

# Safeguarding briefing for Early Years Settings

Autumn 2024

Jo Barclay  
Head of Education Safeguarding

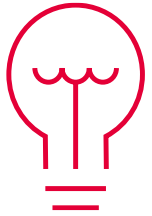
# Agenda

- 1 **Safeguarding update**
- 2 **Safegaurding training including level 3**
- 3 **Effective Support Document and update from ESCB**

# Prevent: update

- ❑ UK threat level remains as SUBSTANTIAL (meaning an attack is considered likely)
- ❑ The primary threat both regionally and nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility
  - Increase in ERW
  - Decrease in MUU referrals (Essex had largest decrease in this category)
  - majority of cases deemed 'vulnerability present, but no CT ideology or risk identified'
  - 54% Channel Panel cases are for under 18 year-olds / 18% for 18-24 year-olds
- ❑ 35 Prevent referrals across the region in the last reported quarter
  - Majority continue to be from Education (17)
  - Majority deemed vulnerability present, but no CT ideology or risk
  - 9% proceeded to Channel

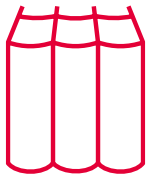
# Other bits:



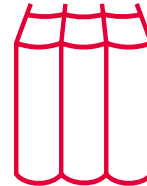
**Level 3 training for DSLs:**  
[Education Essex online](#)



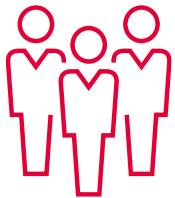
**RSHE curriculum (online harm):**  
resources to be developed (from  
VAWG Strategic Board)



**Let's talk...managing risk for  
CYP with mental health issues**



**DSL Supervision Programme:**  
[cipsli@essex.gov.uk](mailto:cipsli@essex.gov.uk)

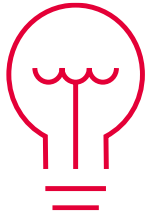


**Let's talk...promoting positive  
mental health and wellbeing,  
and reducing the risk of  
suicidal thoughts and feelings**



[How can we hear and facilitate the  
voice of the child? Practice points |  
NSPCC Learning](#)

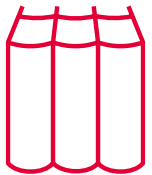
# Other bits:



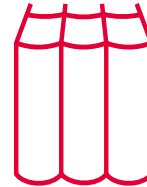
**Crime and Policing Bill:** aims to reduce serious violence and increase confidence in Police and CJS



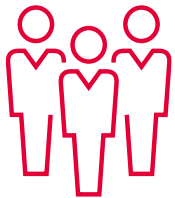
**Information sharing: advice for practitioners (DfE 2024)**



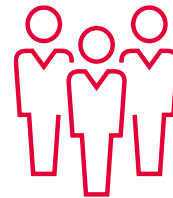
**Stable Homes, built on love**



**Reasonable force, restraint and restrictive practices in alternative provision and special schools:**  
Research Report (March 2024)



**Gender-questioning guidance:**  
draft document December 2023



**PRICE training:**  
[semhstrategy@essex.gov.uk](mailto:semhstrategy@essex.gov.uk)

# EST E-Safety Training – ‘2 Johns’

Autumn Term 2024 Online Safety  
update video YouTube link:

[2 Johns November 2024](#)

[www.esafetytraining.org](http://www.esafetytraining.org)

Find them on Facebook: EST E-  
Safety Training



# Safeguarding training

# Governor termly safeguarding briefings:



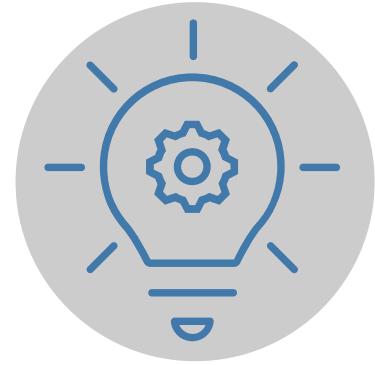
12.11.24

6.00 – 7.00pm



25.03.25

6.00 – 7.00pm



24.06.25

6.00 – 7.00pm

[Education Essex Online](#)



## **Level 3 Safeguarding training for DSL's – Spring term – 9.30am – 4.00pm**

**Thursday 30 January**

**Latton Bush – Harlow**

**Thursday 6 February**

**Hamptons Chelmsford**

**Thursday 13 February**

**Barleylands**

**Monday 24 February**

**Colchester Football stadium**

# Training 1

**Level 3 Safeguarding training for DSL's – Summer term – 9.30am – 4.00pm**

**Wednesday 23 April**

**Venue to be confirmed**

**Thursday 1 May**

**Venue to be confirmed**

**Tuesday 13 May**

**Venue to be confirmed**

**Wednesday 14 May**

**Venue to be confirmed**

**Monday 30 June**

**Venue to be confirmed**

**Friday 11 July**

**Venue to be confirmed**

<b>Training - Autumn Term 2024</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>Safeguarding Briefing for Governors</b>	<b>12.11.24</b>	<b>6pm – 7pm</b>	<b>Online</b>
<b>Safeguarding Briefing for school – Online</b>	<b>21.11.24</b>	<b>3.30 pm – 5.00pm</b>	<b>Online</b>
<b>Prevent awareness and update</b>	<b>2.12.24</b>	<b>2pm – 4pm</b>	<b>Online</b>
<b>Prevent – online radicalisation</b>	<b>10.12.24</b>	<b>3pm – 4.30pm</b>	<b>Online</b>
<b>Harmful Sexual Behaviour</b>	<b>11.12.24</b>	<b>2pm – 4pm</b>	<b>Online</b>

