



North Somerset Children's Partnership

Section 11 Report 2024-25

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Introduction and Methodology

A Section 11 report refers to a statutory self-assessment required under Section 11 of the Children Act 2004, which places a legal duty on a range of organisations and individuals to ensure that their functions—and any services they commission—are carried out with due regard to the need to safeguard and promote the welfare of children. These reports are a key part of how local safeguarding children partnerships (LSCPs) monitor and evaluate the effectiveness of safeguarding arrangements across agencies. Organisations such as local authorities, health services, police, probation services, and youth offending teams are required to complete a Section 11 self-assessment. This process helps ensure that safeguarding responsibilities are embedded in their day-to-day operations, including areas like staff recruitment, training, and policy implementation.

The Section 11 audit is not about introducing new functions, but about ensuring that existing responsibilities are fulfilled in a way that prioritises children's safety and wellbeing. It also provides a structured opportunity for agencies to reflect on their practices, identify areas for improvement, and demonstrate accountability to the safeguarding partnership

The Section 11 self-assessment audit tool was circulated to partners across Bristol, South Gloucestershire, North Somerset, Somerset and Bath & North East Somerset in the summer of 2024 to assess, monitor and evidence progress and achievements in relation to meeting safeguarding requirements. This year the tool was a Microsoft Forms survey sent to frontline practitioners with the aim of triangulating previous responses from senior managers who completed the Section 11 audit in 2023/24.

The survey was distributed across the 5 local authorities of the Avon and Somerset Police footprint and practitioners were asked to state which area they work in. Of the total 455 responses received, North Somerset comprised 13% with 71 returns.



In addition, there was a specific survey adapted for frontline police colleagues which was added to a tool they use routinely to provide feedback. A total of 38 responses were returned with 12 (14%) from North Somerset.



This report has been produced for the North Somerset Safeguarding Children Partnership and has drawn on the themes identified in the audit process from the practitioners who work in North Somerset. There were 27 questions within the audit covering a range of themes. A list of the questions used can be found in Appendix One.

A separate Section 11 report was received from SWAST and BTP and are included as additional papers with this report.

What is Section 11?

(from [Working together to safeguard children 2023: statutory guidance](#))

Section 11 of the Children Act 2004

Places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Section 11 places a duty on:

- local authorities and district councils that provide children's and other types of services, including children's and adult social care services, public health, housing, sport, culture and leisure services, licensing authorities and youth services
- NHS organisations and agencies and the independent sector, including NHS England, ICBs, NHS Trusts, NHS Foundation Trusts and general practitioners
- the police, including Police and Crime Commissioners and the chief officer of each police force in England and the Mayor's Office for Policing and Crime where they exist
- the British Transport Police
- the Probation Service
- governors or directors of prisons and young offender institutions (YOIs)
- directors of secure training centres (STCs)
- youth offending teams (YOTs)

Education is not included in this report as the section 175 audit is used as a way of ensuring that schools are compliant in terms of their safeguarding practice.

These organisations and agencies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- a senior board level lead with the required knowledge, skills and expertise or sufficiently qualified and experienced to take leadership responsibility for the 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 child 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

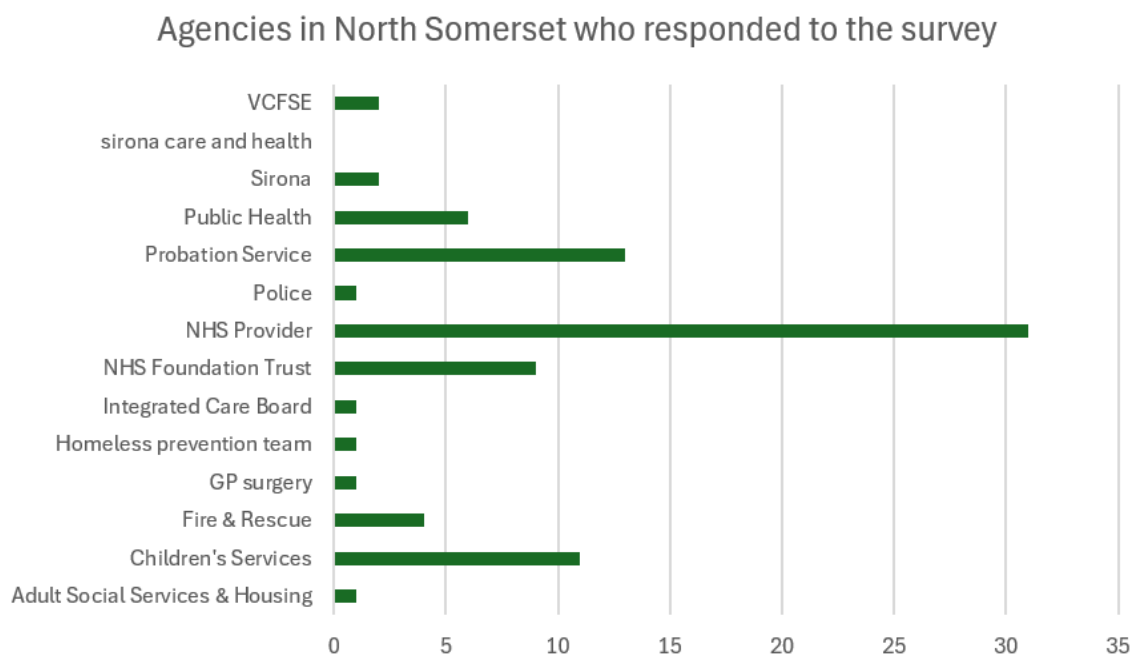
- safe recruitment practices and ongoing safe working practices for individuals whom the organisation or agency permit to work regularly with children, including policies on when to obtain a criminal record check
- appropriate supervision and support for staff, including undertaking safeguarding training
- creating a culture of safety, equality and protection within the services they provide

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

Responses to survey questions

The graph below outlines which agencies within North Somerset responded to the generic survey for practitioners. An additional 12 frontline police officers responded separately.

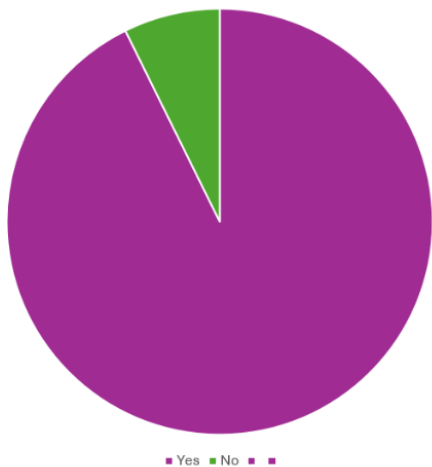


Safeguarding Structure

Of the North Somerset respondents, 89% of practitioners said they knew who the safeguarding lead in their organisation is and 11% did not. This compares to 93% across the region who know the lead role in child safeguarding.

This requires some specific feedback as the vast majority of colleagues are aware of the key professional. However, it is important to note that in 2023-24, the strategic leads responded to sharing information about safeguarding leads with 100% positivity with 80% as outstanding and the rest good. The recommendation from the partnership was to include this information in the induction process so that all new staff are aware as only 75% of organisations stated they did this.

Are you aware of the safeguarding lead in your organization?



Below is a table that depicts how colleagues are informed about safeguarding leads. Although police numbers for North Somerset are low in terms of the 12 colleagues who completed the survey, this is clearly an area for improvement to share information as the numbers were also low for police in the regional response. Whereas with the wider agency response, we can see that all methods have a sound degree of success with at least half of respondents noting communication from each category. The lowest percentages compared to the region as a whole, were induction and newsletters.

