



SECTION 11 OVERVIEW AUDIT REPORT 2020

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1. Introduction

- 1.1 Section 11 of the Children Act 2004 requires each person or body to which duties apply to have regard to any guidance given to them by the Secretary of State and places a statutory requirement on organisations and individuals to ensure they have arrangements in place to safeguard and promote the welfare of children.
- 1.2 Working Together to Safeguard Children 2018 states the following as Section 11 standards:
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
 - A senior partnership level lead with the required knowledge, skills, and expertise or sufficiently organisation's/agency's safeguarding arrangements
 - A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
 - Clear whistleblowing procedures, which reflect the principles in Sir Robert Francis Freedom to Speak Up Review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.
 - Clear escalation policies for staff to follow when their child safeguarding concerns are not being addressed within their organisation or by other agencies.
 - Arrangements which set out clearly the processes for sharing information, with other practitioners and with safeguarding partners.
 - A designated practitioner (or, for health commissioning and health provider organisations/agencies, designated and named practitioners) for children safeguarding. Their role is to support other practitioners in their organisations and agencies to recognise the needs of children, including protection from possible abuse or neglect. Designated practitioner roles should always be explicitly defined in job descriptions. Practitioners should be given sufficient time, funding, supervision, and support to fulfil their child welfare and safeguarding responsibilities effectively.
 - Safe recruitment practices and ongoing safe working practices for individuals whom the organisation or agency permit to work regularly with the children, including policies on when to obtain a criminal record check
 - Appropriate supervision and support for staff, including undertaking safeguarding training
 - Creating a culture of safety, equality, and protection within the services they provide
- 1.3 In addition:
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of

- children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare
 - All practitioners should have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time
- 1.4 The Wandsworth Safeguarding Children Partnership (WSCP) assesses the effectiveness of local safeguarding arrangements in various ways, including Section 11 safeguarding self-assessments. Currently the WSCP discharges this function by carrying out a section 11 assessment on an annual basis.
- 1.5 Staff changes and the impact of the COVID-19 pandemic and the subsequent lockdown meant that the full section 11 audit could not be completed. At this time agencies were faced with challenges such as school closure, agencies adapting to different ways of working such as working virtually and working from home, health and police being brought into provide front line services.
- 1.6 To avoid not undertaking the Section 11 Audit in 2020 it was agreed by the WSCP executive that a limited audit should be undertaken that focused on Covid-19 and completed by safeguarding leads rather than all practitioners. This was to assure the partnership that arrangements are in place to safeguard and promote the welfare of children.
- 1.7 The partner agencies who participated in the 2020 section 11 audit were:
- Health
 - Local Authority
 - Education
 - Police
 - Housing
- 1.8 Due to the limitations of the audit only one charity was involved this year.
- 1.9 This report sets out the details of the Section 11 Audit carried out in 2020. It summarises and analyses agency responses by identifying strengths and areas for improvement.

2. WSCP S.11 Audit Development

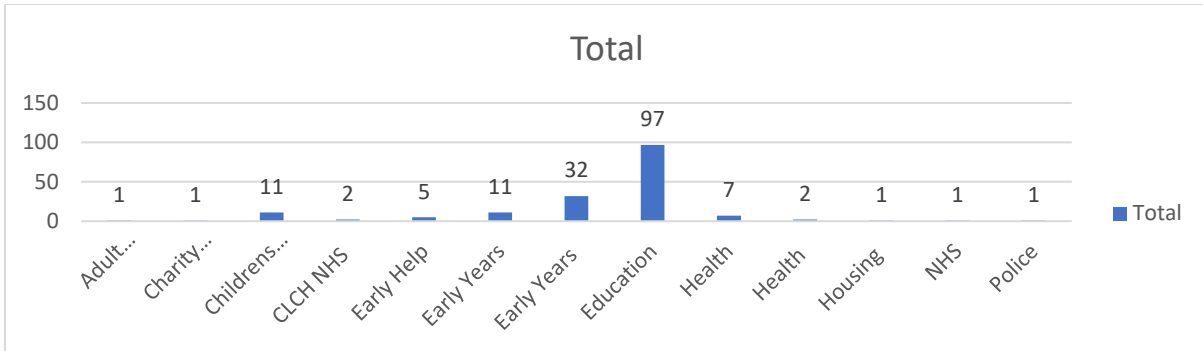
- 2.1 The audit this year was developed in consultation with the S.11 Task and Finish Group a sub-group of the Monitoring and Quality Performance sub- committee.
- 2.2 A new format was developed to reflect the limitation of the audit process and the questions were devised to reflect the needs of agencies focusing on safeguarding during the Covid-19 lockdown. Some of the returns were generated using Microsoft Forms, however, education and early years completed a separate word document. The use of the two processes created difficulties in synergising the responses and proved challenging in the analysis of the responses. The use of the two processes meant that not all respondents answered every question and therefore, it wasn't possible to undertake full comparison across the agencies.
- 2.3 Despite this, the survey has been able to capture the key concerns and areas of confidence that agencies have in being able to continue to properly safeguard children and young people. It also gave assurance that strong partnership has continued in unique and challenging circumstances.

