essex local authority districts of Braintree, Chelmsford, Epping Forest, Harlow and Uttlesford with 256 primary, secondary and special schools.

Angela Cass, Director of West Essex TSA representing Saffron Teaching School Hub [angela.cass@efspt.org](mailto:angela.cass@efspt.org) or Doug Brechin, Director of the Saffron Teaching School Hub via [dbrechin@swchs.net](mailto:dbrechin@swchs.net) [www.saffronteachingschoolhub.net](http://www.saffronteachingschoolhub.net)

Angela gave an overview of the Early Career Framework national roll out

The NQT year is changing – it's becoming two years.

- Surveys show that by one in six new teachers leave the profession after only one year; one in three have left within five years of qualifying.
- The learning curve is steepest during the early years of teaching so the plan is to provide improved support for **Early Career Teachers (ECTs)**.
- The DfE references the training that is undertaken in other 'esteemed professions' (e.g. medicine and law) and the support that those seeking a career in those areas receive in order to become a professional.

### **Changes to statutory induction arrangements from September 2021**

ECTs will undertake 2 years of extended support and training, supported by the Appropriate Body and HT.

ECTs in their second year of teaching will be entitled to 5% of time away from the classroom.

ECTs who have started but not completed induction on 1 September 2021 will have until September 2023 to complete a one-year induction period. After this point, these teachers will still be able to complete induction, but will need to complete a full 2-year period.

Qualified Teacher Status (QTS) will continue to be awarded:

- at the end of Initial Teacher Training
- before the start of statutory induction (minus assessment only route exemptions)

### **Delivery of the ECF**

All early career teachers will access a programme of training based on the Early Career Framework. Every Head Teacher and Appropriate Body providing statutory induction will need to ensure they meet these new requirements.

There will be 3 approaches available to enable the delivery of an Early Career Framework-based induction. The approaches are:

1. a funded provider-led programme offering high-quality training for early career teachers and their mentors alongside the professional development materials
2. schools drawing on the content of the [high-quality professional development materials](#) to deliver their own early career teacher and mentor support
3. schools designing and delivering their own Early Career Framework-based induction programme, based on the [Early Career Framework](#)

Action: Decide on your delivery model for an Early Career Framework-based training programme. Note: approaches 2 and 3 are validated by the Appropriate Body

There are 5 key elements to the ECF:

1. 2 years of new, funded, high quality training for ECTs and mentors
2. freely available [high quality development materials](#) based on the early career framework
3. additional funding for 5% time away from the classroom for teachers in their second year
4. a dedicated mentor and support for these mentors
5. funding to cover mentors' time with the mentee in the second year of teaching

**The Role of the Appropriate Body** – held by Local Authorities (including Essex) and Teaching School Hubs

- compliance checks to ensure statutory induction entitlements of early career teachers are met
- assessment verification based on individual headteachers' recommendations
- ensure that all Early Career Teachers have access to an ECF-based induction

Action: Register your ECT(s) with an Appropriate Body to fulfil statutory induction requirements.

### **Mentoring**

All early career teachers will be entitled to a dedicated mentor, who will share their expertise. Mentors will be trained and have access to resources developed by the ECF providers. This role should be separate to that of the induction tutor.

Action:

Identify potential mentors from the existing staff of your school. Who has the skills and experience necessary for this role?

### **The Five Core Areas of the ECF**

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours

The ECF should not be used as an assessment framework, and assessment should only be made against the Teachers' Standards.

Working in partnership with Education Development Trust, one of the Early Roll Out ECF accredited providers, Saffron Teaching School Hub has worked in 2020/2021 to deliver the Early Career Framework as a one year expansion programme available to NQTs whose ITT year was severely disrupted.

As part of the National Roll Out, STSH will be reviewing the six accredited providers' programmes and will be a delivery partner for one or more of these. A team of 14 facilitators will deliver the programme across the five LADs.

What else is part of the Saffron Teaching School Hub Early Career Development offer?

Subject Knowledge Enhancement for Primary Teachers

Recognising the vast subject knowledge requirement for primary teachers, we will offer a series of optional twilights for ECTs to gain further development.

We also aim to be responsive and create training opportunities subject to demand.

## **4. LET'S TALK: A COMMON LANGUAGE AND UNDERSTANDING OF EMOTIONAL WELLBEING AND MENTAL HEALTH**

Lianne Canning, Emotional Wellbeing and Mental Health Co-ordinator (North East and South meetings)

Beth Brown, Emotional Wellbeing and Mental Health Co-ordinator (West and Mid meetings)

A joined-up approach between services to support the emotional wellbeing and mental health of children and young people

The purpose of this new guidance document is to provide a **shared understanding of emotional wellbeing and mental health** so that children and young people (CYP), families, schools/settings and service providers **use a common language**, are

understood and can plan for consistent and equitable support. It is for anyone in Essex, Southend & Thurrock who works with or supports CYP, with a particular focus on emotional wellbeing and mental health. This includes schools/settings, health services and care providers, but it may also be useful for others who provide support as well as parents/carers. Alternative versions aimed at families and children/young people are currently in development.

All versions are being launched in the Spring term.

### **Helpful and unhelpful language**

Unfortunately, there continues to be **inconsistencies and unclear approaches** across the systems and CYP, families and professionals report experiencing or hearing a range of **derogatory and unhelpful terms/phrases** which are experienced as judgemental and **maintain the stigma** around mental health.

The guide includes a table to illustrate how some of the **unhelpful language we may currently hear can be adapted** to promote compassion and kindness, hope, connection and belonging.

