



ENFIELD
EDUCATION
SERVICE

28th January 2025

Morning Moment of Calm



AGENDA

- 10:00 Introductions and welcome
- 10:02 Key updates – Ofsted: February meeting at Forty hall: Hoax messages : Consultations : Verbo
- 10:10 NWLTH
- 10:20 SEND/MIME data & DBV update
- 10:30 NEXUS update
- 10:40 PREVENT
- 10:50 HR Update
- 11:00 Immunization
- 11:10 Substance Misuse
- 11:20 Climate Action Network
- 11:25 AOB and close



BARNET • BRENT • ENFIELD

North-West London Teaching School Hub

Local Initial Teacher Training

Tuesday 28th January 2025

Welcome: An ethos of excellence at NWLTSH

The ITT team



Sahreen Siddiqui
Director of North-West London
Teaching School Hub



Agnes Fitzpatrick
Associate Director of Partnerships
and Strategy, NPQ Lead



Sophie Walsh
Deputy Director, Initial Teacher
Training



Sana Khokhar
Deputy Director, Initial Teacher
Training, ECF



Meeta Dattani
Administrator, Initial Teacher
Training

Who we are:

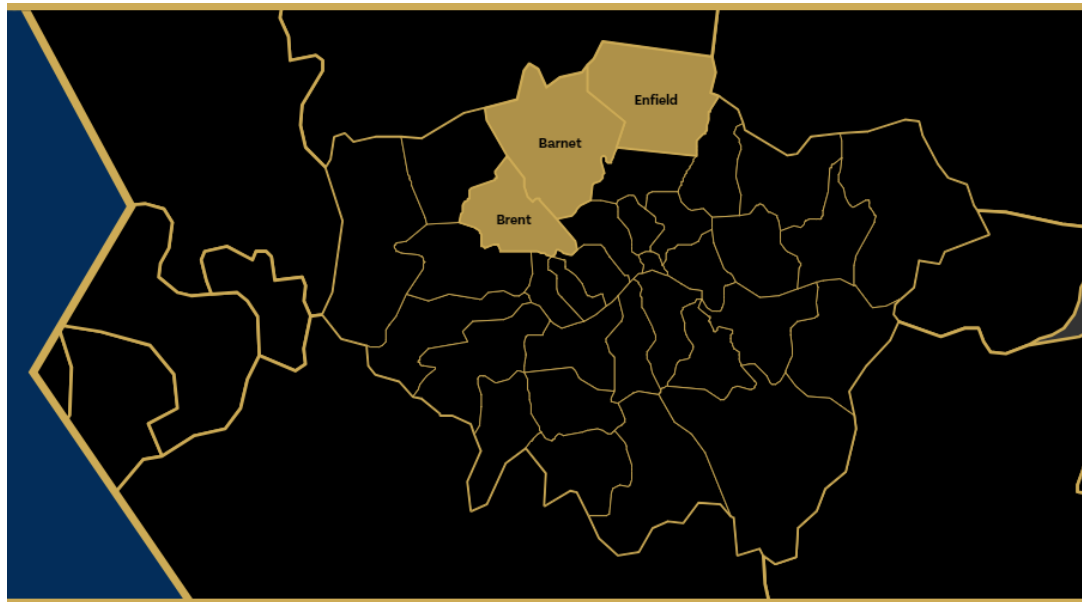


Our vision:			
To work with every school across the Golden Thread, to ensure the highest-quality professional development at every stage of a teacher's career, influencing inspiring the leaders of the future			
Our impact goals:			
To future-proof the profession, growing the next generation of teachers locally	Improved retention of teachers	Improved wellbeing and retention of teachers	Research-led interventions and impact to drive school improvement
The outcomes we want to see:			
Recruitment of trainee teachers in line with local need	Increased well-being and job satisfaction	Support and assure the quality of teacher induction	Evidence-informed training to develop expertise
Our core areas of work:			
(NEW) Initial Teacher Training	Early Career Framework	Appropriate Body Services	National Professional Qualifications
Collaborating with the right people and organisations:			
Excellent MATs, Schools, and Leaders	Local Authorities	Outstanding Lead Providers	Wider Influential Organisations