3. Methodology

- 3.1 The assessment comprised of 43 questions with some general questions that were agency specific. The Designated Safeguarding Leads /supervisors/ managers were asked to complete the questions and to add additional information in the free text boxes. Schools and Early Years completed Word Document forms and everybody else used Microsoft Forms an online survey created in-house. The two processes are reflected in the findings and analysis.
- 3.2 Unlike in previous years the submissions were not scrutinised by the Multi-Agency Scrutiny Panel, early key findings were submitted to the MQ&P subcommittee and used as intelligence for the Partnership Covid-19 weekly strategic meetings.
- 3.3 The report analyses and summarises the findings of the overall Section 11.

4. Organisations that contributed to the audit

- 4.1 The following partner agencies and organisations participated in the 2020 WSCP section 11 audit process. Partners agencies have been grouped into four categories for the purposes of this report. Schools and Early Years were the main contributors and the findings are indicative of this

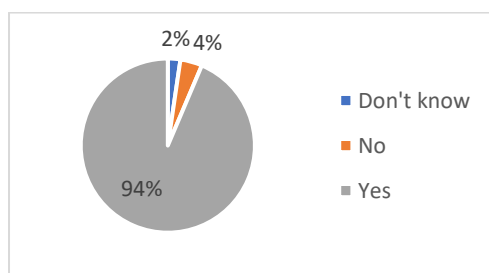


5. Summary Findings

- 5.1 Partner agencies engaged very well with the Section 11 process and the findings assured they are providing safe services to children in Wandsworth. The process was challenging as practitioners were working virtually which was a new experience. Colleagues such as health and police were seconded to other positions to support the frontline. Education and Early Years were open and offering services throughout the pandemic offering face to face and online services. The timeline for completion of submissions was close to the school holidays and this impacted on time available to get the all the questions submitted and returned.
- 5.2 The WSCP found the overall process useful in building good relationships with partners during the first phase of Covid -19 lockdown. It also gave everybody time to discuss and look at the impact of Covid on their own agency.
- 5.3 The findings highlight the extent of how partners had to adapt very quickly to working differently due to Covid and the good working being carried out by our partners and identifies areas that need further development. The findings from this audit will be built on to carry out a full audit in 2021. During the process each agency identified areas that needed further action required by their own agencies.

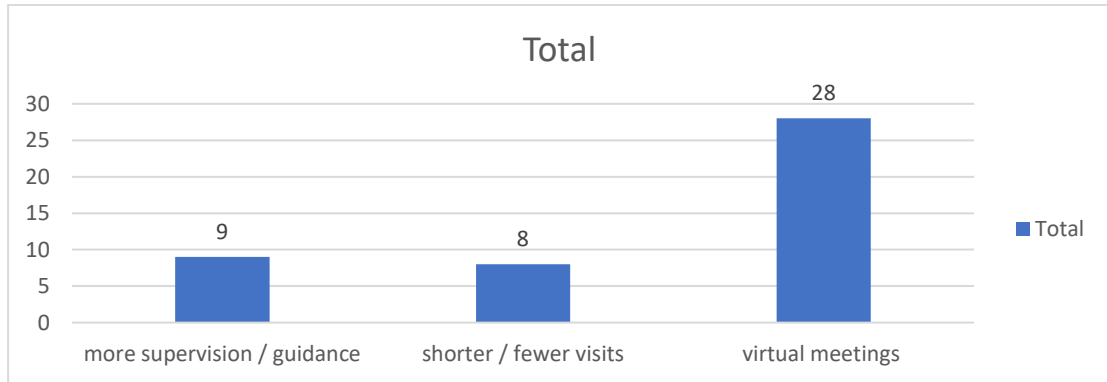
This section discusses the generic findings as stated in the bullet points below based on the common themes, issues from all self-assessments. The detailed findings for individual agency are discussed in section 6 (Analysis of results).

➤ Update of Child protection/safeguarding guidelines in line with COVID-19



Of the 172 responses a total of 94% of respondents could confirm that they were aware that child protection / safeguarding guidelines had been updated in response to COVID-19. This is a reassuringly high number and agency leads that answered 'no' or 'don't know' have been made aware of any updates to guidelines

➤ How the new guidelines changed your working practice



The partners that responded to this question the main changes seen were:

- more virtual meetings taking place
- fewer face to face meetings and
- staff receiving additional supervision

