

**Local Safeguarding Children Group (LSCG) – South**

**Date: 18th July 2023 – 10:00 – 12:00**

**Venue: MS Teams**

**Present:**

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| **Name** | **Title** | **Organisation** |
| Letasha Reeve | **Co-Chair**  Head of Service,Commissioning, Partnerships and Resources | Norfolk County Council |
| Louise Hinchley (LH) | **Co-Chair**  Head of Communities, | YMCA Norfolk |
| Mark Osborn (MO) | Safeguarding Intelligence and Performance Co-ordinator | Norfolk County Council |
| Ros Cutts (RC) | Owner/Manager | Mulberry Bush Day Nursery, Wymondham |
| Nicole Chilvers | Communities and Partnership Manager (South) | Norfolk County Council |
| Benjamin Wilson | Team Manager Schools & Community Team (South) | Norfolk County Council |
| Alexander Cox | Stakeholder Engagement & Insight Officer | Norfolk County Council |
| Ross Li Rocchi | Head of School | Hobart High School |
| Nicola Arnup | Designated Safeguarding Lead (South/City) | Norfolk Healthy Child Programme |
| Rebecca Edwards | Programme Co-Ordinator (South) | ECFS |
| Elizabeth Harris (LH) | Executive Support Assistant  (minutes) | Norfolk County Council |
| Sam Mason (SM) | Youth and Community Worker | MTM |
| Helen Brown (HB) | Locality Manager (Libraries) – Broadland and South Locality | Norfolk County Council |

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|  | **Item** |
| **1** | **Welcome & Introductions**  **LR** welcomed everyone to the meeting and a round of introductions were made.  LR announced that it was Louise Hinchley’s (co-chair) last meeting as Louise is moving on. Thanks were expressed for all Louise’s contribution and support over the years, with best wishes in her new role.  **LH** shared that she has enjoyed being part of the group for the last 8 years but is leaving to pursue a new role and gave thanks for all the support she has received over the years. |
| **2** | **My Norfolk My Voice presentation and discussion**    **AC** presented findings from the survey which ran between the Autumn/Winter term 2022 gathering insight from Norfolk children and young people (aged 5-25) to understand the best methods of communication to ensure greater engagement and participation and feedback.  Findings were shared with the Children’s and Young People’s Strategic Alliance (CYPSA) to inform them in decisions, strategies, and processes on how best to engage with young people.  The survey was a great exercise in collaborative working across stakeholders, including advice from a Speech and Language Specialist around language and input from young people themselves.  Over 1600 responses were gathered which was a great first time response and provided valuable learning and has already helped make some changes on how groups are reaching young people.    A key finding was that social media is a great tool to use to reach YP, but in a more creative format and style than is currently used. Most importantly, YP said that before advertising or sharing information, or making requests on social media, it is important to be established on the web as a content creator, establish who you are, what it is about and why you are doing it. It is about building followers through existing established trusted adults (e.g. school twitter/Tommy T).  Learning continues and work is progressing and will be shared and presented to groups.  **LR** This is a fantastic piece of work already resulting in increased participation and involvement, with grateful input especially from Speech & Language and Tommy T (media legend).  **MO** Learning from this will impact on all colleagues and partners and would be great to hear how.From a personal perspective, **l**earning from the survey has relevance to Section 11 process and the effectiveness of the staff survey, information from which can sometimes be varying as it relies on the person in that organisation to communicate the value and the importance of the survey. Those organisations that do it well where staff teams can understand why they are completing it will have much greater participation.  Learning will also be helpful for engaging young people in an upcoming workshop, aimed at creating a young person’s version of the NSCP Report.  **BW** As a new team in the community, this is a really useful presentation, and relevant for teams to have this information to ensure they get it right first time around.  **SM** This learning is greatly welcomed, with the library resource being very useful to check against and to have a process to ensure information is meaningful.  **AC** Agreed that it is important to consider timelines, not just your own personal timeline but the timelines of your audience to introduce themes, ideas and build up to ensure quality.  **LR** There is a lot to take on board so as not to overload YP with too many different surveys/requests. “You said we did” – we are not very good at saying we are doing! We need to be respectful and value YP. |
| **3** | **Update on Neglect and the NGCP**  **MR** shared slides to update progress on the Norfolk Graded Care Profile Implementation.    **MR/LR/MO** Reminded that Graded Care Profile Practice Guidance could be found on the NSCP website (via the NSCP Priorities/Neglect pages), where questions from the training have been covered.  [gcp-practice-guidance-v5.pdf (norfolklscp.org.uk)](https://norfolklscp.org.uk/media/aunjatnw/gcp-practice-guidance-v5.pdf)  **RC** completed training a few months back but felt that more examples were needed at the end. A lot of time was spent on neglect which would be familiar to those attending involved with safeguarding, but more everyday examples of how to use the tool. Colleagues had felt that the colour coding system of the chart was quite stark and may be alarming if going through it with a parent.  **MR** Starkness of language has been mentioned before, but not specifically to the colour coding.  **NA** Colleagues in The Healthy Child Programme like the tool kit and find the traffic light coding easy to use and swifter when using with families where there are strengths or a concern, it gives a good visual aid in identifying what areas need support. . Health Visitors and Family Practitioner users like it in particular the section about PEP’s and motivation.  **MR** It would be gratefully appreciated colleagues have some practical examples that could be used as a case study - e-mail to MR.    **NC** how do you access the training as I am new? NSCB website    **Action:** MR to check and contact you out of meeting |
| **4** | **LSCG plan for the coming year**  **MO** Following the June meeting with all LSCG coaches focus was on how to move forward and improve upon LSCG’s. To do this, feedback from the LSCG’s and the survey around the annual report writing process was considered.  **Key themes:**  **Virtual meeting v’s Face to Face meetings**  Virtual meetings have created greater accessibility and better participation but it also recognised that the ability to network face to face at in person meetings is so valuable. A trial over the next year of alternating meetings virtual/face to face will start in January 24’ as a virtual meeting.    September LSCG meetings are being replaced by the Launch of the Continuum Needs Guidance which is a face to face meeting on the 22/09.    There will also be a face to face meeting on Wed 29th November (Chloe has sent out a save the date 10:00-1:00.)    The meeting in January will be virtual. Future face to face meetings in the new year will be at the local hubs.    **LR** shared that a location is being identified for the family hub site in the South.  **Learning about colleagues in the room and getting updates from partners:**  **MO** safeguarding is only effective when done collaboratively in partnership. Shadowing opportunities were dashed by COVID so starting in January, each meeting, 2-3 voluntary colleagues to share what they do and the impact of LSCG on your role and provide some examples. MO to provide a template of points to be covered. This will give a greater understanding of functions and greater link up.  **LR** It will be good to hear on a local level also - locality based learning.  **RC** There are a lot of launches and changes in services being introduced (Continuum of Needs/Graded Care Profile etc) which is a lot for the end user to take in, and quite challenging to keep up with.  Communications between agencies is still difficult. With the new School and Community teams, how much involvement will there be in early years as it is here where you see the first signs of special/emerging needs?  **MO** agree and acknowledge and important point within these groups to get a better sense of locality.  **BW** It is part of the plan for the early help model to support with emerging needs and early help/transitions.  **Action:**  Ben to contact Ros out of meeting and meet up to talk through the service. |
| **5** | **AOB**  **Action:** Ben Wilson/Nicola Chilvers not yet received got invites  **Action:** Revisit distribution list to ensure new members added to LSCG’s.  **LR** thanked all attendees for their engagement and participation. |