## Safeguarding briefings - Spring term 2025

<b>WEST Safeguarding briefing Manor of Groves</b>	<b>05.03.24 1.30pm – 4.00pm</b>
<b>SOUTH Safeguarding briefing Greenwoods</b>	<b>06.03.24 1.30pm – 4.00pm</b>
<b>NE Safeguarding briefing Colchester Stadium</b>	<b>12.03.24 1.30pm – 4.00pm</b>
<b>MID Safeguarding briefing Lion Inn</b>	<b>13.03.24 1.30pm – 4.00pm</b>
<b>ONLINE Safeguarding briefing</b>	<b>19.03.24 3.30 – 5.00pm</b>

<b>Training – Spring Term 2025</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>Safeguarding Briefing for new DSL's and HT</b>	<b>09.01.25</b>	<b>1.00pm – 2.00pm</b>	<b>Online</b>
<b>Cyber choices</b>	<b>04. 02.25</b>	<b>9.30am - 10.30am</b>	<b>Online</b>
<b>Prevent awareness and Update</b>	<b>03.03.25</b>	<b>2.00pm - 4.00pm</b>	<b>Online</b>
<b>Risk in the Community for schools</b>	<b>17.03.25</b>	<b>TBC</b>	<b>TBC</b>
<b>MOSOVO /MAPPA training</b>	<b>25.03.25</b>	<b>10.30am - 12.00pm</b>	<b>Online</b>
<b>Safeguarding Briefing for Governors</b>	<b>25.03.25</b>	<b>6.00pm - 7.00pm</b>	<b>Online</b>

## **Safeguarding briefings - Summer term 2025**

**NE Safeguarding briefing  
Colchester Stadium**

**11.06.25 1.30pm – 4.00pm**

**SOUTH Safeguarding briefing  
Greenwoods**

**12.06.25 1.30pm – 4.00pm**

**WEST Safeguarding briefing  
Manor of Groves**

**18.06.25 1.30pm – 4.00pm**

**MID Safeguarding briefing  
Lion Inn**

**19.06.25 1.30pm – 4.00pm**

**ONLINE Safeguarding briefing**

**23.06.25 3.30 – 5.00pm**

<b>Training – Summer Term 2025</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>Safeguarding Briefing for new DSL's and HT</b>	<b>24.04.25</b>	<b>1.00pm – 2.00pm</b>	<b>Online</b>
<b>Cyber choices</b>	<b>16.06.25</b>	<b>1.30pm - 2.30pm</b>	<b>Online</b>
<b>Prevent awareness and Update</b>	<b>02.07.25</b>	<b>2.00pm - 4.00pm</b>	<b>Online</b>
<b>It could happen here</b>	<b>27.06.25</b>	<b>TBC</b>	<b>TBC</b>
<b>Safeguarding Briefing for Governors</b>	<b>10.07.25</b>	<b>6.00pm - 7.00pm</b>	<b>Online</b>

# **Essex Safeguarding Children Board**

**Karen Hammett, ESCB Board Manager**  
**Liz Kirby, ESCB Practice Development Manager**



# Essex Safeguarding Children Board

- Working Together 2018 abolished local safeguarding children boards and introduced multi-agency safeguarding arrangements
- Working Together 2023 has introduced further changes
- All safeguarding children's partnerships have been requested by Government to undertake a review of their local multi-agency safeguarding arrangements and publish their revised arrangements by December 2024.
- Essex continues to use the name Essex Safeguarding Children Board
- The purpose of multi-agency safeguarding arrangements is to ensure that, at a local level , organisations are clear about how they will work together to safeguard children and promote their welfare.

# Essex Safeguarding Children Board

The Safeguarding Partners are:

- Essex Police
- Integrated Care Boards (Health)
- Local Authority

The three Statutory Partners have a joint and equal duty to make arrangements to:

- Work together as a team to safeguard and promote the welfare of all children in a local area
- Include and develop the role of wider local organisations and agencies

The Statutory Partners in Essex moved to equal funding of the Board in April 2022

The ESCB Executive has a wide range of partners in attendance, these are referred to as 'relevant agencies' and includes Probation, Education, Community and Voluntary Sector reps

# Essex Safeguarding Children Board

Working Together 2023 introduced Lead Safeguarding Partners

- Chief Executive of the Local Authority
- Chief Officer of the Integrated Care Board-there are 3 ICBs that cover the Essex footprint
- Chief Constable of Essex Police

Each Lead Safeguarding Partner has nominated a Delegated Safeguarding Partner who can take decisions on behalf of the LSP and hold their sectors to account

Working Together 2023 states that all local education and childcare providers working with children up to the age of 18, including alternative provision, pupil referral units and further education are expected to be included as relevant agencies.