Our mission statements

- Enfield pupils deserve the best
- We want to future proof the profession for Enfield schools
- We want the next generation of dynamic teachers and leaders to work in Enfield schools
- Our purpose is to attract, support and develop the next generation of teachers through high quality training

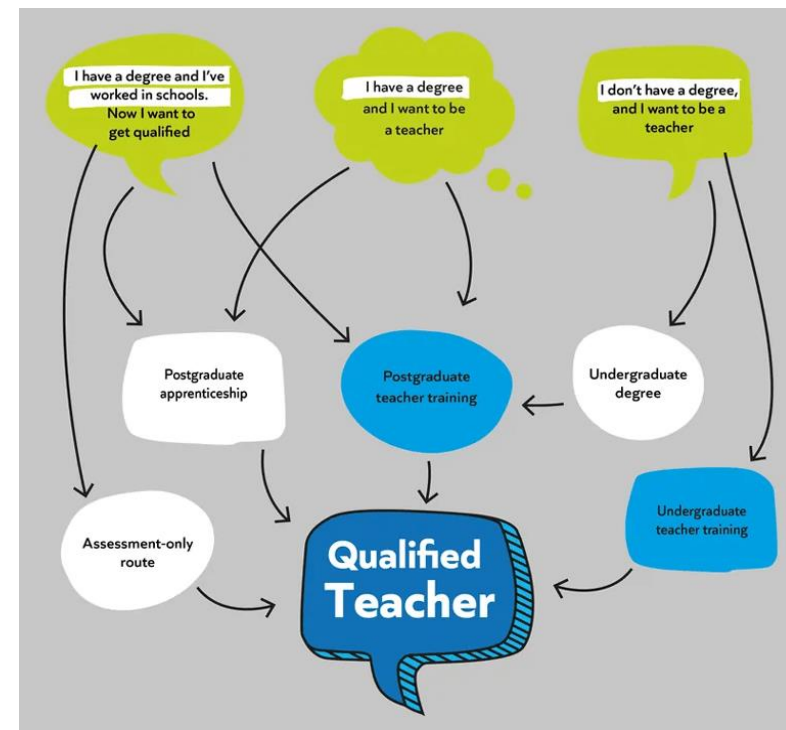
Our commitment to the local area



How do people get into teaching?

- There are 3 routes into teaching: Postgraduate fee funded route; Postgraduate salaried route (including Postgraduate Teaching Apprenticeship); and the Undergraduate route (Teacher Degree Apprenticeship pilot).
- Potential impact of The Children's Wellbeing and Schools Bill (Sept 2026)
- Role of DfE Advisors

Importance of having open, early, conversations with your support staff and wider network



Changes for 2025

- 1. Increase of bursaries for some subjects (see below)**
- 2. Changes to 20-hours of mentoring for ITT – details tbc but time requirement is likely to significantly drop**




Subject	Bursaries 2024-25	Bursaries 2025-26
Chemistry, Computing, Mathematics, Physics	£28,000	£29,000
Biology, DT, Geography, MFL	£25,000	£26,000
Art and Design, Music, RS	£10,000	£10,000
English	£10,000	£5,000

Our offer

<u>Teach First – Subjects</u>	<u>Ambition – Subjects</u>
<ul style="list-style-type: none">• Primary (3-7)• Computer Science• English• Geography• Maths• MFL (French & Spanish)• Religious Education	<ul style="list-style-type: none">• Primary• Biology• Chemistry• History• Physics

Our recruitment strategy

- SCITT recruitment is a local game
- Our adapted 2025 strategy
- A few headlines and initiatives...

 <p>Tutor the Nation partnership</p>	<h1>NOWTEACH</h1> <p>Now Teach partnership Now Teach supporting with recruitment and marketing to career changers, a bespoke package of support for career changer trainees</p>	 <p>Printed materials; all partner schools to receive a banner</p>	 <p>Recruitment events; current cohort sharing their experiences</p>
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Equipping you with a toolkit