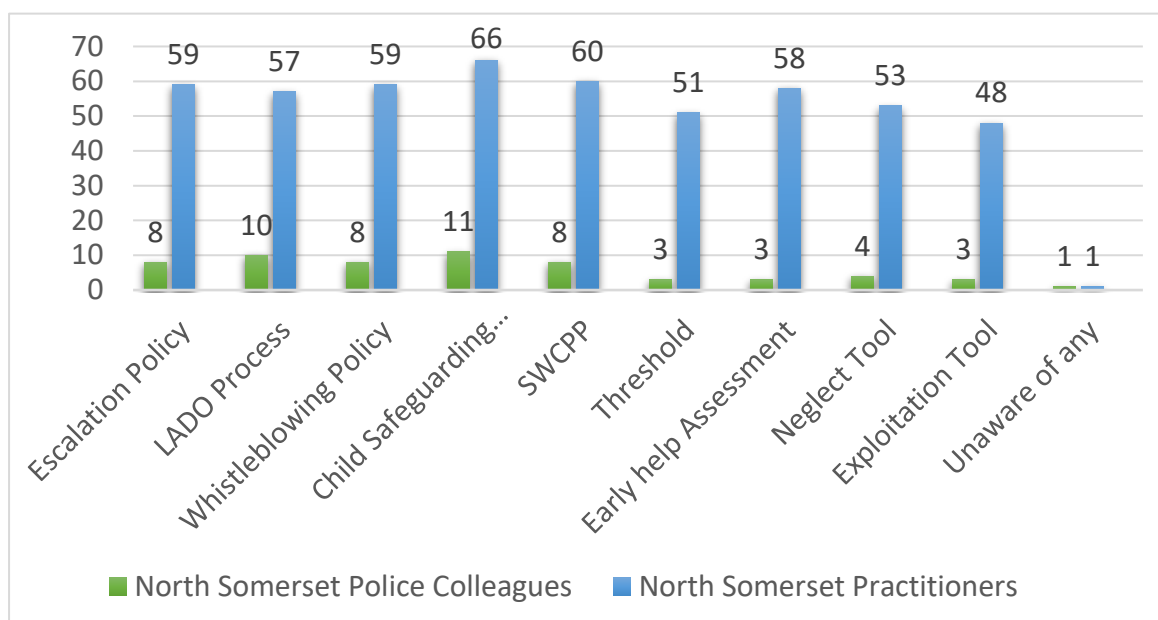
Method of Informing	North Somerset Police Colleagues	North Somerset Practitioners
induction	1	36
supervision/team meetings/forums	4	54
training	0	42
agency intranet/SharePoint/website	0	38
newsletter/emails/internal communications	1	34

Recommendation One

The Lighthouse Safeguarding Unit manager to develop a communications plan to ensure that all police colleagues know who their safeguarding lead is.

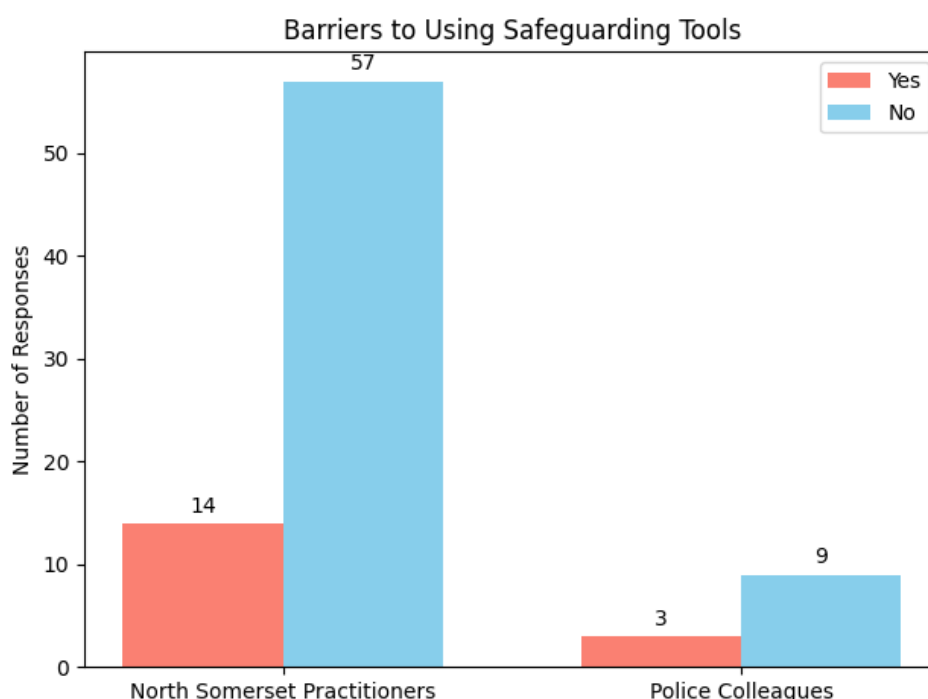
Awareness of Policies and Tools

The Section 11 survey revealed strong awareness of key safeguarding policies and tools among practitioners across agencies, with particularly high recognition of the child protection procedures, whistleblowing policy, and the South West Child Protection Procedures (SWCPP). Out of 71 practitioner respondents, the majority demonstrated familiarity with these core frameworks. In contrast, awareness among police colleagues—of whom there were 12 respondents—was notably lower across all categories. While this difference is partly attributable to the smaller sample size, the proportionally lower awareness, especially regarding the threshold guidance and escalation policy, suggests a need for targeted communication and training. These findings highlight an opportunity for the partnership to strengthen cross-agency understanding and ensure consistent safeguarding knowledge across all services.



Recommendation Two

Given the variation in awareness of safeguarding policies and tools—particularly the lower levels among police colleagues—it is recommended that the partnership develops a targeted communication pathway via all safeguarding leads. This could include joint briefings, cross-agency workshops, or digital learning modules to ensure all professionals have consistent access to and understanding of key safeguarding frameworks. The following safeguarding leads will undertake communication within their organisation directing people to the documents and guidance listed in the appendix - specifically to the escalation policy (Issue Resolution [NSSCP Issue Resolution Policy March 2025](#)) and threshold document: police, children’s social care, ICB, UHBW, Sirona, AWP, probation, SWAST, fire & rescue. A reminder will be added to the NSSCP newsletter too.