## Delegated Safeguarding Partners

### Essex Safeguarding Children Board Executive

Attended by:

- Director of Education
- Head of Safeguarding and Wellbeing
- Headteacher associations - Primary, secondary and special schools

### ESCB Sub-committee and Stay Safe Groups (quarterly)

Attended by:

- ECC Education

### Headteacher meetings for schools and early years (termly)

Attended by:

- ECC Education
- Headteachers associations

### Safeguarding briefings for schools and early years (termly)

Attended by:

- ECC Education
- Headteachers associations
- ESCB Support Team

# ESCB Effective Support for Children and Families in Essex

## The updating process



# Effective Support for Children and Families in Essex-Why did it need updating?

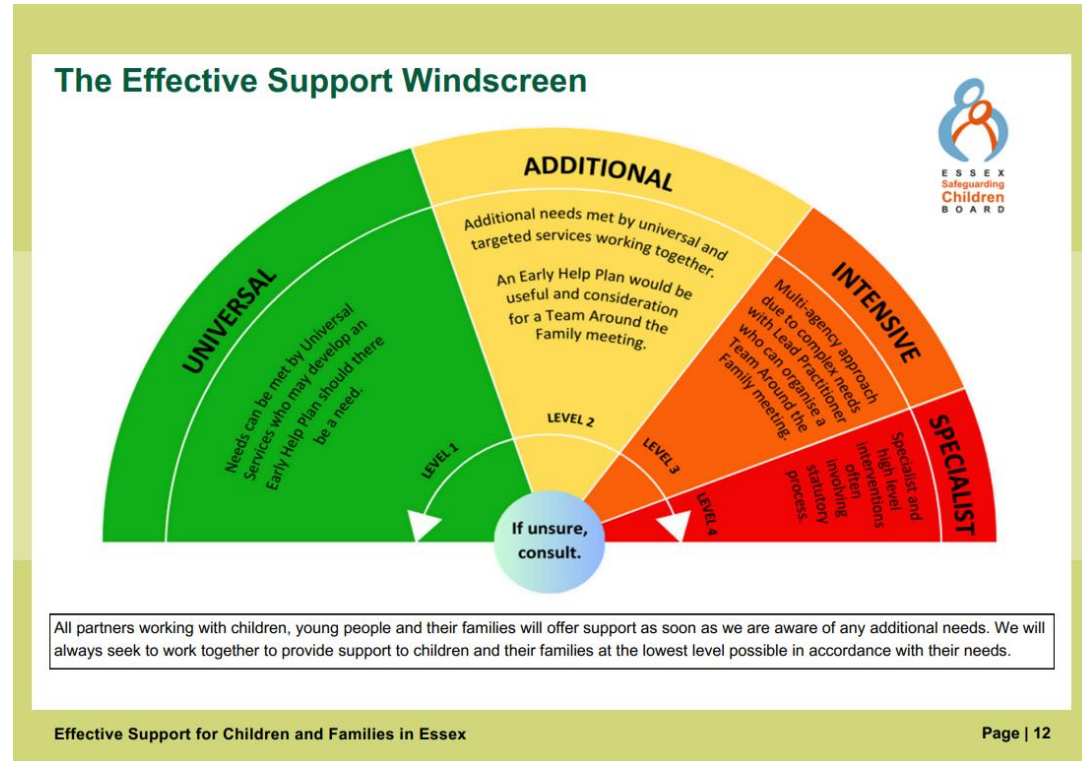
- To bring the guidance in line with current practice
- Strengthen early help content
- Review the indicators of need to reflect current terminology and practice
- Changes in Working Together 2023



# The Effective Support Windscreen

Levels remain the same:

- Universal
- Additional
- Intensive
- Specialist



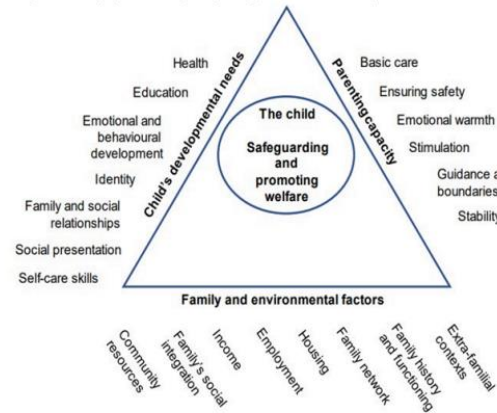
# Assessment Framework -Working Together 2023

The indicators of need were based on the three domains of the assessment framework:

- Parenting capacity
- Child's developmental needs
- Family and environmental factors

## Indicators of need

The indicators of need on the following pages are not an exhaustive list but are designed to provide practitioners with a tool to assist assessment, planning and decision making when considering the needs of children in relation to safeguarding concerns. Any safeguarding indicators of concern should always be considered alongside any related needs. It should be remembered that some children, because of their disability or complex needs, and the parental/carer response to the vulnerability of the child this must be factored into any assessment of need and any potential harm. This is not a tick box exercise but aimed at supporting practitioners in their decision making, including conducting further assessments, referring to other services, holding team around the family meetings and the development of early help plans. The domains for the indicators of need have been based on the three domains of the assessment framework (see image below); parenting capacity, child's development needs and family and environmental factors.