Emails



Social Media



Website Copy



Job Advert



Printed
Materials



School 
Experience
Days

School experience

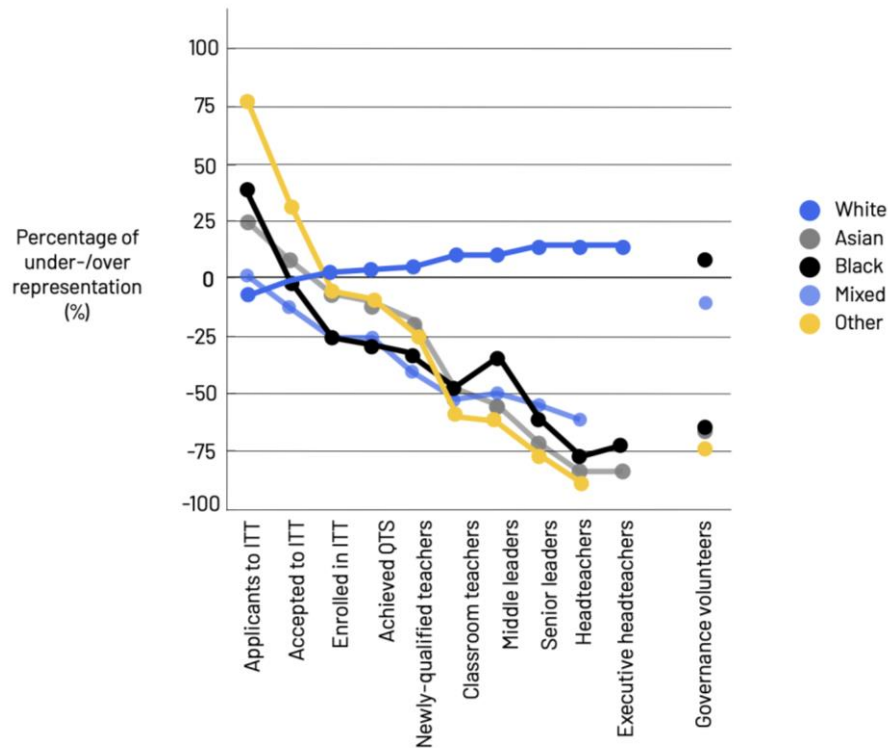
An opportunity for prospective candidates to visit your school and spend a morning in lessons.

Feedback from partner school (Ashmole Academy)

" We enjoyed hosting the day and were impressed with the quality of the people who came. They presented professionally and they were serious about getting into teaching. They had lots of questions and were really complimentary about our school."

10-11	Lesson observation	
11-11:30	Breaktime – time to network	Training room
11:30-12:00	Debrief and chance for questions. Top tips for a successful application	Training room

Representation of ethnic groups in the teacher profession



How does this link to the local?

- We live in a diverse area
- Importance of developing local leaders
- Commute time/ location is a key priority for ethnic groups in particular

Source: NFER analysis of data from: UCAS, Teach First, ITT-PP, SWC and NGA. Population estimates are based on 2011 National Census data for England, projected forwards to 2021.

Thank You

Contact details:

Itt@northwestlondontsh.org.uk Meeta Dattani – ITT Administrator)

Afitzpatrick@whtc.co.uk (Agnes Fitzpatrick – Associate Director)

Delivering Better Value

January 2025



DBV workstream update

Workstream 1 – Early Years

- Phase 1 of Early Years Inclusion review completed.
- Draft KLOE identified & to be further scoped in Phase 2, to enable partners to agree recommendations to progress.
- Phase 2 – scoping with wider stakeholders.

Workstream 2 – SLCN

- Better Communication CIC awarded tender for facilitation of workstream.
- Initial kick off meetings with oversight governance group.
- January – review phase to commence.

Workstream 3 – Emerging Technology

- Russet House pilot has commenced - initial phase will see staff embedding technology.
- 6 CYP identified for AV1 bots. Schools have completed training & allocation processes have started.

DBV workstream update

Workstream 4 – Inclusion in Mainstream

- Focus on recruitment – 3 x SEND Impact Advisors recruited.
- SEND Impact Advisor for SEN Support is now in role - initial focus: tier 3 banding pilot.

Workstream 5 – PfA

- Continued collaborative working with Capel Manor College to establish land based Supported Internship offer.
- Next steps discussions Inclusive Growth team to re establish the SEND Employment Board & align Connect to Work initiative with DBV PfA objectives.

