

ESSEX PRIMARY HEADTEACHERS' ASSOCIATION

MINUTES OF THE EXECUTIVE COMMITTEE MEETING HELD ON THURSDAY 18 JUNE 2020 from 9.30 am –11.40 am

The meeting was held virtually, as a conference call, as a result of the lockdown during the Covid-19 pandemic.

* indicates attendance

Distribution	*Lois Ashforth	Dengie
	*George Athanasiou	West Vice-Chair
	*Dawn Baker	Chelmsford West
	*Sue Bardetti	Tendring South
	*Nicky Barrand	South Chair/Basildon East & Pitsea
	*Isobel Barron	West Chair
	*Liz Bartholomew	Harwich and Dovercourt
	*Liz Benjeddi	Billericay
	*Heidi Blakeley	Wickford
	*Amanda Buckland-Garnett	South Woodham Ferrers
	*John Clements	Uttlesford South
	*Anna Conley	Witham
	*Dawn Dack	Mid Chair/Maldon
	*Ceri Daniels	Colchester South
	*Emma Dawson	Castle Point and Benfleet
	*Paula Derwin	Colchester East
	*Richard Green	South Vice-Chair
	*Mary Jo Hall	West Treasurer/Uttlesford North
	*Nick Hutchings	EPHA Vice-Chair/North East Chair/ Colchester West
	*Pam Langmead	EPHA Professional Officer/County Treasurer
	Julie Lorkins	Epping Forest Rural
	Ian MacDonald	Tendring Mid
	*Kate Mills	Braintree
	*Nicola Morgan-Soane	Mid Vice-Chair/ Chelmsford South
	*Jinnie Nichols	Halstead
	*Hayley O'Dea	Rochford
	*Matt O'Grady	Brentwood
	*Donna Parker	Tendring North
	*Richard Potter	North East Vice-Chair
	*Harriet Phelps-Knights	EPHA Chair
	Amanda Reid	Chelmsford North
	*Angela Russell	Basildon West
	*Gary Soars	Rayleigh
	*Karen Tucker	Canvey Island
	Jonathan Tye	Harlow
	Vacancy	Epping Forest South
	*Emma Vincent	RA Butler Academies

LA Officers	Clare Kershaw	Director of Education
	Jo Barclay	Schools' Safeguarding Manager
	Lisa Fergus	Assistant Director, South quadrant
	Alison Fiala	Head of EY and Education, Mid quadrant
	Alex Abercrombie	ECC Education Delivery Manager
	Michelle Winter	Senior HMI, Eastern Region

1. WELCOME AND APOLOGIES FOR ABSENCE

Action

Harriet Phelps-Knights (EPHA Chair) welcomed everyone to the meeting, including Jinnie Nichols, the new representative for Halstead, and Matt O'Grady, the new representative for Brentwood. She also welcomed Emma Vincent, headteacher at RA Butler Academies.

Apologies were received from:

- Jenni Evans Warley Primary, Brentwood
- Julie Lorkins Epping Forest Rural
- Amanda Reid Chelmsford North

It was noted that the meeting would be recorded for the purposes of the minutes, but the recording would not be retained or published.

2. INTRODUCTION – CLARE KERSHAW, DIRECTOR OF EDUCATION

Clare started the meeting by expressing her gratitude to headteachers. She noted that the last two weeks since the wider reopening of primary schools has gone very smoothly, entirely down to their planning, leadership and organisation enabling Reception, Years 1 and 6 to return to school. She noted that it was fair to say that primary schools have had a much more significant challenge this term in terms of responding to the government agenda; she commended the heads for getting through another phase of the Covid-19 pandemic. Those phases began in March, with schools struggling to staff their schools, the partial closure of schools, the lockdown, the Easter holidays, the start of the summer term, and now the wider reopening to more pupils. Secondary headteachers recognise the pressures and challenges that have been asked of primary school leaders. Whilst the LA can provide advice and guidance, they cannot make the decisions that ultimately have to be made by individual headteachers.

Clare accepted that the DfE survey was not user-friendly initially, but she asked headteachers to start to populate the daily attendance form so that the LA gets the attendance data set, and to encourage colleagues to do the same.

On Tuesday 16th June – attending primary schools in Essex (DfE data set):

5,362 Reception children in schools across Essex

4,850 Year 1

5,908 Year 6

8,000 critical worker children and about 1,800 vulnerable children.

