

**WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE  
MANOR OF GROVES HOTEL AND CONFERENCE CENTRE  
FRIDAY 20 MAY 2022**

**MEETING SUMMARY: ISSUES AND RECOMMENDATIONS**

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p 3 **SAFEGUARDING IN SCHOOLS** Andrew Hall

p 5 **EPHA update** Isobel Barron and Pam Langmead

p 5 **DATES AND TIMES OF FUTURE MEETINGS 2022/23**

**WEST meetings with the Local Authority officers 2022/23**  
**Manor Suite, Manor of Groves**  
 Wednesday 22 June 2022  
 Wednesday 9 November 2022  
 Wednesday 1 March 2023  
 Wednesday 14 June 2023

**WEPHA Conferences, Collonade Suite, Manor of Groves**  
 Friday 30 September 2022  
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**Headteachers**

Ros Allsop	Clavering Primary	Llewellen Lawson	Dr Walker's CE Primary
Isobel Barron	Roseacres Primary/Chair	Bernie Miele	Tany's Dell Primary
Dale Bateman	Coopersale and Theydon	Sophia Pardalis	Limes Farm Juniors
	Garnon Primary	Christine Peden	Pear Tree Mead Primary
Nikki Batt	Moreton CE Primary	Teresa Phillips	Thomas Willingale School
Justine Brooks	Thaxted Primary	Andre Rall	Theydon Bois Primary
Jo Clayden	Stebbing Primary	Simon Rance	Ashdon Primary
Sarah Cowley	The Henry Moore Primary	Colin Raraty	Fritch Green Academy
Casey Cox	St James CE Primary	David Rogers	Bentfield Primary
Matthew Curzon	St Mary's CE Primary, Stansted	Helen Russell	Chipping Ongar Primary
Michael Doughty	Milwards Primary	Marnie Tait	Manuden Primary
Jodie Evans	High Ongar Primary	Linda Todd	Elsenham CE Primary
Katie Henson	St Andrew's CE Primary	Emma Vincent	RA Butler Academy
Claire Jackman	Great Easton CE Primary	Stacey Ward	Church Langley Primary
Chris Jarmain	St Mary's CE Primary, SW		

**In Attendance**

Pam Langmead	EPHA Professional Officer
Andrew Hall	Safeguarding in Schools

**School leaders**

Sharon Vessey	Birchanger CE Primary
Alison Skinner	Great Easton CE Primary
Jen Lott	Church Langley Primary
Anthony Hull	Katherine Semar Schools
Kathie Moy	Katherine Semar Schools
Fern Middleton	Tany's Dell Primary

**Apologies**

Gina Bailey	William Martin Schools
Rebecca Pine	Newport Primary

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at [pam@langmead.me.uk](mailto:pam@langmead.me.uk) for amendment.

**NOTES OF THE SUMMER TERM WEPHA CONFERENCE HELD ON FRIDAY 20 MAY 2022  
COMMENCING AT 9.15 AM**

Action

**1. EPHA WELCOME**

Isobel Barron, WEPHA Chair, welcomed the West headteachers and senior leaders at the meeting. She noted the following new headteachers in West Essex this term:

- Todd Miladinovic Little Parndon Primary
- Colin Raraty Flitch Green Academy (Interim headteacher)
- Darryl Crawley Rodings Primary (Acting head)
- Ruth Baugh St Mary's Hatfield Broad Oak and Little Hallingbury (Interim)

**2. SAFEGUARDING IN SCHOOLS**

A former headteacher, Andrew Hall is a specialist safeguarding consultant who now helps schools keep children safe, in school and out. With a multitude of challenges, today's world is complex for children to navigate, and for adults to support them. Many of you will receive Andrew's weekly safeguarding update, and he is regarded as an expert in his field – with a real understanding of the safeguarding challenges that schools face on a daily basis.

In this presentation, Andrew considered recent safeguarding practice reviews, and shared his learning and experience across a range of topics in order to help schools tackle these issues with greater knowledge and confidence.

Andrew reminded headteachers of what he regards as the three strands of safeguarding:

- Creating a safe space for children to talk
- Creating a safe work environment for adults (including their wellbeing)
- Creating a safe place for children to learn

He started his presentation by referring back to the tragic story of Maria Colwell, who was killed by her step father in 1973. This led to significant statutory changes including the introduction of Section 47 referrals. Sadly, many of the aspects of her case have not been learned and we see the same failings occur over and over again.