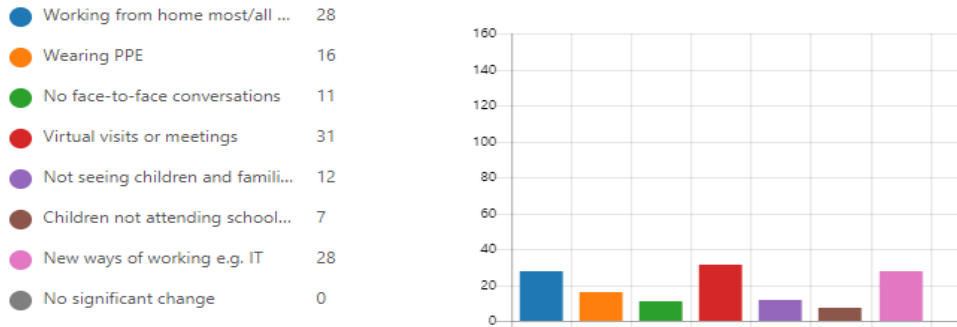
➤ Implementation of new strategies to respond to immediate and longer-term impact on children due to bereavement, loss, and trauma due to COVID-19

Overall, the responses indicated that most agencies had something in place and for those that did not were given consideration to this matter. The reassurance is most agency have this on their agenda, and some will review further in September when children return to school.



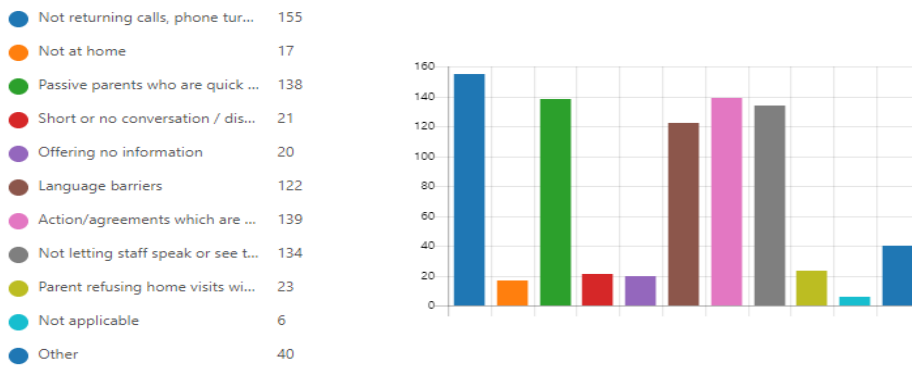
➤ Impact on work activity

In addition to virtual meetings, and working from home, the other significant changes were the increase in the use of IT and the wearing of PPE



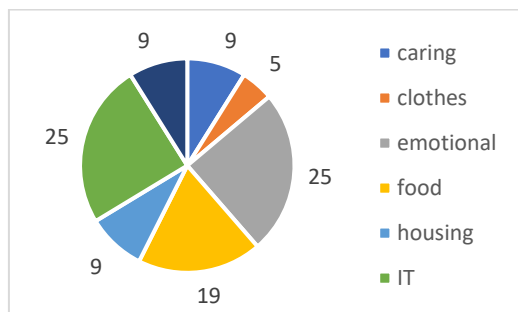
➤ Factors causing concern/ worry with less face to face contact due to Covid-19

The highest concern expressed was families not returning calls followed by parents being passive who are quick to agree to things but don't follow through. In addition, language barriers and parents not letting staff see/speak to children were also identified as concerns.



➤ Additional support given to families

Most agencies found they were giving families more emotional support followed by supplying food to families and support with IT equipment /Internet support.

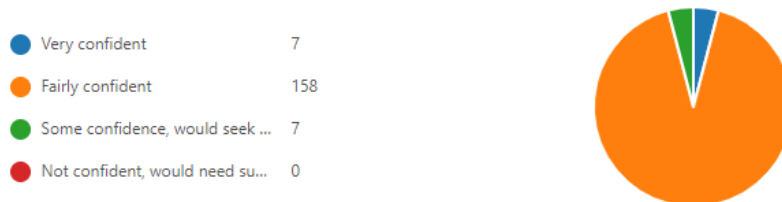


➤ Working online and sharing of information safely

Agencies provided assurance that they already had systems in place and were vigilant in sharing of information. This gives assurance that working online has not impacted significantly in this area.

➤ Confidence in staff understanding the WSCP threshold guidance

Over 96% of agencies provided assurance that they felt very confident that staff understood the threshold to make a referral.



6. Analysis of Findings

This section of the report presents an analysis and findings from the Section 11 assessment process. As mentioned previously, the findings presented in the following four groups:

- Health Agencies
- Local Authority
- Education
- Criminal Justice Organisations and others

6.1 Health Agencies

6.1.1 Due to the limited aspect of the audit, for the purpose of this report the information will not be separated out into specific health agencies. Health covers CLCH, St Georges Hospital, GP, and Community Mental Health Services. The audit was circulated to safeguarding leads and managers for health and which the numbers of leads in these posts are significantly lower than education and local authority partner establishments.

6.1.2 Ten out of twelve responses said their organisation had updated its child protection procedures in line with Covid and were able to identify guidance. They also reported that they felt their agency had managed Covid well with safeguarding practices and had responded quickly to the challenge. Virtual meetings and additional supervision were identified as new ways of working.