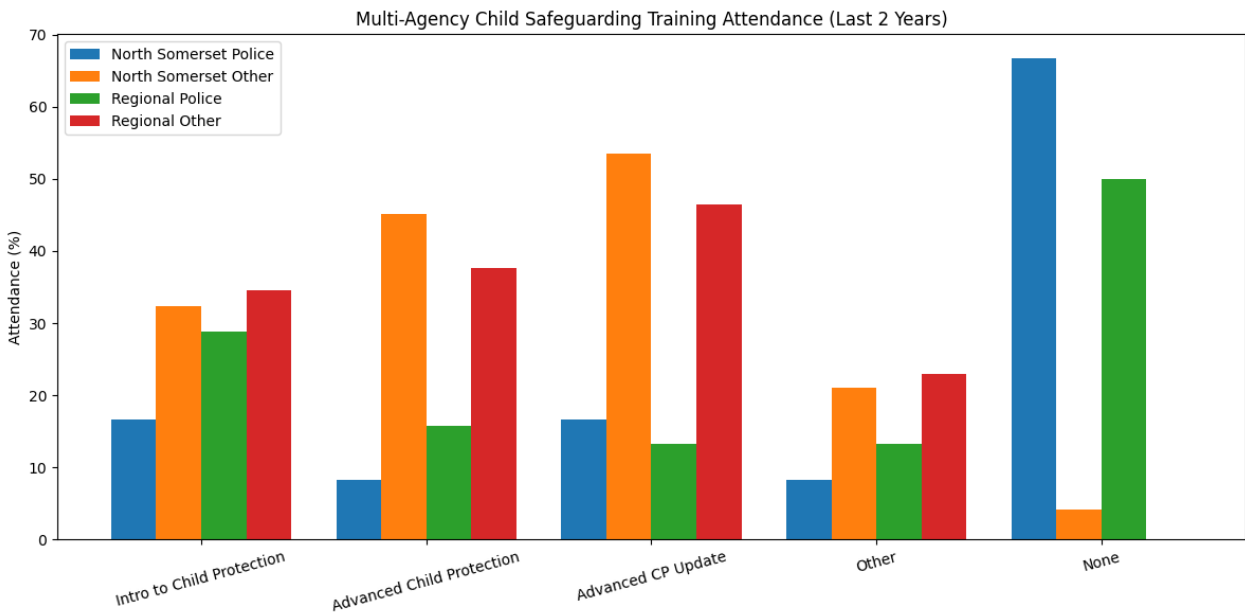
When asked whether there were any barriers to using the safeguarding tools referenced in the survey, the majority of respondents reported no issues. Among the 71 practitioners, 57 (80%) indicated they did not experience any barriers, while 14 (20%) said they did. Similarly, 9 out of 12 police colleagues (75%) reported no barriers, with 3 (25%) identifying some. These findings suggest that while most professionals feel confident and able to use the tools available to them, a minority across both groups do encounter challenges. This highlights the importance of exploring what those barriers

are and addressing them through targeted support or system improvements. These quotes reflect common reasons why some staff experience barriers to using safeguarding tools. *“difficult to find, not using them regularly, NSSCP website was historically hard to navigate, lack of time, don't know about them”* These comments reflect the regional responses.

Examples of using the tools effectively

Respondents provided a range of examples demonstrating how safeguarding tools and policies have been applied effectively in practice. The most frequently cited examples included contacting the Local Authority Designated Officer (LADO) in response to concerns about professionals, using the escalation process through strategy meetings to resolve complex cases, and applying the threshold guidance to evidence levels of need when making referrals. Additionally, several colleagues highlighted the use of the child safeguarding policy, particularly in situations involving risks to children outside the home. These examples reflect a strong understanding of when and how to apply safeguarding frameworks to support decision-making and protect children. This is especially pleasing to see as last year’s recommendations included improving the LADO process and awareness of the issue resolution policy.

Learning and Development



The data shows varied engagement with multi-agency safeguarding training across North Somerset and the wider region. Attendance at the *Introduction to Child Protection* course was relatively low among North Somerset Police (17%) compared to other local colleagues (32%) and regional counterparts (29% of police and 35% of others). Participation in *Advanced Child Protection* and its *Update* course was higher among non-police colleagues both locally and regionally, with North Somerset practitioners showing strong engagement (45% and 54% respectively). Police attendance at these advanced courses remained low across the board. Notably, 67% of North Somerset Police respondents reported attending no training in the past two years, compared to just 4% of other local colleagues. This trend was also reflected regionally, though to a lesser extent. Whilst the 2023-24 strategic leads’ survey demonstrated that 100% rated themselves as good or better, this was an area with the lowest percentage of ‘green’ ranking.

Recommendation Three

Police safeguarding lead will ensure targeted engagement with police colleagues to explore barriers to access such as shift patterns, course availability, or perceived relevance. Whilst police have training delivered by their internal training school, we know that multi-agency training can be beneficial to all. The partnership should continue to develop the relationship with the training school manager via the Quality Assurance and Learning: Driving Continuous Improvement Subgroup. The partnership should continue to support this engagement by ‘other’ practitioners offering refresher

sessions, advanced modules, and opportunities for reflective practice.

Training Priorities for Multi-Agency Safeguarding



When asked what they value most about attending multi-agency safeguarding training, both North Somerset police and other local colleagues ranked “Relevant and up to date content” and “Understanding roles and responsibilities” as their top priorities. This reflects a shared emphasis on practical, current knowledge and clarity around inter-agency working. However, differences emerged further down the rankings. Police colleagues placed greater importance on the opportunity to see things from a different perspective, while other colleagues prioritised compliance with safeguarding certification. Understanding agency pressures was ranked lowest by both groups, suggesting it may be a less immediate concern or already well understood. These insights can help shape future training content and delivery to better align with what professionals find most valuable.

Recommendation Four

Since both police and other colleagues ranked *relevant and up-to-date content* and *understanding roles and responsibilities* as their top priorities, future training should continue to focus on practical, current case examples and clear explanations of inter-agency roles. This ensures that sessions remain meaningful and directly applicable to frontline practice.

Requested Safeguarding Training Themes

North Somerset Police respondents expressed a strong interest in training that clarifies the child protection process, including the steps from initial safeguarding concerns through to strategy meetings, Section 47 enquiries, and child protection plans. They also highlighted the need for training on contextual safeguarding, particularly to support shared risk management and ensure all professionals are aligned in their duty to safeguard children.

Wider colleagues identified a broad range of training needs; some common themes are captured in the quotes below:

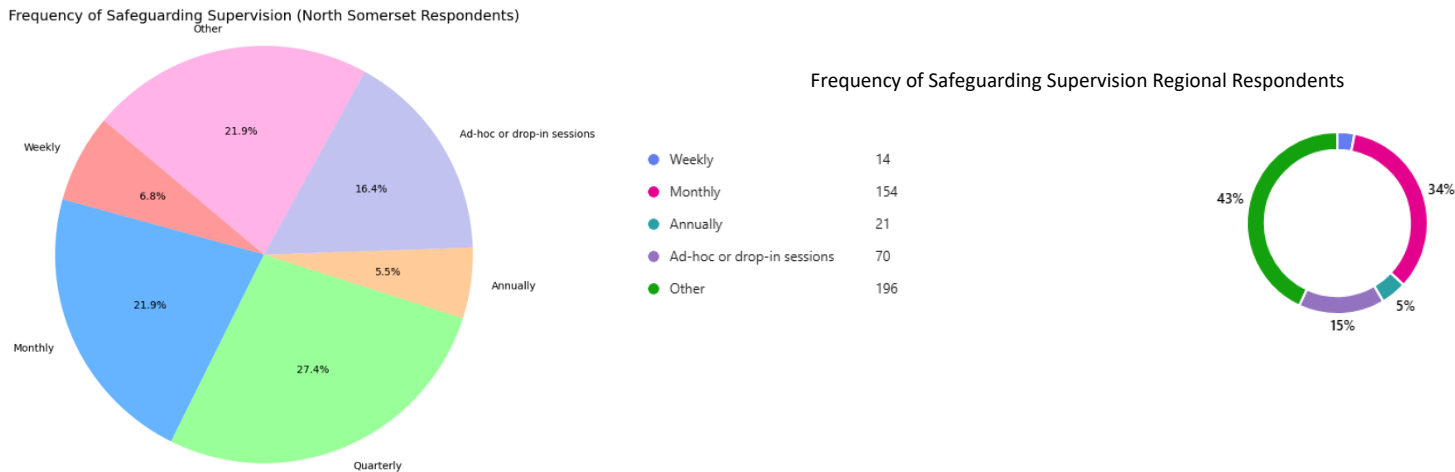
- “Contextual safeguarding and legislative relevance, with a desire for simplified explanations and practical implications rather than just legal references”.
- “Support for children with additional needs, including effective communication and understanding mental health”.
- “Working in partnership, especially around complex issues like youth violence, child sexual exploitation, and trauma in unaccompanied asylum-seeking children”.
- “Equity and unconscious bias, digital safety, and safeguarding when a child is an alleged perpetrator of abuse”.
- “Neglect, knife crime, and clearer understanding of the MASH and front door process, including thresholds”.