Figures have therefore gone from about 4,500 pupils in school to over 20,000 a day, a significant shift since the the beginning of May; the majority of schools are open to the

eligible year groups. Clare recognised that communication with parents has been an ongoing challenge for headteachers, who have had to explain their decisions around provision of places.

Clare talked about how she has been working: over the last 2 months she has been meeting regularly with the EPHA and ASHE Professional Officers, which has offered really effective two-way communication to understand what is happening on the ground, which has helped shape the guidance and support that schools need.

She has also met three times a week with the Unions; those meetings have also been useful and are now collaborative, collegiate and consultative. The LA has tried to mediate where staff members have raised issues with their Unions. The Unions have welcomed this and have used this support effectively. They have been supportive of the approach taken by the LA around wider opening, i.e. the focus on risk assessments driving decisions.

Clare explained that she also meets regularly with her regional counterparts, discussing common and mutual issues, which are fed back to the DfE. The School Communications route also remains open to schools. The frequency and intensity of these meetings and communications will not be able to continue when schools are back to business as usual, but the communication during the last 3 months has been very effective in the county.

The Local Authority's main route of engagement with the DfE has been through the Regional Schools Commissioner's office, linking with the area lead, Ian Jacobs. Clare has weekly meetings, and the chance to hear information from the DfE and, importantly, to feed back issues such as the complexity of the DfE survey. The office of the RSC then feeds back issues to the DfE, and this informs the DfE guidance.

The other route to the DfE is through the regional Director of Children's Services; Colin Foster is the regional lead who communicates directly with Sue Baldwin, RSC.

Summer is the number one topic of conversation at the moment, then September opening, then a raft of issues including early years, children's social care, colleges and FE, and transport featuring highly.

The LA is expecting the announcement about the summer catch up programme this week, or next. The LA has chosen to interpret the DfE guidance to make it work for Essex schools, taking advice from Public Health when necessary, and where appropriate making joint regional decisions. For example the guidance about using rotas was a regional decision, though it advised that schools avoided morning and afternoon rotas, so that they could follow protective measures such as cleaning. She emphasised that the risk assessment drives each school's decisions and the LA is very clear about that.

Clare and colleagues spent the previous day producing "bubbles guidance" and this was sent out to schools that morning. The DfE had expected that all eligible children would return to school and there would be no change or alteration to the grouping of children. Clare has run some of those issues past Public Health England and this LA guidance is produced as suggested advice.

The LA has also suggested, following the publication of wider opening guidance from the DfE, that if a school is at full capacity and cannot open up to any more children, that a school might want to cease the offer for Years R, 1 and 6 (not the critical worker/vulnerable children) five working days before the end of term to enable the school to offer some face to face time with other year groups. She emphasised that this is only a suggestion, for heads to consider with their governors and senior leaders.

Following the meeting, the following clarification was given and in agreement with the Unions:

Wider Opening – Flexibility around end of term

In our recent guidance on [scaling up onsite provision](#) we suggested that primary schools who do not have capacity to offer onsite provision to more year groups, could consider ending the term 5 days early for those year group/s currently accessing provision. This provides schools with more flexibility than proposed by the DFE guidance, which states that provision for reception, years 1 and 6 should be full time and to the end of term.

We have been asked if there is flexibility around the 5 days and whether this could be longer. Our suggestion is based on the desire to offer all year groups some face to face time at school, before the end of term. If you need more than 5 days to be able to make this offer, we would be supportive of this, but any changes to the provision for those children already accessing school would need to be proportionate and reasonable. We do not expect the provision to years R, 1 and 6 to cease any earlier than the 10th July (the end of the penultimate full week of term).

You will need to clearly communicate any changes and the rationale for doing so, with parents and update your risk assessment. A reminder that provision for the children of critical workers and vulnerable children should remain full time and to the end of term.

Clare reminded headteachers of the offer of support from HMIs and SEPs to discuss the wider reopening plans and thanked the HMIs for their support, who have also been working on the guidance documents with the LA.

One headteacher asked if Clare could make sure that School Effectiveness Partners are aware of the new suggested guidance, as they have previously been advising schools that they could not expand provision in this way. Clare agreed, noting that this LA guidance is only a day old and she had not yet had the chance to share with the SEPs.

In response to a question from a headteacher, Clare confirmed that there was no obligation to include as many as 15 children within a bubble if the risk assessment suggests otherwise; group sizes will be determined by space, staffing and the children within a group, and their specific needs. For example, if children have special educational needs it may not be safe to have as many as 15 within one group. Clare reminded heads that there is a hierarchy of protective measures and the risk assessment drives the individual decision.