6.1.3 CLCH introduced the safeguarding assessment framework as part of the safeguarding business continuity plan to assist the 0-19 teams (Health Visitor/Family Nurse Partnership and School Nurses) with clinical decision making and assessment of risk during the start of

COVID-19, which currently continues to be used to support practice alongside regular safeguarding supervision

- 6.1.4 Due to Covid most respondents identified the area of practice that would put children at higher risk were children not being seen and more than half felt it had impacted on their practice with children; families not returning calls and too busy to talk also caused concern. However, the majority felt they were able to provide support to the children they were most worried about. The three highest areas of support were emotional, food vouchers, IT equipment. Where it was applicable all felt they were sharing information safely online.
- 6.1.5 Feedback from staff indicated that most children's experience of virtual visits and meetings were positive, and some would hope to continue post Covid. There was recognition that families without IT and internet proved to be problematic for some.
- 6.1.6 Less than 50% felt there had been an increase in referrals to the MASH with domestic abuse being rated as the main reason for referral. All felt they had been given updated guidance and /or training around domestic abuse. The Trust was looking to appoint a domestic abuse safeguarding lead. The majority felt confident that their staff understood the WSCP threshold guidance
- 6.1.7 There were some changes to practice such as only high-risk young people and parents with mental illness was seen face to face. Working from home and wearing PPE were identified as key changes that affected working practices.
- 6.1.8 There were a range of responses in how practitioners felt Covid had impacted on child protection work such as: a few agencies felt that there was less cooperation from partners, however, the majority reported the opposite. Child protection conferences were being held virtually and working differently, more than half viewed the changes less positively primarily because they couldn't see the families. Concerns that clients may not be disclosing all information and workers not seeing non-verbal communication. Concern that children not known to services may not be identified as being at risk
- 6.1.9 All respondents felt supported and had received additional supervision, there was less face to face and more online. Other support was daily for example CEO email and weekly webinars; regular MH blogs on the Trust Internet; risk assessment of each staff; working from home guidance; receiving team resilience sessions with psychologist; having updated guidance and protocols

6.1.10 In CLCH the Safeguarding Business Continuity Plan was implemented on 18th March 2020 in response to the outbreak of Covid 19 and remains in place. Safeguarding supervision has been offered monthly and ad hoc to all staff members virtually and by phone. It was recognised that there was an increase need for support for Health Visitors and School Nurses in relation to advice and support.

6.1.11 Post the audit's completion in July a Safeguarding supervision survey was completed in Nov 2020 with 162 responses. The results identified the following themes: Access to supervision was always accessible, safeguarding support with managing the emotional C-19 impact of safeguarding was identified as positive by 77% of staff. 95% staff valued the ad hoc and monthly supervision and felt it should continue alongside the 2 hourly quarterly supervision offer whilst in the pandemic, overall, the changes to safeguarding supervision offer and support in response to C-19 was well received by all health Visitors and School Nurses.

6.1.12 For hospital and some clinic-based staff Covid did not impact as much in relation to remote working and seeing clients virtually.

6.2 Local Authority

6.2.1 Due to the limited aspect of the audit for the purposes of this report the information will be separated into Early Years and rest of children's services. Early Years feedback was the largest of this group and hence the report reflects this.

6.2.2 Over 75% of respondents said that their child protection /safeguarding guidelines had been updated in line with Covid- 19 and were able to name the document– there were three who did not know and only one replied no. The response was variable from a score of 10 to 5 in how they felt their organisation had managed Covid-19 in line with good safeguarding practices They also felt that senior managers had implemented strategies.

6.2.3 The majority said they were now working virtually from home and doing less face to face meetings.

6.2.4 Some respondents said that Wandsworth was quick to make plans and think ahead and have done well under the circumstances. Respondents felt that multi-agency working, and panels have worked well.

6.2.5 The three key areas that they offered support were IT/internet support, food, and emotional support. They felt that schools had provided additional support to families e.g. food parcels and help with IT.

- 6.2.6 The area that caused them most concern/worry was families not returning calls, phones being turned off, families too busy to talk or not letting staff see or speak to children. They felt that online increased the risk of not identifying safeguarding risks.
- 6.2.7 The respondents gave a range of reasons of what they thought would put children at higher risk such as: lack of external services e.g. CAMHS, Group work programmes not being available. In the context of housing there are fewer inspections and face to face contact meaning less identification of safeguarding concerns and appropriate referrals. Other areas identified were vulnerable children not being seen in school, practitioners not being able to progress many aspects of children's plans.
- 6.2.8 Concerns about less direct work with children, not being able to get their views and voice of the child directly or observing non mobile, non-communicative children.
- 6.2.9 The scoring on children and families experience was variable with the best scores being 8 and the lowest 4. Reasons for the scores were based upon age of the children. For some, children working virtually built more trust and communication for others was the converse. Where there was already good relationship working virtually did not impact. Not having the worker in the room made communication easier and for others it proved more difficult. The answer to whether more children were participating virtually was more ambiguous.
- 6.2.10 In relation to neglect not being able to see the condition of the house. For some family's virtual work was not effective.
- 6.2.11 Managers were providing more support and information to teams online and through team meetings and regular supervision. Some reported that they miss the informal supervision. Supervision done online loses the personal aspect and sometimes IT problems impacted on having a good supervision experience.
- 6.2.12 Many sign-posted or directed staff to attend relevant training/briefs. All have acted e.g. offering psychologist support, additional therapeutic support, been quick to listen to staff and inform staff how to access the council EAP service
- 6.2.13 The impact of child protection work has led to virtual case conferences meaning less contact and face to face with parents. On a positive side they saw and increase in attendance by other agencies to meetings due to ability to attend virtual meetings. Technical problems were a downside which meant losing internet contact impacting on fluidity meetings.