North Somerset Safeguarding Children’s Partnership is about to launch the Adolescent Safety Framework and is currently reviewing the training offer for exploitation which will address the request for further training on this theme. As the partnership develops closer relationship with education colleagues, we will be able to include training specifically around children with additional needs. As part of the government reforms, the Front Door processes and thresholds are due to be reviewed in line with statutory requirements. The partnership will be also reviewing the recommendations from [The Child Safeguarding Practice Review Panel - I wanted them all to notice](#) report as part of the NSSCP strategic plan. This will lead to improvements in training in this field.

Recommendation Five

The multi-agency trainer will ensure that the objectives and themes outlined above are incorporated into relevant training. The Quality Assurance and Learning: Driving Continuous Improvement Subgroup should consider how the practitioner reflections around training opportunities can be incorporated into the multi-agency training offer.

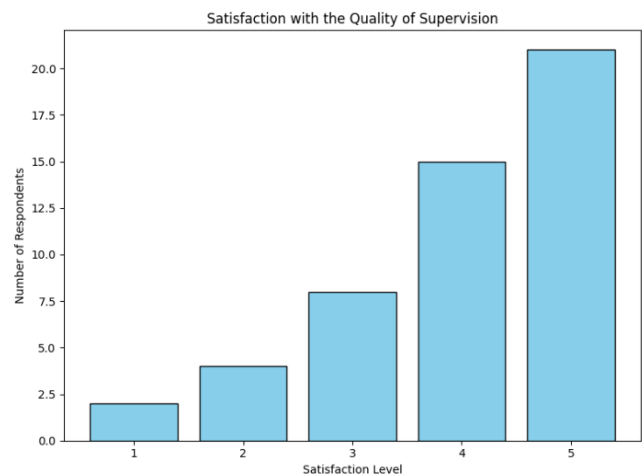
Safeguarding Supervision



Key Insights

- Monthly supervision is the most common frequency in both groups, but it is less dominant in North Somerset (19%) compared to the regional average (34%).
- Quarterly supervision is not reported in the regional data, but it is the most frequent category in North Somerset (24%), suggesting a local preference or policy difference.
- "Other" supervision formats are significantly more common regionally (43%) than in North Somerset (19%), indicating more structured or defined supervision practices locally.
- Weekly and ad-hoc sessions are relatively consistent across both groups, though slightly more common regionally.

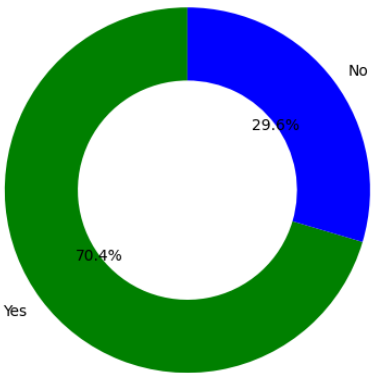
This correlates to the 2023-24 survey that showed most organisations provide at least monthly supervision.



The average satisfaction score is 3.91 out of 5, indicating that most respondents are generally satisfied with the quality of their supervision.

Updates on learning from local and national reviews

Do you receive briefings or updates on learning from local and national Child Safeguarding Practice Reviews?



North Somerset Respondents

- Yes: 50 (70.4%)
- No: 21 (29.6%)

Regional Respondents

- Yes: 309 (68%)
- No: 146 (32%)

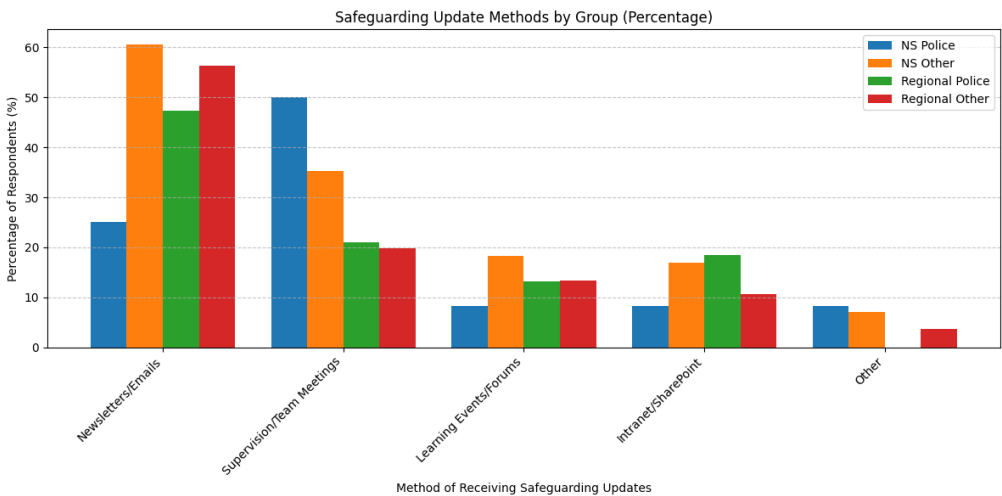
Both North Somerset and the wider regional group show a majority of practitioners receiving briefings or updates, with North Somerset slightly ahead (70.4% vs. 68%). However, nearly 1 in 3 practitioners regionally and locally still report not receiving these updates, which may indicate gaps in communication or access.

In the 2023-4 responses, this was noted as an area where less evidence was provided to assure the partnership that it was an area of strength. 67% of organisations rated themselves as outstanding, 27% good, 6% requires improvement with one organisation reporting that they had no mechanism in place to share learning from reviews. The partnership has improved dissemination of learning through learning briefs and online sessions but it is recognised that there is still more work to do.

Police were asked a slightly different question: Do you receive briefings or updates to help you be effective in safeguarding children? For North Somerset this was 6 for both ‘yes’ and ‘no’ at 50%. This was a similar picture to police colleagues regionally - 53 % in favour of yes.

Recommendation Six

Standardise communication channels. Ensure all practitioners have access to a consistent platform or mailing list for receiving safeguarding updates. Request that safeguarding leads promote awareness by including reminders in team meetings or newsletters about where and how to access these briefings.



The above chart presents a percentage-based comparison of how safeguarding updates are received across four

groups: North Somerset police, North Somerset other colleagues, regional police, and regional other colleagues.

Key Findings:

- Newsletters and emails are the most common method across all groups, especially among non-police colleagues.
- Supervision or team meetings are more frequently used by NS police (50%) than any other group.
- Learning events or forums and Intranet or SharePoint are underutilised across all groups, particularly among NS police.
- Other methods are rarely used, with minimal engagement across all categories.

Examples of how learning from a local or national Child Safeguarding Practice Review has impacted practice

Improved training offer.

Considering fathers in assessing risk - particularly in maternity services.