The new version of Keeping Children Safe in Education, due to come into force in September 2022, removes what Andrew regards as a crucial sentence. The current version states:

*Concerns about a child's welfare should be referred to local authority's children's social care.*

This sentence has been removed, so the 2022 version simply states:

*Where a child is suffering, or is likely to be suffering from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.*

Andrew suggested that schools need to have discussions with social care in their authority

to understand the new expectations.

**Monitoring: schools need to consider**

Why?

Who is it for?

Data collection

Key Performance Indicators

Format

Next steps

Andrew outlined three possible approaches:

*Approach A*

Look for order in the chaos

Seek transparency where you need it most

Work out the quickest way to success

Find the right people to help

*Approach B*

Experience

Reflection

Analysis

Action

*Approach C*

Compliant

Effective

Innovate

Collaborate

**Peer on peer abuse has been included in KCSiE since 2016.**

Definitions

Peer-on-peer abuse – any kind of abuse between peers, but has come to refer to sexual abuse

Sexual violence and sexual harassment – specifically sexual abuse across a spectrum of behaviours

Harmful sexual behaviour – developmentally inappropriate sexual behaviour displayed by children which may be harmful or abusive

33% of perpetrators of child sexual abuse are under 18

Examples include:

- inappropriate or unwanted touching (22%)
- pressurising, forcing or coercing others to perform or take part in sexual acts or nude images
- sharing sexual images of a person without their consent (300%)
- taking a picture under a person's clothing without their consent

- sexual harassment (36%)
- sexual or sexist name calling (most prevalent – 73%)
- rumours about students' sexual activity (55%)

### **Harmful Sexual Behaviour: a continuum of behaviour**

It is vital for professionals to distinguish normal from abnormal sexual behaviours. A child's sexual behaviour should be considered abnormal if it:

- Occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- Occurs with coercion, intimidation or force
- Is associated with emotional distress
- Occurs between children of divergent ages or developmental abilities
- Repeatedly recurs in secrecy after intervention by care givers

### **Brook Sexual Behaviours traffic light tool**

Professionals must attend Traffic Light Tool training or complete an e-learning course to be able to use the tool safely and, therefore, the tool cannot be shared with staff who have not completed the training.

Green light behaviours are sexual behaviours that are typical and developmentally appropriate

Orange light behaviours are sexual behaviours which cause concern

Red light behaviours are sexual behaviours which indicate or cause harm

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

Andrew also highlighted the Parents Protect website

<https://www.parentsprotect.co.uk/>

### **The Relationships Education, Relationships and Sex education (RSE) and Health Education 2019 guidance states:**

“Schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.”

“Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable.”

“Pupils should know... the importance of permission-seeking and giving in relationships with friends, peers and adults.”

“Pupils should know... that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online.”

“Pupils should know... that each person's body belongs to them, and the differences between appropriate and inappropriate and unsafe physical, and other, contact.”

Follow the training session it was agreed that EPHA will aim to set up Brook Traffic Light Tool training for West headteachers.

Andrew was thanked for his informative and compelling presentation.

### 3. EPHA UPDATE

- a) The Professional Officer gave feedback from the EPHA Executive meeting that had taken place the previous day, noting that headteachers have real concerns about the pace of change and expectations from both DfE and the Local Authority. In Essex this includes changes relating to the allocation of SEND top-up funding, and the introduction of the Ordinarily Available framework and the expansion of the Inclusion Framework programme. The value of these initiatives is accepted, but there are concerns that schools are being asked to introduce a number of complex initiatives with little information and training, and at a time when the capacity of schools is stretched to the limit.

Alongside this the DfE White Paper and, even more critically, the Schools Bills that have been published, increases the uncertainty about the future of the education system. Whilst the DfE's stated aim is that "all schools will be in a MAT by 2030 or will have plans to join or form one", a more immediate concern is how the Local Authority will respond to the proposal that they can direct schools into academies and, potentially, could decide not to maintain schools at all from September 2023. Although the Professional Officer stressed that the LA has made no decisions or announcements in response to the Schools Bill proposals, this inevitably has created anxiety for school leaders and governors. EPHA hopes that the Education Director will be able to give some direction (and, possibly, reassurance) to headteachers at the headteacher meetings in June.

#### b) Dates for the diary

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The meeting ended at 12.30 pm