- 6.2.14 Overall, the majority felt that the working relationship with other agencies was high and there was good communication, keeping in touch and better attendance at meetings.
- 6.2.15 The general view that there has been an increase in referrals relating to domestic abuse followed by child mental health. The majority were confident that their staff understood the WSCP threshold guidance.
- 6.2.16 Working remotely has impacted on properly inducting new staff, doing fewer joint visits with workers to offer support or have oversight of work.
- 6.2.17 Respondents would like to keep some aspects of remote working as participation with some young people have improved, and being able to work more flexibly

6.3 Early Years

- 6.3.1 The Early Years used the stand-alone word document. 100% of settings were closed during lockdown and 56% reopened in June there was a 49% return for the audit.
- 6.3.2 The majority (96%) of respondents had reviewed their organisations Child Protection /safeguarding policy in line with Covid-19 guidance and requirements and 87% felt that procedures had been updated. Many had provided information and guidance on providing duty of care and made use of virtual platforms and staff being provided PPE. Over 90% felt there was good relationship with local authority and staff and parents felt supported.
- 6.3.3 Non engagement was the highest factor (78%) that caused most concern/worry of parents not engaging due to not returning calls, phones turned off, parents too busy to talk or not being at home. Other concerns expressed parent's anxiety at leaving child, also the most vulnerable (CP/CIN) do not engage with the nurseries and did not attend when reopened.
- 6.3.4 Of the respondents 93% took recording seriously, staff always had access to a DSL even when they were furloughed and the use of IT to arrange contact with staff and professionals to reach out to vulnerable families and facilitate home learning.
- 6.3.5 Over 50% of respondents said that senior management had discussed and implemented strategies to respond to immediate and longer-term impact on children due to bereavement, loss, and trauma during the pandemic
- 6.3.6 There has been a significant increase in Domestic Abuse nationally and a high percentage said there is a good level of awareness regarding

domestic abuse and settings used to upskill, gain knowledge via online training and knowledge

- 6.3.7 Early Years settings have found that their use of IT has significantly improved their work in supporting families
- 6.3.8 Some aspects of multi-agency working continue not to work well such as communication regarding vulnerable children.
- 6.3.9 Early Years settings were acting as frontline during Covid and felt there should be more support to staff to enable them to support parents

6.4 Education

- 6.4.1 Education was the largest group that responded to the audit, during this time most schools remained open.
- 6.4.2 All respondents had reviewed and updated their CP/Safeguarding policies/procedures in line with Covid-19.
- 6.4.3 The factors that caused the most concern/worry due to less face to face contact with children and parents were: Non engagement such as not returning calls, phones turned off, parents too busy to talk or not being at home. Other concerns were passive parents who are quick to agree or accept what is being discussed, short or no conversation, distracted, offering no information. Language barrier, one school said they have a variety of bi-lingual staff who can communicate with families mitigating any language barriers / difficulties. Families not having access to digital technology which reduced children's capacity to participate fully, parents who felt they have to say everything is Ok when it is not and father controlling mother's incoming calls.
- 6.4.4 Arrangements in place to ensure recording of safeguarding concerns remained robust by - High number of schools using CPOMS / MyConcern or similar recording systems have been invaluable – these are secure systems which have been accessible to staff remotely where needed and have enabled recording to be as robust as usual. The Safeguarding Team continues to remotely use CPOMS to access, log and share information with staff. This software requires two step authentications.
- 6.4.5 To ensure online safety with sharing information – some of the activities were Online safety guidance for both students and parents published on the website, Staff undergoing remote teaching, safeguarding training in preparation for the possibility of blended learning from September 2020. Shared One Drive safeguarding documents are only available to staff with a school account email, robust and well tested systems in place before lockdown