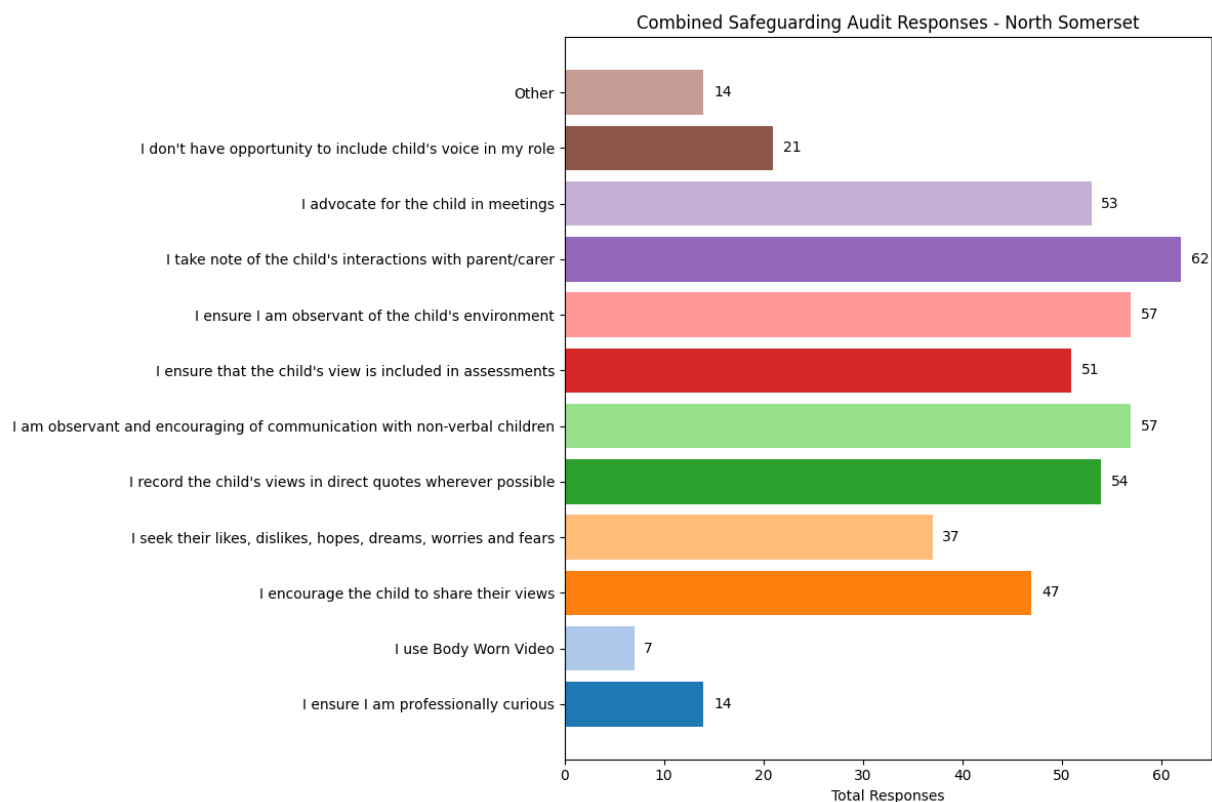
Highlighted the importance of early referrals to specialist teams when expertise is not within own service.

I have brought it into teaching. I have felt there are always relevant learning points for cases in the ED utilising the neglect toolkit.

Seeing children as victims of domestic abuse in their own right.

The reminder to be curious and ask open questions to explore child's experience fully - rather than accepting simple responses, non-engagement.

Hearing the Child’s Voice



A total of 83 professionals across North Somerset responded to this question about how they ensure they capture the voice of the children they support. Participants could select as many answers as they wanted to. The responses reflect a strong commitment to embedding the child’s voice in practice, with particularly high engagement in areas such as observing child-parent interactions, encouraging non-verbal communication, and recording children’s views in their own words. These findings suggest that safeguarding principles are well-integrated across most roles. The lower rates for the use of body-worn video are due to only police colleagues being asked this question. However, lower response rates in expressions of professional curiosity indicate opportunities for further development. Additionally, 21 respondents (25%) reported limited opportunities to include the child’s voice in their role.

In the 2023-24 Section 11 self-assessment, 67% of organisations rated themselves as outstanding for being assured that practitioners were effectively engaging with children, 20% as good and 13% rated red – or requires improvement. This year, the data captured directly from practitioners indicates that all of them who do direct work with children are trying in multiple ways to ensure they hear the child’s voice, and this provides assurance for the partnership and individual organisations that this is an improving picture.

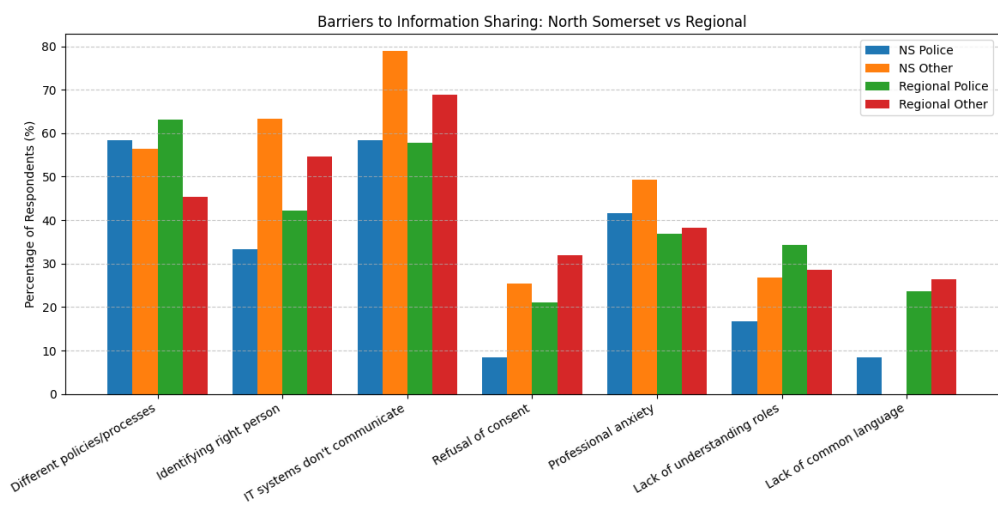
Consideration of racial, ethnic and cultural identity and its impact on children and families’ experiences

In 2024, 60% of organisations told us that they have mandatory training in response to this theme. Responses to this question were free text and whilst some practitioners suggested they need to develop this area and some did not respond, the majority gave positive examples. Some themes that were identified are as follows:

- Being cognisant of cultural trauma and exploring this when talking with families to gain full context.
- Parenting/discipline and expectations differing dependant on cultural views and upbringing.
- Understanding barriers and promoting the key message of safeguarding/appropriate education.
- Partnership working and identifying appropriate roles and responsibilities to support families.
- Identifying cultural norms or racial considerations – asking about eye contact norms in the family culture.

- Prioritising what is important to the child and their family - recognition of traditional celebrations in assessments
- Respecting cultural and religious beliefs in bereavement.
- Awareness of political and religious conflict and how to support parents, whilst holding own beliefs.
- Detailed understanding of language and dialect spoken and providing necessary interpreters in consultation with the family and their preferences.