There hasn't been any specific guidance about children with special educational needs within mainstream schools. It was noted that it would be very helpful to have a letter from Clare to parents that can be used to explain and back up the decisions that

headteachers are making in relation to wider opening. Clare doesn't underestimate the challenge of communication from and with parents and is happy to write something if that would be helpful to schools. However, she noted that she wouldn't want schools to close to those eligible groups earlier than 5 days before the end of term.

There was a discussion about the use of a day or more at the end of term to hold staff meetings, to ensure that staff are confident about reopening in September. Clare agreed this would be helpful, but heads were reminded about the need to ensure proper social distancing of adults in particular. She noted that with the introduction of the test and tracing system, people will only be asked to self-isolate for 14 days if they have been in closer proximity than 2 m with someone who has become symptomatic.

Harriet thanked Clare for her very helpful and interesting input.

3. MICHELLE WINTER – SENIOR HMI EASTERN REGION – OFSTED

Michelle was welcomed to the meeting. She noted that she has been working for Essex with her HMI colleagues, but for the purposes of the meeting she has her Ofsted hat on (if not her badge!). She acknowledged that this is a really difficult time for everybody, and particularly headteachers, and in her conversations she can hear the anxiety and fatigue in head's voices, and thanked them on behalf of Ofsted for the resilience they have shown making really hard decisions.

On 17th March the Secretary of State allowed Ofsted to temporarily suspend routine inspections. They reserved the right to undertake emergency inspections when they have been required, but in reality have done very few of these nationally and none in the East of England. The Early Years and Social Care regulatory function continues, those Ofsted staff have continued to be busy. Ofsted also needs to register social care and early year providers and that continues.

Ofsted inspectors who are serving practitioners continue in their own schools or jobs. All but two of the HMIs have been deployed to other areas, DWP, Department of Social Care, and working for Local Authorities.

There is no date set for the return to routine inspection through the Education Inspection Framework; this would not yet be proportionate and appropriate. Other changes have included suspension of early years learning and development requirements, the cancellation of the EYFS Profile for the academic year, and the suspension of the 2 year-old check. The Initial Teacher Education Framework is about to be published (by the end of the month or thereabouts) and those inspections of IT providers won't take place until at least January.

When school inspections stopped, Ofsted also halted the publication of reports that are in process. Ofsted has now begun to send reports for the factual accuracy check (with extended timelines). From next week Ofsted is starting to publish reports that are in the system and schools will receive a call to alert them to this where relevant.

Michelle is continuing to deal with complaints either about Ofsted or about schools. Concerns come from parents, or from schools about inspections. They are following usual processes, but without the initial scoping call to avoid putting additional demands

on headteacher time. Ofsted has been investigating with its usual rigour; if this goes to Step 3, a panel discussion goes ahead but without the independent adviser (but takes place out of region). There hasn't been a rise in complaints over the period; there may be an increase over the next few weeks/months as more children return to school.

What next? Ofsted is starting to think about how to get back to business as usual; there are no decisions yet, but there are discussions taking place about how to manage an interim period. Ofsted is considering some sort of visit to schools; not this term or very soon into the autumn term; the timescale will be driven by what is happening in schools and in the country. Ofsted has responsibilities to provide assurance to parents, to provide assurance to the government, report on the safety of the sector, and to support school improvement and offer guidance. Michele asked what sort of visit might be helpful? HMCI has stated very clearly that Ofsted will not be judging schools on what education has or has not been provided during the pandemic; this is not appropriate and there are no benchmarks provided by DfE. Michelle noted that she would be really interested to hear from heads about what they would like to engage with Ofsted including about curriculum, safeguarding, arrangements about Covid-19, which schools should be visited and so on? These discussions are taking place internally, and HCMI is talking to DfE.

One question raised was whether Ofsted recognises the needs to adjust the EIF to recognise the gaps in curriculum that children will have lost. Michelle acknowledged that schools are now in a very different place than where they were at the beginning of the year; within the EIF there is the flexibility and recognition that schools need to have a curriculum that is appropriate for their pupils at their time; that is where Ofsted will focus and they won't expect to see schools as they were in January/February. One headteacher liked the idea of a visit; he noted that Ofsted has an office of authority, and feedback can be useful, but currently there is a high stakes inspection framework. This head welcomes the narrative with a highly skilled, experienced professional, but not the fact that this results in a judgment. Michelle noted that the point about high stakes is important, as if there is a judgment at the end of a visit then it immediately becomes high stakes, and the notion of the visit being supportive and giving guidance is trumped by the judgement.