- 6.4.6 Some had added extra users and made systems available remotely to staff so that any concerns could be added straight onto the system. Some schools had provided additional training for staff and some talked about amending protocols to ensure teachers felt confident in sharing concerns remotely.
- 6.4.7 Almost all schools had set up effective monitoring and recording systems and built in checks from DSL / SLT pastoral support staff to monitor concerns and ensure an effective response.
- 6.4.8 Many schools spoke about the way they had organised their lists of vulnerable children, these had been kept under constant review and updated timely – some schools RAG rated – others used different identification systems, some created templates to record conversations with families, others a spreadsheet..
- 6.4.9 Schools talked about setting up systems for all staff to record contact with pupils and families and for monitoring pupil engagement with remote learning – this varied from school to school but most responses detailed ways for staff to record contact/ to be able to highlight concerns etc and had overview from DSL and / or SLT or pastoral teams so that any developing concerns were noted.
- 6.4.10 All talked about regular contact with vulnerable pupils and how this was managed. Frequency varied from school to school, but most had a minimum of weekly contact and several talked about twice weekly / every three days.
- 6.4.11 Many schools also carried out home visits where families needed support with resources or when they had been unable to contact them. Some schools provided food parcels and other items as well as education resources and IT equipment. Two schools referred to a library of books provided for parents / pupils to collect from front of school.
- 6.4.12 Schools ensured DSL were accessible to staff, this was done in different ways; some schools ensured at least one DSL was on site every day, others provided mobile numbers which were answered at any time staff needed advice. Many schools had dedicated email addresses or a dedicated telephone number that parents and pupils could contact if they had concerns or worries, they needed to discuss.
- 6.4.13 Schools all talked about regular meetings, frequency and exact agenda differed but generally it was clear that schools were:
- Reviewing the vulnerable lists on a regular basis and updating / adding additional children as new information or concerns emerged

- Schools offered onsite provision to some children if there had been Tearose notifications or other social care referrals / input if they felt it would be helpful / supportive
- DSL teams, pastoral teams and SLT met regularly to monitor concerns and ensure all families were being contacted
- Many used the closures as an opportunity to ensure staff undertook online training and many provided regular safeguarding briefings
- Many provided guidelines for staff contacting families / checklist / sample questions

6.4.14 Overall, over half felt there had been good communication between professionals since the Covid lockdown. Some of the comments were dependent on the individuals and the agency. Changes in personnel created added complications, meetings happening without schools being aware, good when involved but problems when lack of feedback, good safeguarding information from the LA

6.4.15 If families expressed concerns about their child's use of internet or social media, they were spoken to by their teacher and then this was followed up by a call from DSL if necessary.

6.4.16 The majority (96%) said that senior management discussed and implemented strategies to respond to immediate and longer-term impact on children due to bereavement, loss and trauma during Covid-19, there was a many example of support offered.

6.4.17 Over three quarters said that their school had staff updates on domestic abuse, provided relevant information, trained staff to be aware of the signs and what to do if they were concerned.

6.4.18 All had taken action to support staff wellbeing relating to Covid-19 specific concerns e.g. needs of black and minority staff, dealing with underlying health concerns, shielding requirements, general anxiety and so on. Services that were provided psychotherapy support offered onsite, staff sign posted to EAP programme and links to NHS and mindfulness sites, individual staff risk assessment created alongside whole school assessment.

6.5 Police, Housing and Adults

The response from this group was the smallest and therefore the information will not be fully reflected of their organisations.

6.6 Police

- 6.6.1 The work of the police has continued as business as usual in terms of children safeguarding and hence many of the questions were not applicable. Core operational teams have been working normally, so management oversight has been routine. Review of reports etc is generally possible via online systems so this has not been affected.
- 6.6.2 Some changes in practice included working from home, having virtual meetings and telephone contacts with young people although face to face meetings have still been happening in line with Covid guidelines. There has been an increase in the use of PPE.
- 6.6.3 Although much of the face to face contact with partners has ceased, the level of engagement has if anything increased and has been regular and appropriate.
- 6.6.4 The buy in from all partners during this period has been impressive, with everyone providing updates regularly. The weekly (now bi-weekly) meeting between partners has been very useful in keeping staff in the loop with trends, emerging issues etc Police have not brought in new measures but have been fully engaged virtually in the CP processes.
- 6.6.5 Relationship between CSC MASH and police MASH/CAIT referrals team. There is good dialogue between the teams and issues are normally resolved quickly so that risk is managed appropriately. Liaison between custody suites and CSC in relation to young people in custody. Operation Harbinger has been introduced to encourage fast time information sharing between police and CSC.
- 6.6.6 There have been regular management meetings to monitor impact of Covid on business and staff. The MPS has implemented significant levels of support for officers and staff with concerns. A new area of the MPS intranet has been dedicated to supporting officers and staff through this period and managers have been encouraged to maintain regular contact with staff - and to support and if appropriate to refer staff to EAP (Employee Assistance Programme) and/or OH. There are very regular 'blue light' sessions open to all.

6.7 Housing

- 6.7.1 Housing do not work directly with children and therefore many of the answers were not applicable
- 6.7.2 The child protection/safeguarding guidelines had been updated to reflect Covid-19, a new visiting procedure increased awareness re. child safeguarding and domestic abuse. Changes to working practice has meant virtual and shorter meetings.