Barriers to effective information sharing

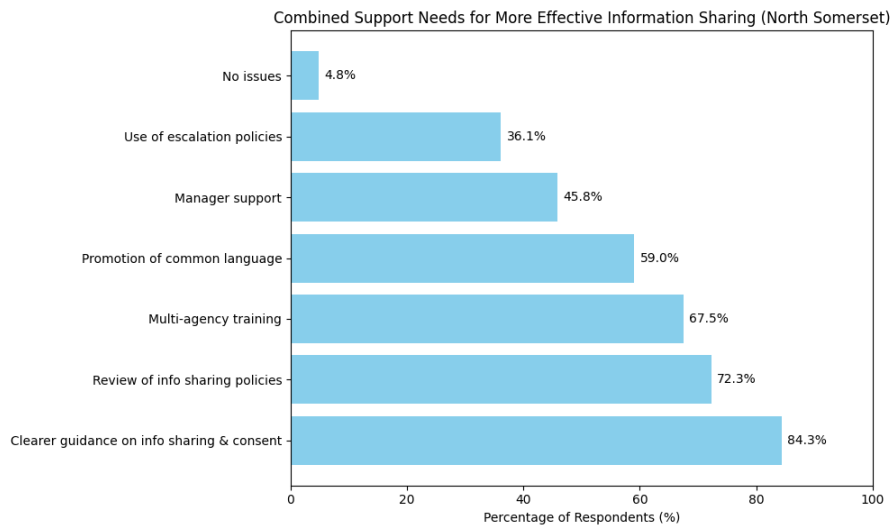


The chart reveals several key insights:

- IT systems that do not communicate is a top barrier across all groups, especially among non-police colleagues.
- Identifying the right person in each agency is a significant barrier for both North Somerset and regional practitioners but less so for police groups.
- Different policies/processes are more frequently cited by police.
- Professional anxiety around consent and lack of understanding of roles are moderately reported across all groups, with slightly higher concern among practitioners.
- Lack of common language is a relatively minor barrier, especially in North Somerset.

Interestingly, 100% of responses from strategic leads in the 2023-24 survey indicated good or outstanding in terms of effective information sharing yet this year’s responses would suggest that this doesn’t translate at practitioner level. 53% of 2023-24 responses mentioned policies for sharing information so some practitioners are also navigating individual agency policies.

Practitioners were asked what would support them to share information more effectively. The graph below outlines their responses.



The combined responses from all North Somerset colleagues highlight clear priorities for improving information sharing. The most frequently identified support needs were multi-agency training, clearer guidance on information sharing and consent, and a review of existing policies—all cited by over 65% of respondents. While only a small number of respondents reported no issues with information sharing, the overall findings suggest a strong appetite for clearer frameworks, better inter-agency understanding, and more consistent support structures to enhance safeguarding practice across the area.

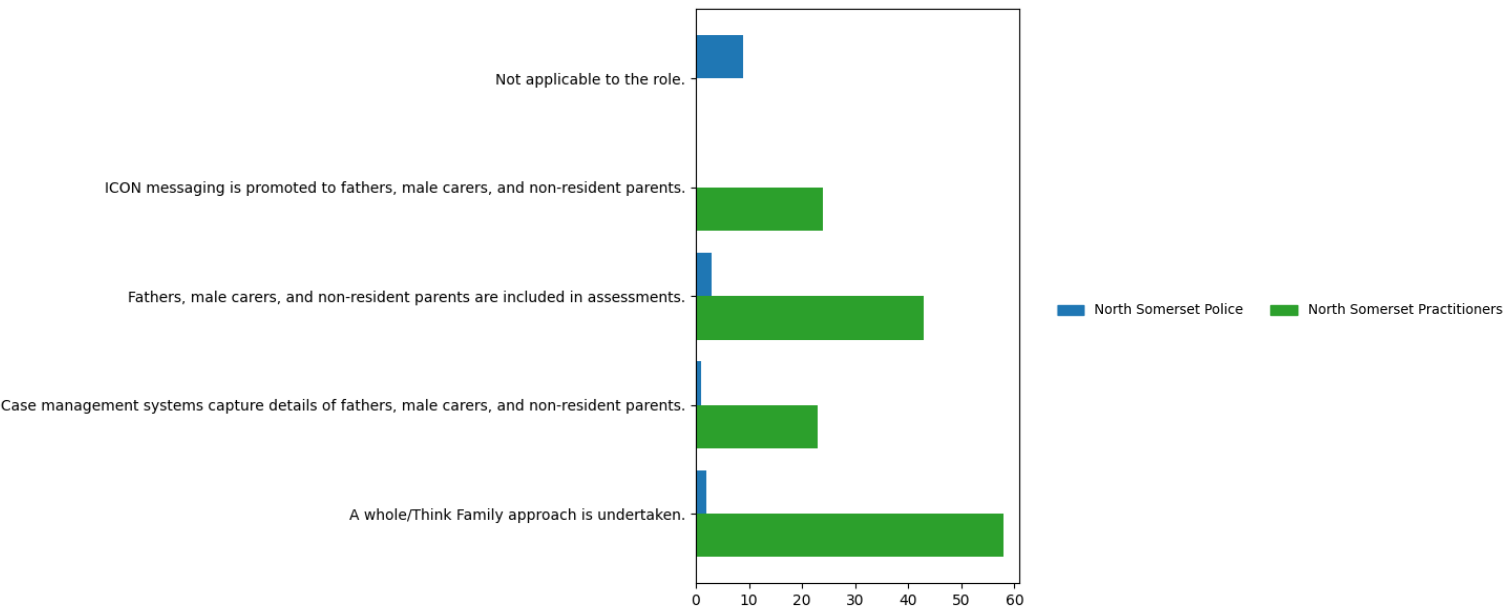
Recommendation Seven

We need to continue to explore communication between IT systems and information sharing protocols. Business managers across Avon & Somerset met in February 2025 and discussed information sharing protocols so this seems a sensible route to take this forward. This will also be supported by the government reforms. It would be beneficial to develop and maintain up-to-date inter-agency directories and role descriptions to help professionals identify the right contacts quickly. Colleagues should encourage the use of common safeguarding language and shared documentation to reduce miscommunication. The NSSCP will undertake a comms project about the importance of information sharing in light of Working Together to Safeguard Children 2023 and the government reforms.