Another asked (*in the chat*): "The key words are "visit" or "inspection" which would it be?" One headteacher noted that they would welcome a visit structure similar to the external advisor role: safeguarding processes, curriculum, teaching overview and light challenge and a summary report.

Referring to the assurance that Ofsted would not inspect a school's response to the Covid-19 pandemic, one headteacher noted (*in the chat*): "This has been the most challenging period of my 20 years as a school leader. In a world where there is still much uncertainty, the one thing that could be done it so assure us of no inspections until September 2021. I also, like many other, am really proud of what we have put in place during this period and I do not think that this should be ignored and not looked at (but not judged)." Another headteacher agreed, saying: "Many schools have provided a curriculum that was tailored to their pupils during closure and did not jump on the first online provider that they came across, My staff worked so hard on what was right for our children and this needs to be acknowledged." She added that it is probable that

ParentView will comment on a school's response during the pandemic, so this cannot be ignored by Ofsted. Michelle noted that Ofsted has been reviewing ParentView for some time, and would take this observation into account when considering feedback from parents.

The group discussed when and how Ofsted will start to consider accountability measures including attendance, progress and attainment data. Michelle agreed that this is an unknown at the moment and that, for example, pupil attendance data will be meaningless for some time. She noted that the existing Education Inspection Framework does not rely heavily on data, and explained that future inspections will continue to look at a school's curriculum and how that is being developed to meet the needs of the pupils, including how it might address gaps in a child's knowledge and attainment. The data may raise questions and they can be addressed through the usual conversations during an inspection or visit.

Harriet thanked Michele, and noted that there was a lot for everyone to consider and for her to take back. It was agreed that the minutes of the meeting and any additional comments (sent to the Professional Officer) should be forwarded to Michele. She reminded headteachers that this was not an official Ofsted consultation, rather a discussion and a way of gathering the views and opinions of a group of headteachers that she can then feedback to Ofsted.

Michele Winter left the meeting.

4. JO BARCLAY – SCHOOLS' SAFEGUARDING MANAGER

Jo was welcomed to the meeting. She gave the following update, reminding headteachers that regular safeguarding briefings are being sent out via Clare's daily communications to schools.

A second interim Child Protection Policy has been produced, linked with the wider reopening of schools. In addition a model Health and Safety Covid-19 Policy has been published. These and other documents can be found on the safeguarding page of the Essex Schools Infolink.

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

Level 3 training for designated leads continues to take place online, run by Juniper.

The consultation on Keeping Children Safe in Education has been suspended, but it has just been announced that a new document will be effective from 1st September. Jo will share details of the document changes this term or in the autumn term.

Jo noted that as pupils return to school there may be an increase in referrals, and staff need to be confident and ready to hear disclosures and know how they should respond. She noted that the Let's Talk Recovery information supports this process. One headteacher noted that his school had recently received a disclosure from a pupil and he had been really pleased at the response from the safeguarding team. Jo confirmed that she is also working with the Effective Support hub to look at the conversion rate data, as conversions seem to be low.

Jo explained that she has been doing some work on the equality and diversity guidance that is available to schools, including transgender guidance (that has recently been criticised by a support group). In addition, she noted that schools will need and want to address the issues raised by the current focus on Black Lives Matter, and she will provide guidance as this becomes available. Nicola Morgan-Soane noted that she would be keen to be involved with an equality and diversity working group.

Jo is leading on the Headteacher Wellbeing Programme for ECC. This was started last year and continues to be an important piece of work, albeit interrupted by the Covid-19 pandemic. Jo recently met with Sally Rundell (a consultant working on this issue), the EPHA Chair, Vice-Chair and Professional Officer, to consider the tools and resources that will support headteacher wellbeing. One issue discussed is the need for governors to support their headteacher, including understanding that the performance management appraisal process will need to be adapted this year. She confirmed that Nicki Harris, Juniper HR for Schools, has been involved in these discussions and so the current governor training on appraisal should reflect this. In addition, a video is being produced that can be shared with governors around headteacher wellbeing. Jo noted that she has met with the Assistant Directors and Heads of Education to discuss the approach, and will run training for the School Effectiveness Partners about how to have the right conversations with headteachers about their wellbeing, particularly at this difficult and stressful time. She will continue to consult with headteachers about what will support their wellbeing. It was stressed that the approach from the LA will be pragmatic, and will not add to the headteacher workload.