Ref: Working Together 2023



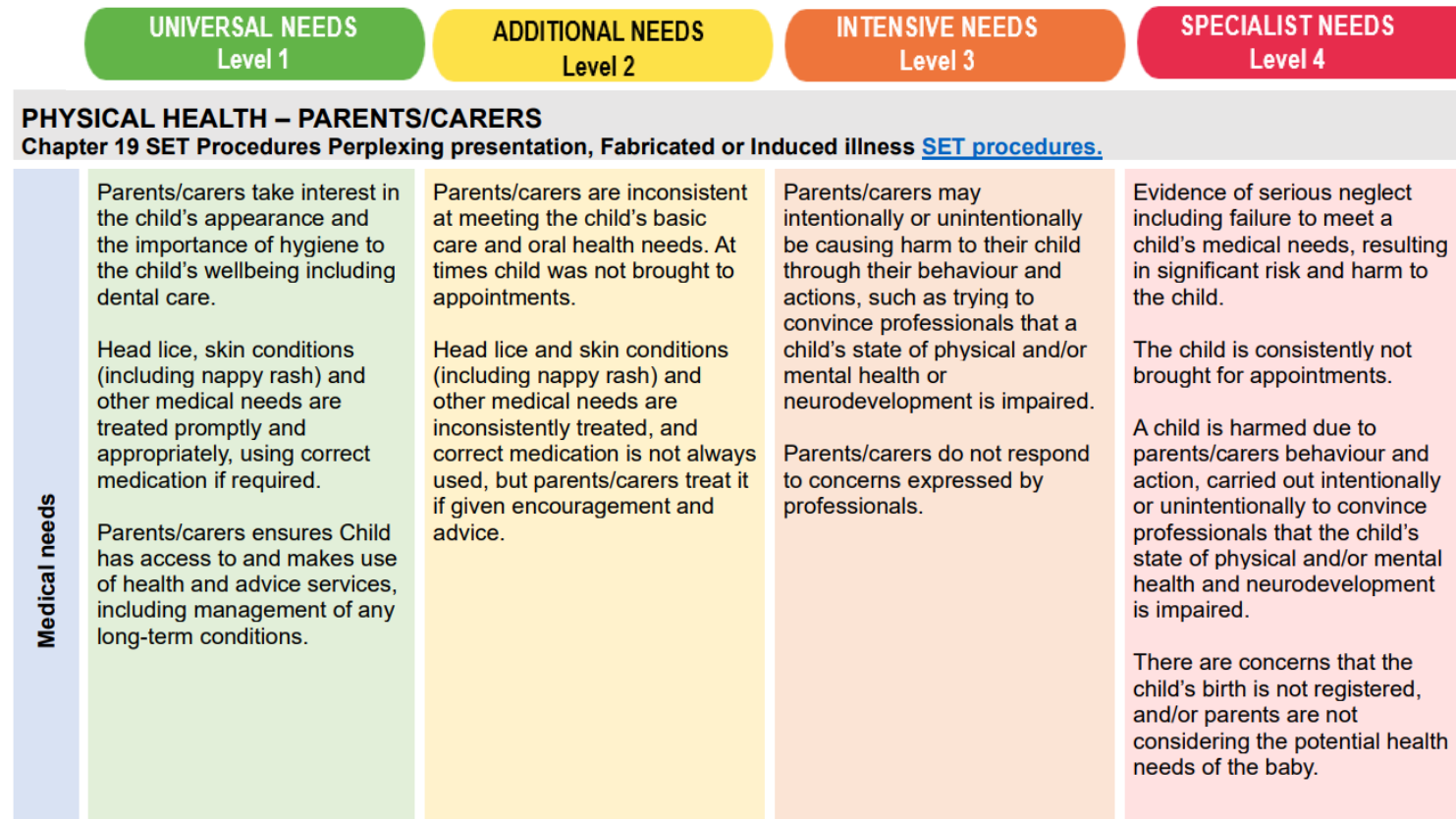
# Effective Support for Children & Families in Essex

## Headlines – Key changes

- Easier to navigate & use
- Principles of how we all work together remain the same
- More emphasis on Early Help
- Indicators of Need have been overhauled, both in layout & content
- Online therefore easier to update & respond to new guidance



## Using the new Indicators of Need



# Recording information about children and families

- Relevant history
  - Consider what previous support including Early Help has been provided and what the outcomes of the intervention have been.
  - Is there information that could help to understand the family?
- Parent/carers
  - What are the views of the parent, what help are they asking for?
- Consultation
  - Record information about any consultations you have had.
- Give clarification to support statements
  - Child presents as:
    - Withdrawn (does not engage with other pupils, sits on own in class)
    - Pale & sad (does not smile and appears anxious when approached by staff)
    - Underweight (when asked about breakfast he states he has not had any)
    - Child's clothes & shoes are too small (sores on feet where shoes are rubbing)
- Be curious and ask questions

# Recording information about children and families

Ensure concerns are listed in a clear and concise way.

Include what is the impact of your concerns on the child and family.

Ensure the voice of the child is included  
What is the child saying about their life? Understand the different ways children communicate.

Behaviour changes -Note any behaviour changes and whether there has been significant life changes. Does the child's behaviour change when in the company of certain adults.