Workstream 6 – Transitions

- Draft co-produced Enfield Education Transitions Policy completed.
- Wider pilots to support transitions from home/Nursery to Reception and Year 6 to Year 7 – being further developed, to be piloted from Spring 2.

Enfield Prevent

Education Toolkit Launch Community Update

Maddie Street
Prevent Education Officer
Maddie.street@enfield.gov.uk

www.enfield.gov.uk





Safer and Stronger
Communities Board

Implementing the Prevent Duty in Education Settings

Second Edition



Ofsted expectations

The extracts below have been taken from the Ofsted's Education inspection framework and are considered relevant to the Prevent duty.

Inspectors will make a judgement by evaluating the extent to which...

Behaviour and attitudes

- Leaders, teachers, other staff and students create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively and do not allow them to spread.

Personal development

- The curriculum and the provider's wider work support students to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

Leadership and management

- Leaders engage effectively with students and others in their community, including – where relevant – parents, carers, employers and local services.
- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of students.
- Leaders have created an open and positive culture around safeguarding that puts pupils' interests first. This means they:
 - ▶ protect pupils from serious harm, both online and offline
 - ▶ are vigilant, maintaining an attitude of 'it could happen here'
 - ▶ are open and transparent, sharing information with others and actively seeking expert advice when required
 - ▶ ensure that all those who work with students are trained well so that they understand their responsibilities and the systems and processes that the provider operates and are empowered to 'speak out' where they may be concerns
 - ▶ actively seek and listen to the views of students, staff and parents, taking prompt but proportionate action to address any concerns, where needed
 - ▶ have appropriate child protection arrangements, which: identify students who may need early help and may be at risk of being harmed; secure the help that students need; and help manage safer recruitment and allegations about adults who may be a risk to students

Policy advice and risk assessment

It is good practice to integrate the Prevent Strategy into your existing safeguarding policies. This will help demonstrate to parents, partners, and Ofsted how your organisation reduces, or plans to reduce, the risk of radicalisation. A robust Prevent policy should include a [risk assessment](#) and answer the following questions:

1. Who in the school has responsibility for the below and what level of training have they received?

- a. Signing-in visitors
- b. Vetting groups/individuals who wish to use the school's facilities and checking their on-site activity
- c. Ensuring partners, commissioned services and subcontractors are complying with the Prevent duty
- d. Record keeping for Prevent safeguarding concerns
- e. Supervising student societies and any external speakers/organisations they engage with
- f. If you use a venue hire company request evidence of their safeguarding policies and practices

2. What training has been delivered?

- a. Do all safeguarding staff have a detailed knowledge of the Prevent duty, current risks and referral pathways?
- b. What Prevent training have all teaching and non-teaching staff received and how frequently?
- c. Is Prevent training included in new staff inductions?
- d. Have governors received Prevent training?
- e. Have Prevent leads received more in-depth training, including on extremist and terrorist ideologies?

3. How are Prevent concerns escalated?

- a. What should a member of staff do if they have concerns?
- b. How does a member of the safeguarding team make a referral?

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Curriculum self-assessment (KS1 & 2)

How confident are you that your current curriculum builds resilience against radicalisation?

The current curriculum provides students with opportunities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action Points
Describe content						

Curriculum self-assessment (KS3, 4 & 5)

How confident are you that your current curriculum builds resilience against radicalisation?

The current curriculum provides students with opportunities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action Points
Think critically about stories they see in all forms of media						
Learn how to reduce their vulnerability to online grooming						
Build resilience against extremist narratives, symbols and propaganda						
Understand the law around consent including how to actively communicate and recognise consent in all contexts including online						
Challenge extreme beliefs and explore opinions other than their own through healthy discussion of sensitive issues						

Fundamental British Values

Educational establishments are expected to have provision for the social development of pupils that include acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Schools can also prepare pupils for life in modern Britain effectively through their curriculum, assemblies, wider opportunities, visits, discussions and literature to develop and deepen pupils' understanding of the below:

Democracy

Are students able to learn about and participate in democratic processes? This could include class/school councils, mock elections, or voting for something significant in form time. Do students know the importance of turn-taking? Does the school demonstrate that everyone should have an equal chance of voicing their opinion? Will students be prepared to actively participate in elections and make informed decisions when they are eligible to vote?