5. CONTINUED DISCUSSION WITH CLARE KERSHAW AND LA OFFICERS

a) Transition

Alison Fiala explained that the Education Team and HMI deployed to Essex have produced guidance around transition, for early years, primary and secondary settings; this will be sent to schools on Friday 19th June. The primary-phase document and the partial EY document had been shared with the Executive that morning and a number of suggestions were made to amend the information. It was stressed that this is guidance and collated ideas for schools, not a checklist, and that schools are already working hard on their transition arrangements at all stages. The next four weeks will be critical.

The Executive noted the reference in the latest DfE guidance to primary schools accessing space on secondary school sites. Clare stressed that this is around increasing physical capacity, and at this stage is probably impractical to organise; there is no expectation that secondary schools will offer space to primary pupils. The LA bubbles guidance refers to this. There has been discussion with the secondary schools around Year 6 transition, and they understand the importance of liaising effectively with primary schools. They are also planning the induction period for Year 7 pupils at the start of the autumn term, but this should not be at the expense of no contact with primary schools this term.

b) Census and school funding

One headteacher noted the need for clarity about the September term, including the potential impact on school funding if schools are only open to some of their pupils by the date of the census return. Clare confirmed that she has raised this issue with the

DfE and has asked that the census date should be delayed.

c) Critical worker priority status

The Executive discussed the current arrangements for critical worker and vulnerable children, arguing that continuing this priority group makes wider opening more complicated. Clare suggested that there will need to be a pragmatic view from the government; logically if schools are opened more widely because the pandemic is at a less critical stage, then the justification for offering priority places to the children of critical workers will not be there, particularly if this childcare is not offered during the summer holiday period. She stressed that the critical worker guidance defines them as being critical to the Covid-19 emergency response, and this is the approach that schools should take when determining who is, or isn't, a key worker.

d) Summer holiday provision

The EPHA Executive discussed the uncertainty around the summer holiday period, and Harriet reminded everyone of the views expressed at the last Executive meeting on the 9th June. It was argued then that three different scenarios might be proposed by the DfE and the Executive response was as follows:

1. Total closure of schools – unanimous agreement
2. Critical workers only – everyone against, and it was argued that as the national emergency is not now at peak critical workers should be able to organise shifts and childcare as they normally would in the holiday period.
3. Summer schools/clubs opening on school sites – not reasonable or viable for primary schools. It was suggested that secondary schools could be asked to host local provision.

Clare repeated that the Local Authority is working on a potential childcare offer over the holiday period, using Active Essex and private sports and childcare clubs; she is not supporting an education offer over the summer involving schools. She is acutely aware of the wellbeing of headteachers and their staff and knows that they will need to have time to plan for the wider opening of schools in September. She explained that she anticipates that holiday provision will mainly be based outdoors or may use halls or larger rooms, and that clubs will follow the existing guidance that allows for social distancing rather than the use of “bubbles” as followed in schools. She stressed that it will need to be a meaningful offer, ensuring that children and young people have the opportunity to socialise, exercise and re-engage with each other. The Executive questioned whether any holiday provision would be paid for by parents or provided by the education system. Clare noted that the LA may subsidise disadvantaged children, but the expectation would not be that childcare was paid by schools.

e) September reopening

Clare agreed that it is imperative that schools receive clear and realistic guidance from the DfE as soon as possible; in the meantime, the LA is working on guidance to support schools but needs guidance and direction from the DfE. A range of issues are being considered, including:

- Social distancing – 2m or 1m or something else?
- The blended learning offer – remote learning is likely to continue in some form;
- Assessment of pupils, whether in or out of school, recognising the gaps in education, but also some of the positive aspects of learning during the

lockdown;

- A recovery curriculum;
- Attendance – this will need to be answered by the DfE, but must be pragmatic;
- Use and accessibility of technology;
- Future tests and exams, including SATs, EYFS baseline, phonics;
- Recruitment and staffing levels – preparing for lower numbers of NQTs;
- Safeguarding;
- Transport;
- Delayed and staggered starts.

A number of suggestions and questions were made through the chat function, including:

- Is there a possibility that the school day could be extended without the normal consultation process?
- Presumably the remote/home learning will have to become more formal and prescribed so that the education offer for all year groups becomes more consistent across schools.
- (My) suggestion would be bubbles of 30 – maintaining staggered starts/finishes, lunch arrangements, no cross-class mixing.