[Link](#)

- ✓ In agency/organisation/education setting based meeting with the family

### Consultation opportunities

- ✓ Consultation with your organisation's designated safeguarding person/safeguarding lead
- ✓ [TAFSO@essex.gov.uk](mailto:TAFSO@essex.gov.uk)
- ✓ [Early Help Drop-ins](#) – (link will take you to days, time and joining info)
- ✓ SET CAMHS Professional Consultation Line available Mon-Thurs 10am-midday. Tel: 0300 300 1996 - professionals only

**\* Always record your concern and outcome of any consultation \***

### Further resources available

- ✓ Review your concerns against the [Indicators of need](#)
- ✓ Find a service in the [Essex Directory of Services](#) or [Frontline](#)
- ✓ SEND needs [Essex Local Offer](#) or SEND [Information, Advice & Support](#)
- ✓ [Essex Child & Family Wellbeing Service](#)
- ✓ [Early Help plan template](#)

# Child Safeguarding Practice Reviews (CSPRs)

Child Safeguarding Practice Reviews replaced Serious Case Reviews 6 years ago as part of a number of changes to Local Safeguarding Children Boards

The Statutory Partners are responsible for considering whether to carry out a Child Safeguarding Practice Review (CSPR)

National Panel-This is an independent panel, that has statutory powers, is independent of the Government and can make its own decisions.

# Learning and recommendations from reviews

- Learning starts as soon as an incident has been identified, often involved agencies will look at their internal practices and any learning arising from the incident
- If there is learning identified through the rapid review process then this is shared with agencies
- Learning and themes will emerge throughout the review process
- Key learning is highlighted in the final report which supports the final recommendations
- The report is then disseminated to agencies who are responsible for sharing it with their workforce

# Child F and her Family

- Child F was 8 years old when she was taken to hospital unresponsive, with no respiration and pulse.
- She was in an extremely poor medical state, thought to be severely malnourished, anaemic and unkempt, and had a significant head lice infestation.
- She remained in a critical condition for some time but recovered and is now thriving in foster care.
- Child F lived with four older sisters and her mother. Her siblings are now the subject of care orders.
- She had regular contact with her father and an older (adult) brother, who did not live with them.
- The family had been involved with services on and off from the time Child F's brother was aged three, due to neglect.
- Mother pleaded guilty, and Father was found guilty, of several counts of neglect. Both were sentenced to six years in prison.



# Learning Area One:

## Evidencing Neglect

- Services were first involved with the family due to neglect concerns for her older brother (now an adult) – 15 years before the critical incident with Child F.
- Child F and her siblings experienced the following factors all their lives, except for brief periods of improvement when services or wider family were involved:
  - Headlice
  - No beds / bedding, or dirty bedding
  - No hot meals
  - Inadequate personal hygiene – ‘scruffy’, dirty clothes and nails
  - Messy, dirty homes to the extent that the family were repeatedly evicted
- Child F’s speech and language were significantly delayed; this was identified in 2015 (aged 3), but she did not start to attend appointments until 2019 (aged 7).

# Learning Area Two:

## Responding to Neglect

- Services were involved on and off for fifteen years up to the date Child F was brought to hospital, always due to neglect concerns.
- Each time services were involved, the situation in the family would improve and services withdrew; the family would then be re-referred when the situation deteriorated again.
- The wider family network frequently attempted to provide the care for the children that their parents were not fulfilling. There were times when the parents stopped contact with wider family, and they were thus unable to care for the children.
- The LCSPPR concluded that if the critical incident had not occurred, the children would likely still be living with their mother.

## Learning Area Three:

### Families with Ongoing Needs

- The cumulative negative impact of the children's living conditions was significant.
- Yet the family was regularly in and out of services, with professionals closing them each time there was an 'improvement' or 'disengagement'.
- Child F's mother informed the LCSPR that what she needed was someone to ensure she provided adequate care for her children.
- The children fed back to the LCSPR that they had never understood what services were for, because nothing changed for them.

# Current learning themes from reviews

- Challenging decisions and escalating if needed
- Thinking about the whole family and system
- Evidence change within families and how this will be sustained
- Early help, Team Around the Family meetings and lead professional
- Teenage suicide
- Mental health of young people and parents/carers
- Increasing awareness of the SET Procedures across the workforce
- Case recording and decision making
- Parental mental health and substance misuse
- Assessments/context and family history
- Young people's mental health and wellbeing
- Children not being brought to appointments
- Voice of the child
- Being curious

# Hearing the voice of the child in the safeguarding system

- Recent reviews in Essex have highlighted that the child's voice, wishes, thoughts and feelings are not evident in the records that organisations hold.
- ESCB have produced some resources to support organisations to think about how they could improve this area of practice
- ESCB have produced a video, power point and factsheets that you can share with colleagues and discuss in staff meetings. There are additional resources from other safeguarding partnerships
- [Voice of the child resources](#)

# **ESCB Learning and Development opportunities –click here [ESCB training](#)**

**Getting to know you partner sessions:**

- **Children and Families Hub - Tuesday 12 November 2024, 12.30pm - 1.30pm**
- **Family Solutions - Wednesday 11 December 2024, 12.30pm - 1.30pm**