- 6.7.3 At the time of completing the audit there had not been discussions or updated strategies to respond to immediate and longer-term impact on children due to bereavement, loss, and trauma as they do not do direct work with children.
- 6.7.4 Covid impacted on working practice by staff working from home most/all the time; no face-to-face conversations; virtual visits or meetings; not seeing children and families as regularly as pre COVID-19
- 6.7.5 As a result of changes to staff working practice i.e. working online with families; this has increased concern around identifying safeguarding risk. In the context of housing there are fewer inspections and face-to-face meetings taking place, therefore, not always as easy to identify safeguarding concerns and refer appropriately.
- 6.7.6 On a scoring of 0-10, a score of five was given in how staff have managed to keep in touch or provide support to children they were most worried about. Food and housing were the most common areas of support.
- 6.7.7 Housing were confident that staff understood the WSCP threshold guidance and how to make referrals.
- 6.7.8 During lockdown, home visits were significantly decreased therefore first-hand experience and view of families has been limited. With the lifting of restrictions, they are recommencing inspections and home visits. In accordance with this and considering social distancing the department has created a new visiting procedure which has specific reference to domestic abuse and child safeguarding awareness.
- 6.7.9 During lockdown all HRD staff have been asked to complete an online training course in domestic awareness.
- 6.7.10 As above, they have altered their visiting procedure, raised awareness, and conducted targeted training.
- 6.7.11 Meeting attendance has increased with HRD and CSD, and contact has proved easier than office-based working.
- 6.7.12 Staff receive more supervision and received support on staff bereavement, mental health, sickness, and loss. HRD have adopted the council-wide corporate support structures and individual managers have provided ad-hoc support e.g. ensuring well-being and remaining aware of team members' needs i.e. shielding etc.

6.7.13 Remote working has limited their ability to have oversight of staff practice. Team meetings and one-to-ones continue to be carried out virtually.

6.7.14 A strength was multi-agency working and feeding into/ responding to MASH and various safeguarding cases and meetings.

6.7.15 There was recognition that there is always a need to raise awareness in certain areas of safeguarding such as private fostering and exploitation, as these are difficult areas to identify.

6.8 Adults

6.8.1 Adults don't work directly with children and therefore many questions were not applicable.

6.8.2 The Child protection/safeguarding guidelines has been updated in line with Covid-19-and managed well and senior managers implemented strategies to deal with bereavement, trauma etc

6.8.3 Working practice has changed such as not undertaking home visits or face-to face visits unless they are outside; more meetings are virtual and there are fewer of them; lack of face-to-face contact; children not attending school / nursery where safeguarding concerns may be spotted.

6.8.4 As a result of changes to staff working practice i.e. working online with families has increased concern around identifying safeguarding risk.

6.8.5 They have been able to provide support to vulnerable children and families e.g. IT equipment /internet support.

6.8.6 Feedback is that virtual visits and meetings been positive e.g.- one respondent "I have had positive meetings with young people who have given feedback on the new ways of working."

6.8.7 They are confident that staff understand the WSCP threshold guidance to make referrals to the MASH.

6.8.8 There has been an increase of referrals to safeguarding teams regarding domestic abuse

6.8.9 They have been able to continue to work with other professionals no concerns identified.

6.8.10 Changes to staff supervision has seen general anxiety; bereavement and loss; isolation. There has been increased telephone and virtual

meetings for anxious colleagues and managers have met with them outside for a "walk and talk"

6.8.11 They felt the organisation was successful in dealing with mental health, sickness, and bereavement

7. Summary and key points

- 7.1 The timeframe for completion of the audit was May to July 2020 and therefore not every agency was able to respond specifically due to challenges working during the Covid-19 lockdown.
- 7.2 Audits showed a high level of very thoughtful work by all, despite the pressures they have been under.
- 7.3 All agencies have worked very hard to keep in contact with families and most feel they have succeeded well.
- 7.4 Most agencies reflected on the difficulty in assessing situations of concern as accurately as usual without face to face contact with many children and families
- 7.5 Many agencies were conscious that many children have had very limited access to trusted adults outside their families if they have had worries they needed to share. Some had found ways to contact school staff to talk about worries, especially at secondary level.
- 7.6 All agencies have given a lot of consideration to the wellbeing and support needs for children, and ensuring children's voices were heard
- 7.7 All agencies provided additional support for staff well-being.
- 7.8 The majority felt that the partnership was working very well, and, in some area, improvements seen in attendance at meetings due to virtual meetings
- 7.9 New areas of practice will be looked to continue to reflect on areas that need improving.

8. Next Steps

The WSCP has responsibility for the strategic oversight and delivery of the section 11 audit. The MQ&P subcommittee, which includes focus on Section 11 audit, including challenge, scrutiny, and support around the whole process. The WSCP MQ&P subcommittee is to review the findings of this report, identify specific actions for the

WSCP (which will be incorporated into the action plan for MQ&P sub-committee). The group will receive updates and follow up any actions and recommendations.

9. Action Plan

Since the audit issues regarding Covid-19 have moved on and therefore following up on specific actions is not relevant as the audit was a moment in time. Learnings from Covid -19 and lockdown is informing current practice.