Regional themes

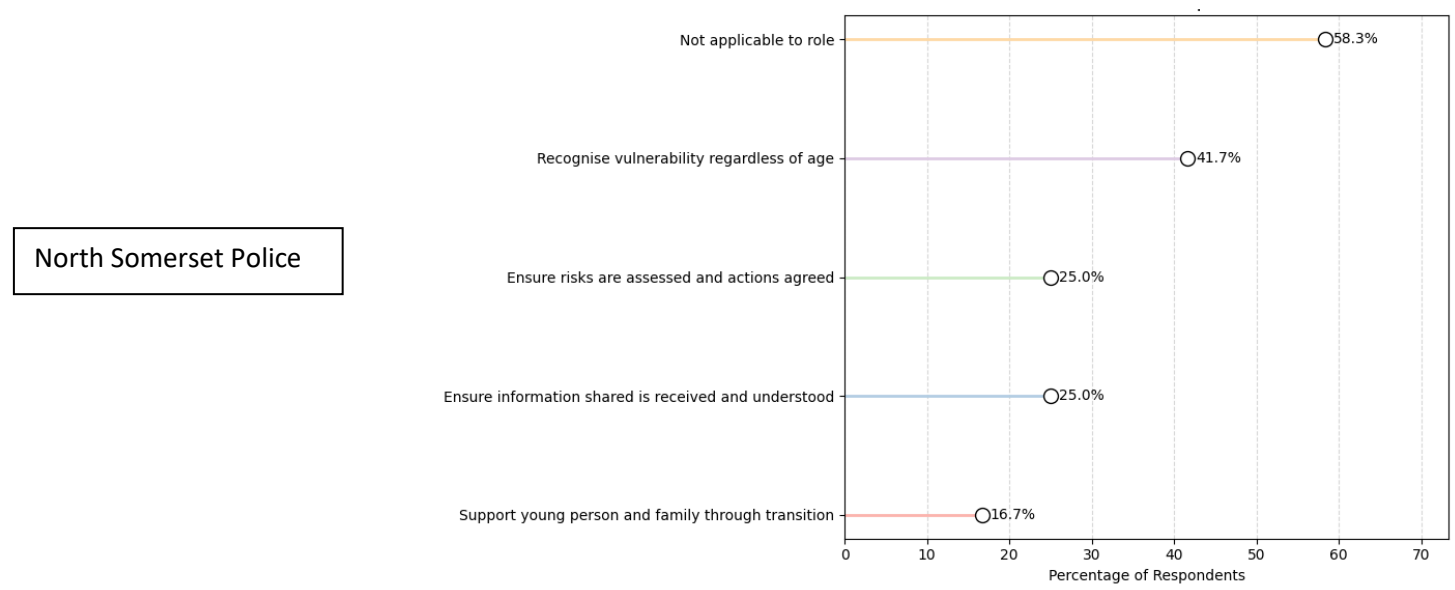
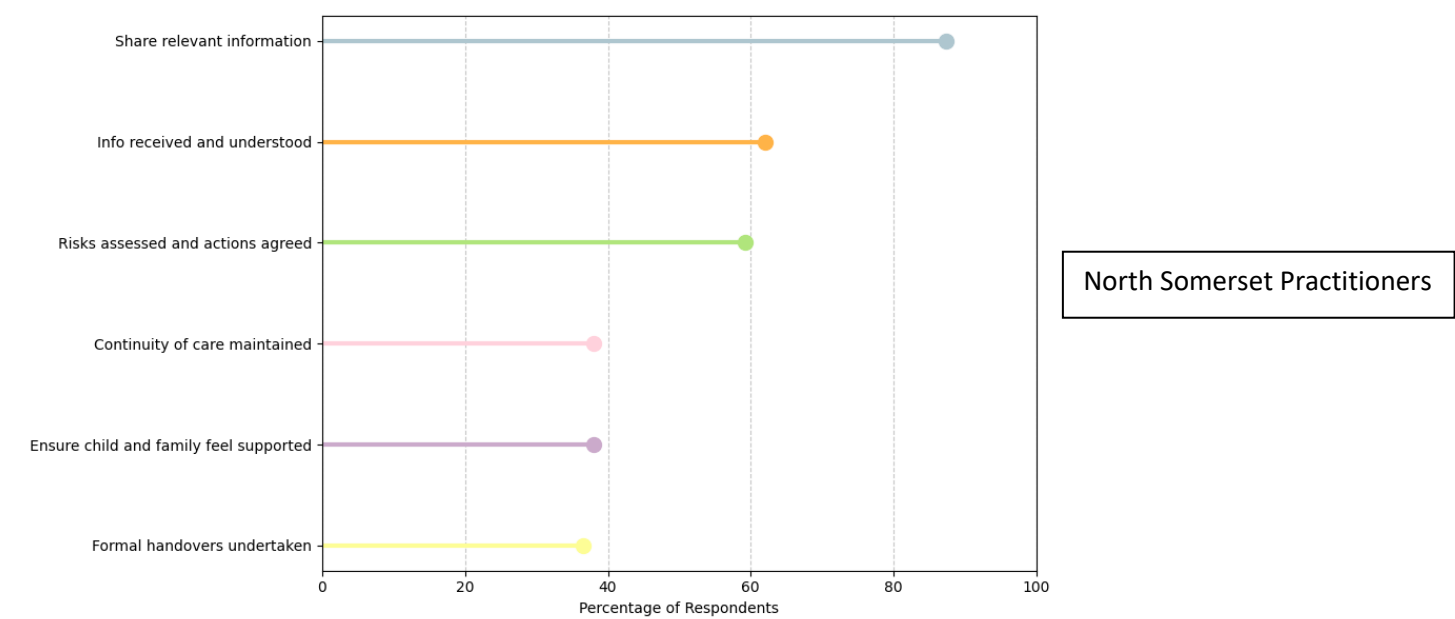
Engaging Fathers

Following the publication of [The Myth of Invisible Men](#), the regional business managers have included questions in the Section 11 survey for the last 2 years. Colleagues were asked how they ensure the voice of fathers, male care givers or non-resident parents are heard.



North Somerset practitioners demonstrate a higher level of engagement across all relevant categories compared to police although most police respondents indicated that this area is not applicable to their role. The promotion of ICON messaging shows 24 practitioners engaging in this activity. It is pleasing to see that colleagues are familiar with this, as the NSSCP was part of the delivery of an ICON programme of training [ICON NSSCP](#) . Overall, the data suggests that while practitioners are actively incorporating inclusive practices, there may be opportunities for increased awareness, training, or systemic support to ensure all colleagues, including those within the police force, advocate for more consistent engagement with all parental figures.

Transition for children and families

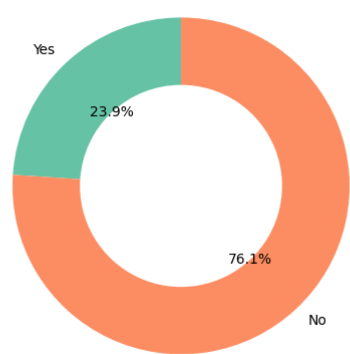


For this question there was a slight variation of questions for the police due to the nature of their roles. Practitioners could select as many options as were relevant. The charts highlight both strengths and opportunities in supporting young people through transitions. Practitioners show engagement across all categories, with particularly high emphasis on sharing relevant information and ensuring that information is received and understood. These practices suggest a well-established culture of communication and risk awareness. Among police respondents, the most common action was recognising vulnerability regardless of age, indicating a positive awareness of safeguarding needs. However, fewer officers reported involvement in actions such as supporting the young person and family or ensuring information is received and understood. This must be viewed in the context that over half indicated that this area was not applicable to their role.

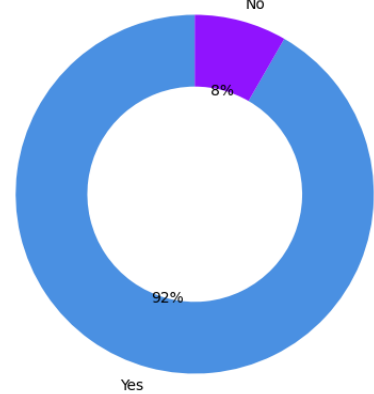
Overall, the data suggests that while practitioners are actively embedding transition support into their work, there may be value in further exploring how to engage with more of these processes to ensure a more joined-up approach.