**Early Help workshops & how to create an EHP**

**Every contact Counts – Exploitation and modern slavery**

**Drugs & Alcohol awareness – 15th January 2025**

**E-learning packages – Professional curiosity and Non-accidental Injury**

**Stay Safe Conferences Spring 2025**

# Resources

[Southend Essex and Thurrock Safeguarding and Child Protection Procedures](#)

**Resolving Professional Disagreements-Chapter 11 of the SET Procedures**

[Effective Support for Children and Families in Essex](#)

[Child Safeguarding Practice Reviews](#)



**Thank you for your time.  
Any questions?**

[Liz.Kirby@essex.gov.uk](mailto:Liz.Kirby@essex.gov.uk)

[Karen.Hammett@essex.gov.uk](mailto:Karen.Hammett@essex.gov.uk)



## Here is the new Early Help Drop in Poster

The links have been changed to ensure that you can join any drop-in.

Drop ins are becoming increasingly busy so please come prepared to present issues and concerns concisely.

## Early help drop-in sessions



Weekly drop-in sessions - you can attend **any** session

This session is designed to give partners in Essex who work with children, young people & families the chance to: discuss anonymised cases, gain peer support, be signposted to advice & help to answer general questions.

These sessions are supported by our panel of subject experts from across the children's system including:

- Team Around the Family Support Officer (TAFSO)
  - Inclusion Partners
  - Essex Family Support Service
  - Engagement Facilitators
  - SENDIASS
  - Attendance Specialists
  - Essex Youth Service
  - Peabody Outreach
  - Essex Child & Family Wellbeing Service
  - DWP
  - and others
- 

These sessions **DO NOT** replace work undertaken by the Children & Families Hub as outlined in [Effective Support for Children & Families in Essex](#)

DS24\_8561 September 24



**North Essex drop-in session**  
Tuesday 15:30-16:30pm

→ Click here to join the meeting

Email (North) [C&FPartnershipLeads@essex.gov.uk](mailto:C&FPartnershipLeads@essex.gov.uk)



**South Essex drop-in session**  
Wednesday 12:30-13:30pm

→ Click here to join the meeting

Email (South) [C&FPartnershipLeads@essex.gov.uk](mailto:C&FPartnershipLeads@essex.gov.uk)



**West Essex drop-in session**  
Thursday 12:00-13:00pm

→ Click here to join the meeting

Email (West) [C&FPartnershipLeads@essex.gov.uk](mailto:C&FPartnershipLeads@essex.gov.uk)



**Mid Essex drop-in session**  
Wednesday 12:00-13:05pm

→ Click here to join the meeting

Email (Mid) [C&FPartnershipLeads@essex.gov.uk](mailto:C&FPartnershipLeads@essex.gov.uk)

Please note that the Mid Essex has an [online booking system](#), where you are able to pre-book a slot to present a case. Colleagues are still welcome to join the session without booking, but you won't be guaranteed a time to discuss your case.

# Presentation title here

Presentation subheading

Date



# Agenda

1 Section title

2 Section title

3 Section title

4 Section title

5 Section title

6 Section title

7 Section title

8 Section title

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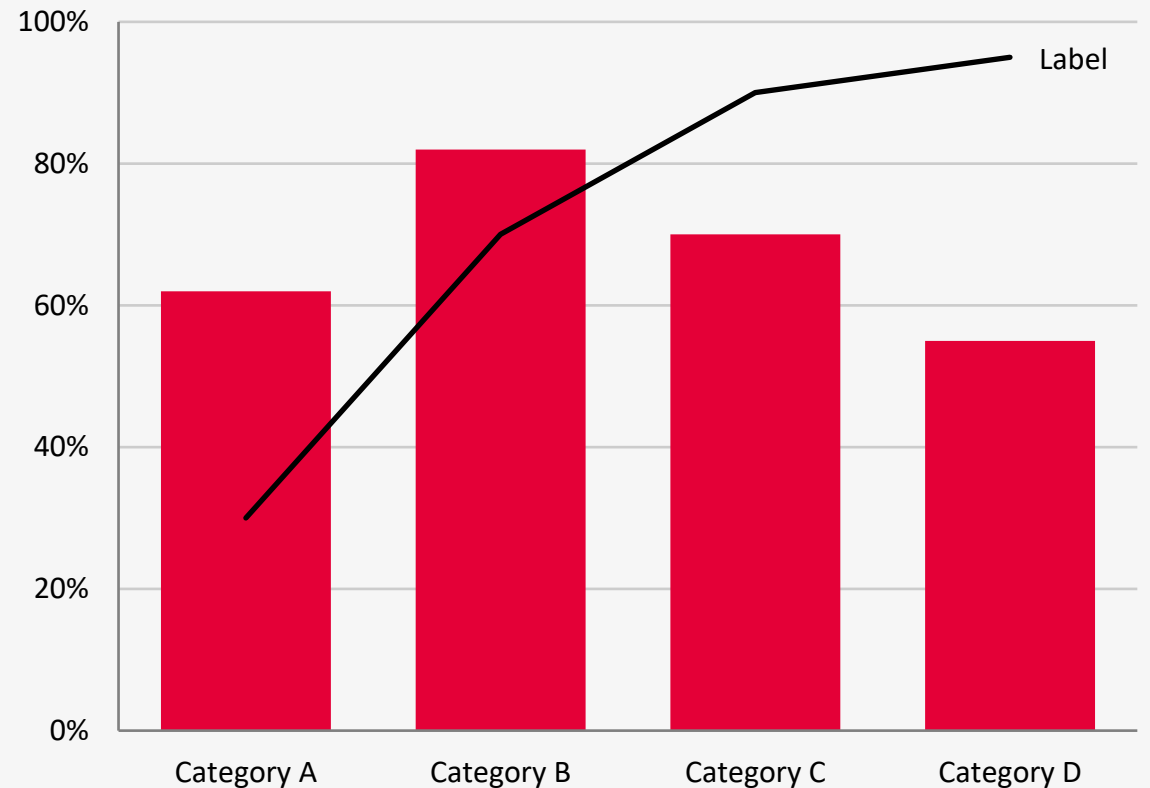
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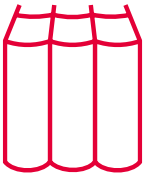
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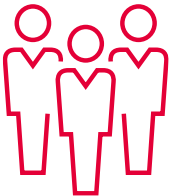
# Slide – icons