Action	Section	Lead
1. To contact the 7 agencies who they felt that staff had some confidence in using the threshold guidance and would seek advice. To clarify what further support is required for staff to feel very confident	5	WSCP Business Team
2. To revisit whether concerns are still there re: not seeing children due to virtual meetings	6.2.8	CLCH
3. What is now in place to overcome neglect cases and not seeing the house physically due to virtual visits	6.3.10	All relevant agencies

10. Appendix 1

Agencies who contributed to S.11 Audit 2020

Health covers CLCH, St Georges Hospital, GP, and Community Mental Health Services. Children's services and Early Help are not listed as responses did not identify specific teams.

Health Agencies	Local Authority	Education	Criminal Justice Organisations and Others
CLCH NHS (2)	Children's Services (11)	Primary (51)	Police (1)
Health (9)	Early Help (5)	Secondary (11)	Housing (1)
NHS (1)	Early Years (43)	Nursery Schools (3)	Adult Services (1)
		Special Schools (7)	Charity Organisation (1)
		PRUs (3)	
		Independent Schools (19)	

Charity

- Little Village

Early Years

- Lavender Hill & Playtime Nursery Hub
- Al Risalah Nursery
- Bertrum House Nursery
- Little Wombles
- The Marmalade Cat
- Marmalade Caterpillar Nursery School
- Bennerley House
- SMART Southfields
- Thomas Kindergarten
- Woodlands Nursery
- Alton Community Playschool
- The Colour Box Montessori Nursery School Ltd
- 345 Nursery School
- Apples and Honey Nightingale
- Apples & Honey Wimbledon
- Balham Rainbow Nursery
- Bees Knees Nursery
- Bright Horizons Southfields Day Nursery
- Bridge Lane Nursery
- Number 1-day care
- Eastwood Day Nursery
- Eveline Ritherdon
- Eveline Day Nursery, Seely Hall
- Eveline Day Nursery, Trinity Crescent
- EDNS The Boulevard
- Marmalade Bear Nursery School
- Greenwood Nursery
- Imagination Preschool Battersea
- Little Fingers Nursery
- Magdalen Nursery, the Lodge
- Money Puzzle Battersea
- Oaktree Nursery School
- St Xavier Nightingale Nursery
- Destiny Kids Nursery
- Ecole du Parc

Education

- Finton House
- Falton School for Girls – incorporating Peregrines Nursery
- Albermarle Primary School
- Alderbrook Primary School
- All Saints' CE Primary School
- Allfarthing Primary School

- Ark Putney Academy
- Ashcroft Technology Academy
- Balham Nursery School
- Beatrix Potter
- Belleville Wix Academy
- Belleville Primary School
- Bolingbroke Academy
- Bradstow School
- Brandlehow
- Broomwood Hall School
- Burntwood School
- The Chelsea Group of Children
- Chesterton
- Chestnut Grove Academy
- Dolphin School and Noah's Ark Nurseries
- Earlsfield Primary
- Eastwood Nursery School
- Emanuel School
- Ernest Bevin College
- Francis Barber PRU
- Finton House
- Fircroft Primary School
- FLOREAT WANDSWORTH PRIMARY SCHOOL
- Franciscan Primary
- Garratt Park School
- Goldfinch Primary School
- Granard
- Graveney School
- Greenmead
- Griffin Primary School
- Wandsworth Hospital and Home Tuition Service
- Harris Battersea
- Heathmere
- Hillbrook Primary School
- Honeywell infants
- Honeywell Juniors
- Hotham
- Hurlingham School & Hurlingham Nursery (previous Lion House School)
- Ibstock Place School
- John Burns Primary School
- Linden Lodge
- MERLIN SCHOOL
- Mosaic Jewish Primary
- Newton Preparatory School
- Nightingale
- Northcote Lodge
- Oak Lodge School
- Oasis Academy Putney

- Our Lady Queen of Heaven
- Our Lady of Victories
- Paddock
- Park House School
- Penwortham Primary School
- Priory Lodge
- Prospect House School
- Putney High School
- Royal Academy of Dance
- Ravenstone Primary
- Riversdale
- Roehampton Church School
- Ronald Ross Primary School
- Rutherford House
- Sacred Heart Battersea
- Sacred Heart Primary School
- Sellincourt Primary School, Tooting.
- Shaftesbury Park Primary
- Sheringdale Primary School
- Somerset N
- Southfields Academy
- Southmead
- St Anne's School
- St Anselm's School
- St Boniface
- Saint Cecilia's Church of England School
- St Faith's CE Primary School (Deputy DSL/DHT)
- St. George's CE Primary School
- St John Bosco
- St Joseph's Catholic Primary School
- St Mary's RC Battersea
- ST. MICHAEL'S CE SCHOOL
- St Mary's CoE, Putney
- Swaffield
- The Dominie
- Thomas's Battersea
- Thomas's Clapham
- Tooting Primary
- Tram House School
- Trinity St Mary's CE
- Victoria Drive Primary Pru
- West Hill School