Rule of law

Do students appreciate that, whilst they might not always agree with the rules, they play an important role in helping society to function successfully? Do they understand what happens when the rule of law is not upheld? Are opportunities provided to explore how changes to the laws can have a positive or negative impact on society? Do students learn about instances where the law has changed through peaceful protest, reasoned arguments and community activism?

Individual liberty

Do students know what a person's individual rights are? Do students reflect on what individual liberties are enjoyed in Britain (choice of career, political ideology, residence, hobbies, body image, social circle, religion)? Do students learn about parts of the world where these individual liberties are not enjoyed and what the consequences of that are?

Respect and tolerance

Do students learn about cultures and beliefs different to their own? Are students educated about minority groups in Britain? Do they learn about the LGBT community, disability, immigrant communities and religious organisations? Do they learn about historical incidents where mutual respect and tolerance for others has not been upheld? Are students encouraged to consider the positive benefits of multiculturalism?

Further Support

Building resilience to radicalisation is not just Fundamental British Values – it is also directly linked to wider work to preparing children for life in modern Britain and personal development. There are tools to support this including ['Respectful School Communities: Self Review and Signposting Tool'](#) from Educate Against Hate.

Some people may feel uncomfortable with the term 'British' as the word contains cultural as well as geographical connotations. Some feel that the term excludes families from migrant backgrounds or that

Making a Prevent referral



Notice



Check



Share

Notice

Noticing that a young person's behaviour is concerning is the first step in the safeguarding process. Whilst some indicators, such as out of character incidents, dramatic changes in daily habits, or age-inappropriate acts may be more noticeable, it is important to remember that some indicators may be harder to identify or may gradually develop over time. Regular training will help front-line professionals link concerning behaviour to relevant safeguarding issues. The earlier section entitled 'Radicalisation – Behaviour Indicators' will help staff decide whether the concern is relevant to Prevent.

Check

Safeguarding concerns are likely to be of a sensitive nature and therefore should be handled with discretion and adherence to your establishment's guidance. However, checking with another member of staff, particularly in a Secondary school context, will help piece together a young person's behaviour. It may be useful to speak to someone who has greater knowledge of the individual (Head of Year, form tutor or core subject teacher). Consider answering the following questions:

- ▶ Is this behaviour out of character?
- ▶ Have other members of staff noticed this behaviour?
- ▶ Is the child already receiving support?
- ▶ Is this behaviour being replicated in other lessons or contexts?
- ▶ Do others agree that this behaviour is concerning?

Share

All safeguarding concerns must be shared with your school's Designated Safeguarding Lead. Concerns should be recorded on school systems and should be both detailed and objective (stating facts without allowing opinion to influence the account). A referral to the Local Authority should be considered based on context. Prevent referrals (following the Independent Review of Prevent) are made using the National Referral Form, once submitted this referral form will be shared

Facilitating sensitive discussions – good practice

1. Use structured questioning

- ▶ Ask generic, closed questions to gauge initial responses
 - Who has heard of this issue before?
 - What does this concept mean?
 - Who agrees with this statement?
- ▶ Develop with open questions
 - What do you think are the main reasons?'
 - 'How do you feel?'
- ▶ Use their response to ask more specific/probing questions
 - 'Why did you describe it this way?'
 - Where has this feeling stemmed from?'

2. Allow silence/thinking time

- ▶ Don't allow a debate or discussion to be dominated by the loudest or most confident individuals
- ▶ Use 'think, pair, share' to help individuals formulate their opinions
- ▶ Encourage quieter members of the group to offer their opinion – it is important to expose students to a broad range of opinions, not just those of the most confident

3. Be non-judgemental

- ▶ Remove emotion from questions
- ▶ Neutral facial expressions
- ▶ Open body language
- ▶ Affirming conversational feedback – nodding, 'uh huh', 'I see'

4. Be challenging, not confrontational

- ▶ Encourage hedging – 'It seems to me that...'

- ▶ Framing counterarguments as indirect questions – 'What would you say to people who feel that...?'