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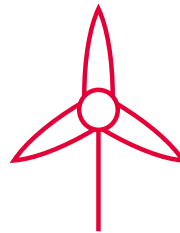
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# Slide – text and highlight

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## Subheading

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**92% fact text highlighted in bold,** body text goes here, body text goes here, body text goes here.

# Slide – infographics



Body text goes here **55% fact goes in bold** body text goes here, body text goes here.



Body text goes here. **88% fact goes in bold**, body text goes here, body text goes here, body text goes here.



**By June 2022** body text goes here, body text goes here, body text goes here, body text goes here.

## Slide – large image/chart

[illegible]

# Slide – table with intro copy

Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here.

Table column heading	Table column heading	Table column heading	Table column heading	Table column heading
Example	Example	Example	Example	Example
Example	Example	Example	Example	Example
Example	Example	Example	Example	Example
Example	Example	Example	Example	Example
Example	Example	Example	Example	Example

# Slide – text and quote

Body text goes here. Body text goes here. Body text goes here. Body text goes here.

Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here.

## Subheading

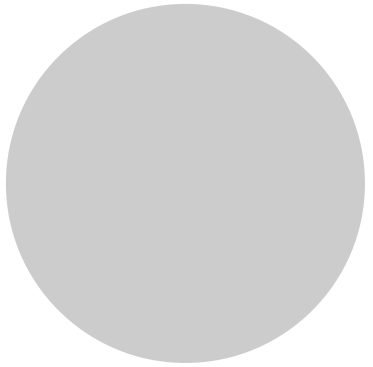
Leading sentence:

- bullet text goes here
- bullet text goes here
- bullet text goes here
- bullet text goes here

“Pull-out quote goes here.  
Pull-out quote goes here.  
Pull-out quote goes here.  
Pull-out quote goes here.  
Pull-out quote goes here.”

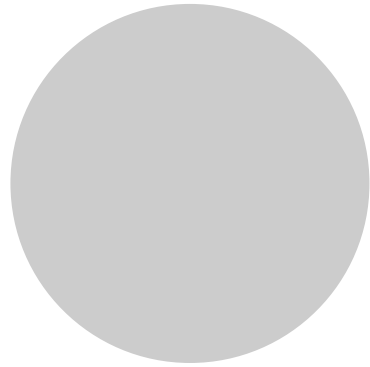
**Author**

# Slide – 4 column with images



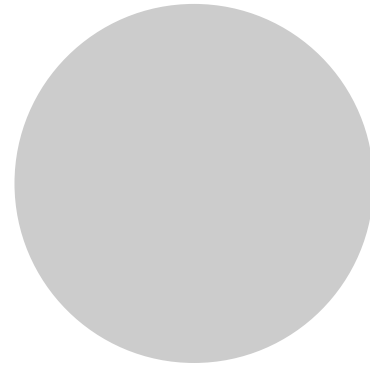
## **Subheading**

Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here.



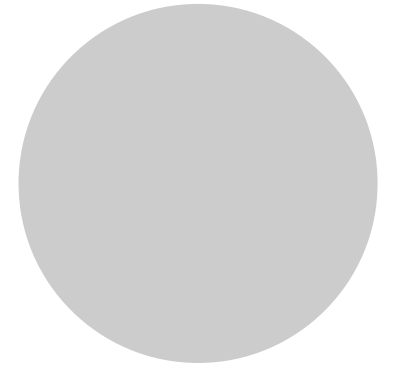
## **Subheading**

Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here.



## **Subheading**

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## **Subheading**

Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here. Body text goes here.

