



## Local Safeguarding Children Group

### Breckland

### Minutes

20<sup>th</sup> July 2023

10:00-12:00

MS Teams

**Present:**

| Name                    | Title                                           | Organisation    |
|-------------------------|-------------------------------------------------|-----------------|
| Michelle Wilkins        | Early Help worker                               | NCC             |
| Brian Feltham – Daniels | Community Early Help Worker                     | NCC             |
| Mark Osborn             | Safeguarding Intelligence & Performance Officer | NSCP            |
| Steve Creasey           | Head teacher                                    | Ashfield        |
| Tracey Palmer           | Family Programme Coordinator                    | ECFS            |
| Heather Heslin          | Team manager Intensive Support                  | NCC             |
| Luke Martin             | Lead worker for Matthew project                 | Matthew Project |
| Alexander Cox           |                                                 | My Voice        |
| M Lawrence              |                                                 | Leeway          |

Apologies

Gemma Starling

Vicki Horton

Judi Cooke



|   | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1 | <b><u>Welcome &amp; Introductions</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2 | <b><u>My Norfolk My Voice presentation and discussion</u></b><br><br><b>Alexander Cox</b><br>A survey we conducted last autumn last year, and part of my role is to gather insight so we can help with decision making. Partly, it was aimed at telling us about how children like to be engaged. So it was obvious we needed to do some guess work till we gathered enough information. And for this, we spoke with children and young people on how we can approach on how to engage them.<br><br><b><u>PowerPoint Presentation</u></b><br>We went for an online survey and though this would be able to get to as many people in the quickest time possible it was open to everyone in the hope of receiving responses. This approach was successful as we have loads of data back in graphs and such and we took what we learnt from the data and created statements. This includes all children and young people.<br><br>The biggest thing we understood was that the children did not fully know why we were talking to them and why we were there. Establishing who you are, why you are there and to try a build an interest for the young<br>The professionals can also help in establishing the groundwork and connecting you to all children and young people. They are not asking them to go out of their way,<br><br>We ended up with multiple choice to give the freedom of the young person's voice. This included no branching, or extra questions as they did not want the questions to be over complicated.<br><br>Online surveys were a preferred method due to convenience in which is an online survey with a line to help to prompt or ask questions. It can be filled out in seconds however, clicking 'Submit' is needed so having a trusted adult in the room can help with collecting data as well as support if needed.<br><br>In terms of the feedback, they were interested in 'you said we are doing' rather than 'you said we did'. The scary/worrying topics - if that is what you need to cover then having a trusted adult in the room and the way you are doing it does not hinder the engagement and sensitivity of the topic. Looking at the positive times of things as well as the negatives. |



It is a case of having a choice to not take part, there should be an option for the young people to have as well as online meetings as this seems to be the lowest engagement with young people.

### **Children with disabilities**

Accessibility should be for everyone removing barriers for everyone and not just for disabilities. Making sure support is on hand. You really need to get the groundwork such as workshops or set-ups before working with younger children.

Things that are important to the older young children to be covered such as Online Safety and The Environment. It is preferred to have social media for a popular method to contact them however it is contradicted by how they use social media such as entertainment, socialising with friends.

With the professionals, it was the case of the flexibility. They can give information to young people however getting into contact early is key. Making sure everyone had enough time not just in our schedule but also in theirs.

There was many interested parties and we made sure all agreed methods were reflected. In the annual SEND survey, they asked about the waiting list and the thoughts on the waiting lists despite already knowing this due to staff shortages. They asked questions such as 'we apologise however what support do you need' in a way to reframe the question instead of a tick box styled question. In reflection, It is not just about simplifying the language used, it is also about repetition throughout the survey to simply it.

Our questions went from 'what barriers you face?' to 'what do you face daily that impacts you?' allows for having good conversations, working with citizenship leads and establishing the reason why the young people are in the room is important.

The annual send survey went from 42 to 500 people by the improvement of the survey and currently helping the Serious Violence Duty Service.

Recently, it is starting to help the specialist school's values as it is helping young people with how it helps them through personalised support.

### **Next steps**

We have had loads of help by social media and at the moment, it is only being used as a platform by organisations such as us. Just like the survey, it is just like the survey that it is showing a persona for young people. The ones where 85% including underage young people as we had two versions aimed on the older and younger children and they could pick either one. In addition, we had under thirteens who also used YouTube and video media. Overall, it is about building a face and persona and not just a name.

**Teacher Tommy T** – he does videos based on humour and in a style that children understand and follow which follows revision of subjects and he has agreed to meet us in helping us on how we are to improve our presence in social media.

**YABs** – we are conscious on how to make a space where children can combine an engaged together.

We also built an online library in SharePoint for external partners and existing members. There is a list of upcoming events and a forum for people to first check. Mark did a piece of work and is now in the library and we are really close to being able to share widely for people to access.



MNMV 2023  
Presentation v2.pptx



My Norfolk My  
Voice Executive Sum

### 3 Update on Neglect and the NGCP

#### **PowerPoint, Mark presenting for Matthew**



NGCP for LSCG  
meetings June 23.pptx

We are currently at Phase 3 of the implementation plan.

[Practice Guidance](#) is now live on the NSCP Website.

#### **Any questions? What are people's experiences so far?**

Heather H – “Most of the workers have had the training and the use of the tool has improved. I do have a neglect champion in the team and have been using it in conjunction to their knowledge.”

#### **Do you know if it being used multiagency?**

Heather H – “It is mainly being used with the case worker and I know other health professionals can use it however not many do.”

Steve C – “I think it quite concise and for me and anything that is traffic lighted works well. We have not used it just yet; however, we have looked at it as a team.”

Brian F-D – “Quite recently everyone will start to be using it within my team when schools are coming back as everyone have been through the training.”

### 4 LSCG plan for the coming year

Mark O –We know meeting online is easier rather than commuting but we also know that meeting face to face we get a rich discussion.

What we plan to do is to alternate online one meeting and then face to face as a pilot for feedback. In September there will be a continuum of threshold launch and we will have a specific LSCT member meeting. This will replace



the normal LSCG meeting but we will have it focused on the continuum of needs guidance in The Nest. 22<sup>nd</sup> September.

In November, we will have a big face to face meeting Dereham road Football Club 29<sup>th</sup> November 09:30 - 14:00pm. The chairs have been tasked for making cake for the meeting which replaces the individual meetings.

We will do an online meeting in January and start the alternating meetings from there.

To improve our networking, we will ask members to volunteer to present on the safeguarding work that they do. This will involve a 10 min presentation. Mark will make a template talking about the work, partnership working and possibly a case example. We will have 2 or 3 presentations each session and rotate so that all members present.

**5 A.O.B**

Luke has mentioned that The Matthew Project has a monthly newsletter based on supplying a monthly service for people to access. <http://eepurl.com/io7Z9M>