Clare reminded headteachers that they can set up telephone interviews with HMI and SEPs to discuss their thoughts in more detail. Email denise.hobbs@essex.gov.uk

It was agreed that there would be another EPHA Executive meeting later in the term (week commencing 6th July) to discuss reopening plans for September, whether or not DfE guidance is available at that time.

**Professional
Officer**

6. THE FUTURE OF EDUCATION

Harriet noted that, following the last Executive meeting on 9th June she and the Professional Officer fed back the views discussed about the future of education at a meeting with Clare. These included a strong view that the nature of education should change, there should be a comprehensive review of the content and purpose of the curriculum, and that Ofsted and SATs tests should be removed entirely or at least radically altered. The accountability of schools is essential, but could be done differently such as employing independent peer to peer review.

It was suggested that an online discussion group should be set up to discuss this issue with Helen Lincoln and Clare Kershaw.

Following the meeting it was agreed that this preliminary session will be limited to the EPHA Chair, Area Chairs and the Professional Officer, joined by colleagues from ASHE.

Harriet thanked Clare and the education team for their support and guidance during this unprecedented period.

7. ANY OTHER BUSINESS

Violence & Vulnerability partnership - localities priority and proposal to work with primary schools (in identified areas)

The Professional Officer referred the Executive to a paper from the Violence and Vulnerability Operations Board that she circulated in advance of the meeting. This explained:

As part of the analysis being undertaken to inform the V&V work, we are increasingly developing our understanding of localities across the county.

Following a V&V webinar on 1st June, and from our broader work as a partnership, we are keen to explore our approach to longer term prevention, intervention and diversion with primary aged children, in a school setting, and in targeted localities.

The idea we would like to explore with you is support for children in primary schools with key messages about V&V risks which we can evidence has an impact. This could be, for example, a piece of interactive tech, with tools to help children think about risks, which links in with and supports teachers and members of staff as part of the overall safeguarding approach.

The proposal is to provide certain identified schools with a fully funded resource pack / tool which would assist teachers in:

- *Imparting information about the risks of identified areas, this could include for example county lines, knife crime, serious violence.*
- *Educating children and young people (CYP) as to the signs to look out for and provide them with resilience strategies to 'resist and report'.*
- *A feature of the pack or tool could include an element of technology, which could allow CYP to interact with and disclose their feelings, removing the potential barrier of talking to an adult (initially), this way providing staff with the ability to gauge the anxieties and concerns of their school population remotely and take remedial action where necessary and as they see fit.*

We understand that there are a lot of packs and tools around, and some really good work already being undertaken, and for any work we agree to progress, it would be important to build on this. However, we believe, especially in the period of re-introduction to school for many children, and as schools welcome more of their pupils back into the classroom and the abnormal period they are currently experiencing, children and teachers might need some additional support. The work would also be about supporting the input for PSHE as part of key stage two.

The Violence and Vulnerability Operations Board is fully aware of the huge amount of work that schools face in preparing for more children returning to school in the coming months. It is absolutely not the intention of this group to impose anything that creates additional work for teachers and staff, but rather aids and supports staff, providing a productive safeguarding activity.

There is funding for our localities work within the V&V budget in 2020/21, so to make use of this opportunity, it is important we move quickly. If there is support for this

approach, we would need to identify the schools to work with quickly, therefore, to assist in this we are sharing the idea that such a programme could possibly be rolled out across 100 primary schools across Southend, Essex and Thurrock.

The V&V Operations Board asked the Executive to consider two questions:

1. Do you feel a pack / tool (possibly using technology) will assist in those schools facing the greatest pressures at this time in terms of children's vulnerability and potential exposure to serious violence / harm?
2. If yes, please share which schools for the Essex area, based on the data you have, a list (of 80) identified priority schools.

Headteachers welcomed the support and funding that might be available through this proposal. A number of suggestions were made, including:

- Packs or a counselling offer would be useful;
- Support for children/young people experiencing domestic abuse
- Identifying areas (and schools) that may be a hot spot for County Lines, gangs, trafficking.

It was **AGREED** that the Professional Officer would feed back to the V&V Operations Board, and that she would work with Alison Fiala to consider the proposal further.

**Professional
Officer
Alison Fiala**

Pam Langmead
EPHA Professional Officer