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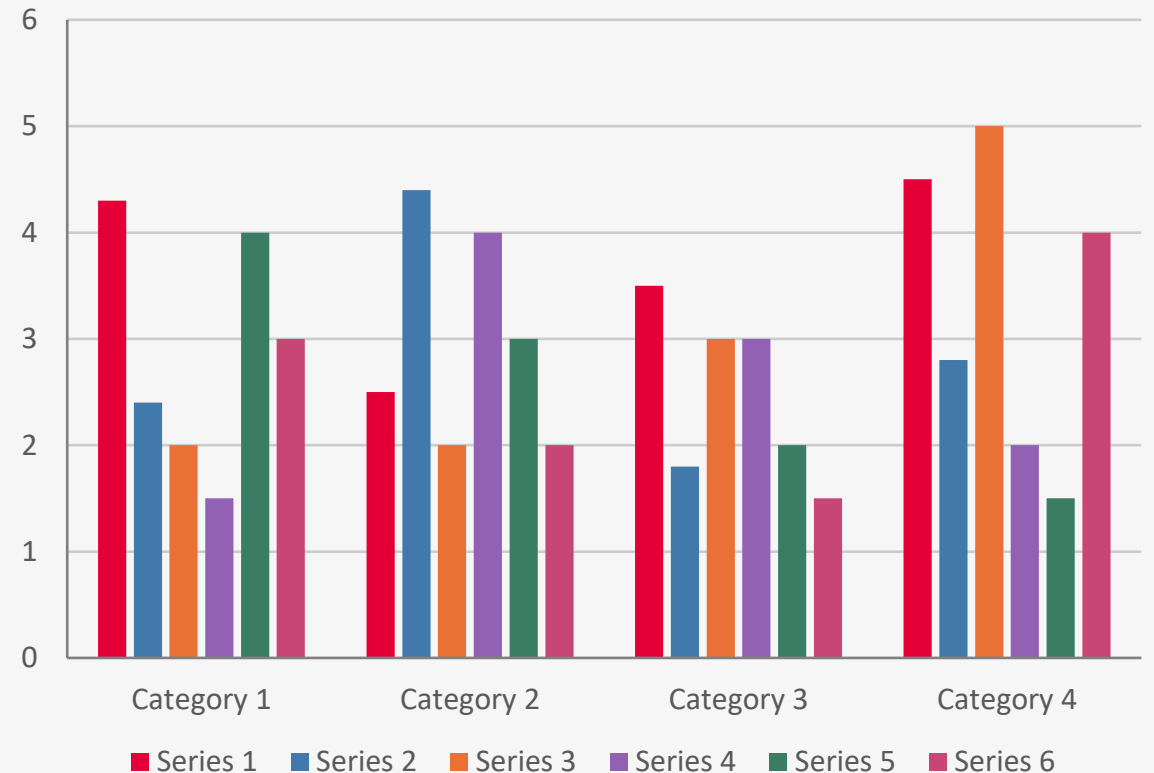
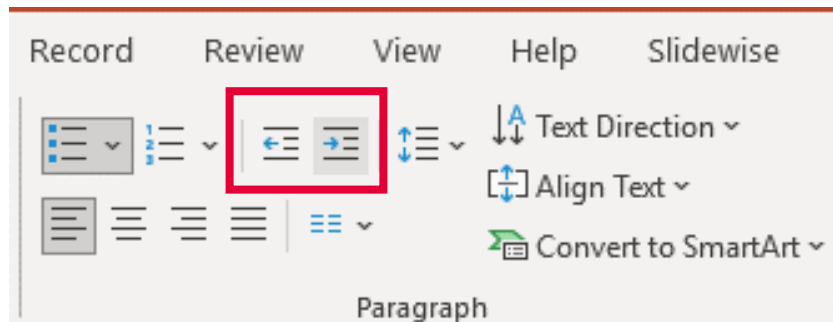
# Text levels and chart colours

## Subheading – level 1

Body copy – level 2

- Bullets – level 3

Use Decrease/Increase List Level buttons in the Paragraph tab on the ribbon to move between levels of text.





# Colours

## Primary

<b>White</b> R255 G252 B255	<b>Red</b> R228 G0 B55	<b>Black</b> R0 G0 B0
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## Secondary – Bright\*

<b>Bright 1</b> R228 G0 B55	<b>Bright 2</b> R233 G113 B53	<b>Bright 3</b> R236 G183 B32	<b>Bright 4</b> R200 G70 B116	<b>Bright 5</b> R147 G97 B179	<b>Bright 6</b> R65 G121 B170	<b>Bright 7</b> R58 G125 B100	<b>Bright 8</b> R114 G157 B77	<b>Bright 9</b> R118 G118 B107
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## Secondary – Strong and Soft\*

<b>Strong 1</b> R146 G29 B51	<b>Strong 2</b> R198 G80 B21	<b>Strong 3</b> R198 G147 B24	<b>Strong 4</b> R145 G5 B99	<b>Strong 5</b> R92 G36 B114	<b>Strong 6</b> R0 G76 B148	<b>Strong 7</b> R29 G89 B76	<b>Strong 8</b> R75 G113 B49	<b>Strong 9</b> R65 G71 B69
<b>Soft 1</b> R234 G210 B213	<b>Soft 2</b> R243 G208 B165	<b>Soft 3</b> R240 G227 B187	<b>Soft 4</b> R224 G211 B209	<b>Soft 5</b> R234 G219 B234	<b>Soft 6</b> R195 G211 B229	<b>Soft 7</b> R187 G204 B207	<b>Soft 8</b> R210 G220 B187	<b>Soft 9</b> R212 G212 B212

\* For accessibility reasons, do not use Bright 3, Strong 3 or any of the Soft colours for text or graphical objects on a white background