### **Risk and protective factors**

Risk and protective factors are **environmental influences on a CYP's wellbeing**.

They are important to consider as they explore the **barriers and support mechanisms that are available** to them at the time of assessment/review.

By using this approach, our **assessments are more holistic** and moves us away from a 'within child' model, placing more of a focus on the support that needs to be made available to them and what will make the greatest amount of difference for them.

Exploring risk and protective factors sensitively with families can enable **increased knowledge and understanding of how more protective factors can be provided within different contexts** e.g. school, home and community, providing families with the autonomy and empowerment to explore further changes that could be made.

The guide includes detailed tables of what Emotional Wellbeing and Mental Health looks like at different levels of need. It will be accompanied by an explanatory leaflet and poster.

Full presentation available at <https://essexprimaryheads.co.uk/story/2000171/spring-term-2021-primary-headteacher-meetings>

## **5. SAFEGUARDING AND HEADTEACHER WELLBEING UPDATE**

Jo Barclay, Schools Safeguarding Manager, gave the following update at the meetings.

### **i) Spring term safeguarding briefing paper**

The latest spring term safeguarding briefing was emailed to primary schools on 1<sup>st</sup> March. The briefings are now being sent to all Designated Safeguarding Leads and Deputy DSLs as well as directly to headteachers. Jo noted that Hayley Speed is now a full time member of the safeguarding team, and she has been working to establish a comprehensive list of DSLs in schools.

### **ii) Safeguarding forums**

The session will provide a safeguarding update and other key, relevant information to support settings in safeguarding. These sessions contribute to the CPD for Designated Safeguarding Leads (or Deputy Designated Safeguarding Leads).

Virtual Sessions – via Teams

- Monday 22 March 2021
- Thursday 25 March 2021

One person (Designated Safeguarding Lead or Deputy) per school.

Please [click here](#) to book your place.

**iii) Child Protection Policy for wider opening**

Available on the safeguarding page of the infolink

<https://schools.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx>

If schools have adopted the January policy/appendix for the school closure period, they should now discard that version.

**iv) Site security and lockdown procedures**

Jo has been working with the health and safety team and the police to develop procedures in the event of a school needing to lockdown in a security emergency. She noted that it is difficult and inappropriate to have a “one size fits all” policy, as every incident will be different. She is also working with Ralph Holloway and Steve Whitfield to develop guidance on reporting serious incidents.

**v) Level 3 DSL training**

Juniper Education is now responsible for organising and delivering Level 3 accredited training, and Jo has been working with them to develop their offer for September. Jo noted that the feedback from this training is usually positive, but she would welcome any suggestions to ensure that the training package meets the needs of headteachers and DSLs.

**vi) 2 Johns online safety training**

The recent online safety training, delivered by the 2 Johns, was attended by 685 professionals and was well received. The resources have also been welcomed. This training was funded by the Violence and Vulnerability Unit, and Jo has asked the 2 Johns to provide a recorded update at the safeguarding forums.

**vii) Safeguarding pupils in Alternative Provision**

Jo has been working with Julie Keating and the Education Access team to strengthen the safeguarding arrangements for children and young people who attend alternative provision. They are developing model templates and paperwork to support schools.

**viii) Reducing risk of suicide guidance**

This guidance has been updated and has been branded in line with the Let’s Talk approach in Essex. The update includes a greater focus on mental health and emotional wellbeing.

**ix) Headteacher wellbeing**

Jo, Stephen Chynoweth and Steve Whitfield ran a further online training session attended by 130 governors (around 350 have now attended the wellbeing training). She has scheduled a meeting with the governance and clerking teams in Juniper Education to ensure that the approach, support and training are aligned.

Jo is considering the next step in the programme, including developing coaching support; she is liaising with the EPHA Professional Officer.

**x) MACE reports**

These are sent out to schools each term; it was noted by headteachers that these are very helpful to give the safeguarding context in each area.

## 6. DATES AND TIMES OF FUTURE MEETINGS

### Area Heads Meetings

Summer term 2021 (Online or at venues – to be confirmed)

N-EAST	Wednesday 16 June	Colchester Community Stadium
SOUTH	Thursday 17 June	Holiday Inn, Basildon
WEST	Wednesday 23 June	Weston Homes Business Centre, Takeley
MID	Thursday 24 June	Chelmsford City Football Club

Autumn term 2021

N-EAST	Wednesday 10 November	Colchester Community Stadium
MID	Thursday 11 November	Chelmsford City Football Club
WEST	Wednesday 17 November	Weston Homes Business Centre, Takeley
SOUTH	Thursday 18 November	Holiday Inn, Basildon

Spring term 2022

N-EAST	Wednesday 2 March	Colchester Community Stadium
SOUTH	Thursday 3 March	Holiday Inn, Basildon
WEST	Wednesday 9 March	Weston Homes Business Centre, Takeley
MID	Thursday 10 March	Chelmsford City Football Club

Summer term 2022

N-EAST	Wednesday 15 June	Colchester Community Stadium
SOUTH	Thursday 16 June	Holiday Inn, Basildon
WEST	Wednesday 22 June	Weston Homes Business Centre, Takeley
MID	Thursday 23 June	Chelmsford City Football Club

### EPHA Conferences

Headteachers' Conference

Friday 19 March 2021	to be held virtually
Friday 25 March 2022	Stock Brook Country Club

Deputy/Assistant Headteachers' Conference

Friday 8 October 2021	Colchester Football Stadium
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