Neglect

Use of Neglect Toolkit by North Somerset Practitioners



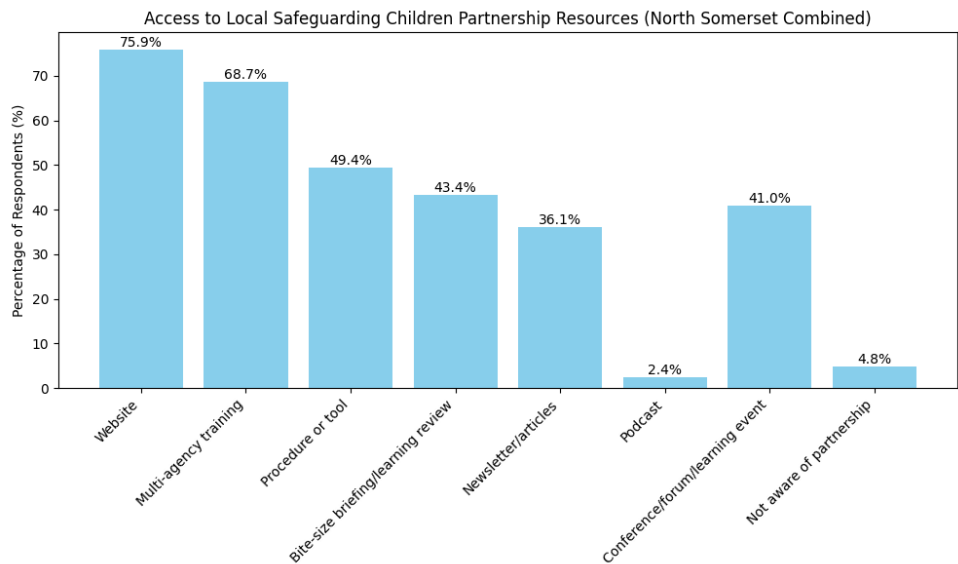
Confidence in Recognising Signs of Childhood Neglect (NS Police)



Only 23.9% of practitioners said that they routinely use the neglect toolkit. Whilst this response is disappointing it is not surprising. Despite much work on the area of neglect and some positive progress in the data which now shows our ‘neglect’ category for children on a child protection plan is now in line with national and statistical neighbours, the training offer for using this tool has not been consistent. However, the partnership have invested in training trainers from multiple agencies to be able to roll out this offer and it is ready for a relaunch in autumn 2025. This data will be useful as a benchmark to seek assurance that the tool is effective and being used by professionals. Whilst the question for police colleagues was different, it is fascinating to note that although police colleagues’ attendance at multi-agency safeguarding courses is traditionally very low, their confidence around recognising signs of neglect is high.

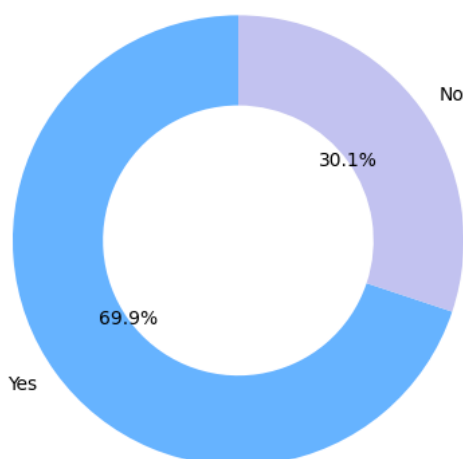
Children’s Partnership

Participants were asked if they had accessed the following partnership resources.



As a developing partnership, it is encouraging to see that a good proportion of colleagues are accessing the website and multi-agency training. These have been 2 areas of focus over the last year. We have held relatively few learning events or conferences, but these will become an annual event and sharing learning is a focus of the strategic plan. Podcasts are yet to be developed but the newsletter awareness is still relatively low despite focused work to grow the distribution network.

Participants were asked if they know how to contact or provide feedback to their local safeguarding children partnership?



Worryingly, 30% of colleagues do not know how to contact the partnership and this mirrors the regional picture, but it is encouraging that a high number of responses indicated visiting the website where contact details are located.

Recommendation Eight

Each agency to put out in internal comms of how to access the partnership and newsletters. The business manager should explore if it is possible for partners to sign up to the newsletter via the website.

Recommendations

Number	Recommendation Summary
1	The Lighthouse Safeguarding Unit manager to develop a communications plan to ensure that all police colleagues know who their safeguarding lead is.
2	The following safeguarding leads will undertake communication within their organisation directing people to the documents and guidance listed in the appendix - specifically to the escalation policy (Issue Resolution) and threshold document: police, children's social care, ICB, UHBW, Sirona, AWP, probation, SWAST, fire & rescue. A reminder will be added to the NSSCP newsletter too.
3	Police safeguarding lead will ensure targeted engagement with police colleagues to explore barriers to access such as shift patterns, course availability, or perceived relevance. The partnership should continue to develop the relationship with the training school manager via the Quality Assurance and Learning: Driving Continuous Improvement Subgroup.
4 & 5	Future training should continue to focus on practical, current case examples and clear explanations of inter-agency roles. The multi-agency trainer will ensure that the objectives and themes outlined above are incorporated into relevant training. The Quality Assurance and Learning: Driving Continuous Improvement Subgroup should consider how the practitioner reflections around training opportunities can be incorporated into the multi-agency training offer.
6	Ensure all practitioners have access to a consistent platform or mailing list for receiving safeguarding updates. Request that safeguarding leads promote awareness by including reminders in team meetings or newsletters about where and how to access these briefings.
7	Continue to explore communication between IT systems and information sharing protocols across the 5 local authorities. Business managers across Avon & Somerset continue to update DSPs with progress. Develop and maintain up-to-date inter-agency directories and role descriptions to help professionals identify the right contacts quickly. Encourage the use of common safeguarding language and shared documentation to reduce miscommunication. The NSSCP will undertake a comms project about the importance of information sharing in light of Working Together to Safeguard Children 2023 and the government reforms.
8	Each agency to put out in internal comms of how to access the partnership and newsletters. The business manager should explore if it is possible for partners to sign up to the newsletter via the website.

Appendix One

Question set that was sent to participants:

1. Which area of the Avon and Somerset region do you work in?
2. Organisation sector
3. Name of your department / team
4. Are you aware of a person within your organisation with a lead role in safeguarding children?
5. How are you informed/updated on who holds the lead role for your organisation on child safeguarding?
6. Are you aware of the following policies/tools:
 - . Escalation policy
 - . Allegations Management (LADO)
 - . Single agency whistleblowing policy
 - . Child protection procedures
 - . South West Child Protection Procedures
 - . Threshold Document
 - . Early Help Assessment
 - . Neglect Toolkit
 - . Child Exploitation Screening Tool
7. Are there any barriers to using these policies/tools?
8. Please explain what barriers prevent you from using these policies/tools.
9. If you can, please provide an example of when you have used the policies/tools effectively in your practice.
10. What child multi-agency safeguarding training have you completed in the last two years?
11. Please rank in order of importance what is most important to you about attending multi-agency training:
 - . Relevant and up to date content
 - . Understanding roles and responsibilities
 - . Opportunity to see things from a different perspective
 - . Compliance with my certification for my role
 - . Understanding agency pressures
12. Are there any child safeguarding themes you would like to see training available to you on?
13. How often do you have safeguarding supervision?
14. How satisfied are you with the quality of your supervision - where 1 is not very satisfied and 5 is very satisfied
15. Please can you explain your rating?
16. Do you receive briefings or updates on learning from local and national Child Safeguarding Practice Reviews?
17. How do you receive briefings/updates?
18. Can you give an example of how learning from a local or national Child Safeguarding Practice Review has impacted your practice?
19. How do you ensure you understand and capture the baby/child/young persons lived experience as part of your regular practice?
20. Please give an example of how you consider racial, ethnic and cultural identity and its impact on children and families' experiences.
21. What are the barriers you face to effective information sharing?
22. What would support you to share information more effectively?
23. How do you ensure the voices of fathers/male carers/non-resident parents are heard within your work with families?
24. How do you ensure smooth transition for children and families?
25. Do you use the Neglect Toolkit as part of your regular practice?
26. Have you accessed your local safeguarding children's partnerships:
 - . Website
 - . Multi agency training
 - . Procedure or tool
 - . Bitesize briefing/event
 - . Newsletter Conference/forum
27. Do you know how to contact or provide feedback to your local children's partnership?