5. Neutral facilitator?

- ▶ Think carefully about whether you should offer your own opinion
- ▶ Offering your own opinion can help build trust and openness, but can make those with opposing views feel marginalised and could leave you in a vulnerable position
- ▶ Acting as a neutral facilitator encourages free debate and exploration, but is a more artificial form of discussion that can alienate/disengage students

Other tips:

- ▶ Speak to vulnerable individuals before any class discussion
 - Certain discussions may be particularly upsetting for some young people, for instance children of immigrants in a discussion about immigration. Warn these individuals before the lesson that they may hear some upsetting views but that it is important to discuss big issues to help people understand different sides of the debate
- ▶ Ask students to complete an anonymous questionnaire to gauge initial views
 - A follow-up survey could also help to evaluate how perceptions have shifted
- ▶ Find and provide reliable sources of information for research
- ▶ Collaborate with other teachers who may have useful knowledge
- ▶ Task students with arguing an allocated position, even if they disagree with it
- ▶ Pause the discussion and give groups the opportunity to collaboratively develop counterarguments
- ▶ Give students roles in a debate (timekeeper, facilitator, devil's advocate)
- ▶ After time has passed, give opportunity for reflection (some students find it easier to express themselves through a letter/essay)
- ▶ Find ways for students to make a difference if they are particularly passionate about an issue

Our Offer

The Enfield Prevent team can assist and support you in a number of ways. Please get in touch if you would like to find out more about:

- ▶ Workshop Raising Awareness of Prevent
 - Introduction to the Prevent Duty
 - Safeguarding, the process of radicalisation and vulnerabilities
 - Online risks and radicalisation
 - The referral process
 - Channel and Interventions
 - Support and resources
- ▶ Further staff training on online harms, gaming, social media, Incel ideology and misogynistic extremism
- ▶ Student workshops on extremism, racialisation, online harms, British Values and Hate Crime
- ▶ Support and advice on policies and risk assessments
- ▶ Enfield Prevent on [The Hub](#)

prevent@enfield.gov.uk

Headteachers Updates

28th January 2025

Chris Brown
Head of Schools HR

www.enfield.gov.uk



Neonatal Leave and Pay

First introduced in Neonatal Care (Leave and Pay) Act 2023.

New statutory right from 6th April 2025

Still subject to Parliamentary approval

Full guidance will follow from us once approved in parliament.

Qualifying criteria

Day 1 right

Parents of babies who

- are admitted into neonatal care up to 28 days old; and
- have a continuous stay in hospital of 7 full days or longer.

Children born on or after 6th April 2025

For Neo Natal Care Pay (NCP)

- 26 weeks of service prior to the leave being requested
- earnings on average of at least £123 a week.

Entitlement

Up to 12 weeks of paid leave

Minimum of one week

Leave must be taken in the first 68 weeks from the baby's birth.

Is in addition to other leave entitlements such as maternity, paternity and shared parental leave.

What is a disability

- 1) A person (P) has a disability if—
 - (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.
- Substantial - more than minor or trivial
- Long-term – has, or is likely to, last 12 months
- Normal day-to-day activities - things people do in their home and social life. Things that let people participate fully in their working life.

Is the condition a protected disability

No definitive list of conditions are or are not classed as a disability.

Some conditions ARE automatically protected under disability discrimination law:

cancer, HIV, MS, some visual impairments, some progressive condition such as Alzheimer's, Parkinson's.

Doesn't matter what it is. It matters how it impacts the individual.

Managing sickness for an employee with a disability

To fairly challenge or dismiss, a disabled employee, make sure:

- sickness absence is the only or principal reason for challenge.
- there is a fair procedure before deciding to challenge or dismiss.
- consider facts of the case – is it reasonable to challenge or dismiss, given the specific circumstances.
- understand the risks before deciding how to proceed – HR Advice.

Can potentially justify dismissing a disabled person if:

- they cannot do their job after everything has been tried to remove all barriers, including all possible support and reasonable adjustments.
- there are no other suitable roles the employer can offer.
- there is no other way the work can be done, for example distributing the work differently within a team.
- the decision is reasonable, when all the circumstances have been considered.

Enfield Vacancy Advertising

- Dedicated jobs board for vacancies in Enfield Schools
- <https://enfieldjobs-edu.engageats.co.uk/V2/Vacancy>
- If you were not aware:
 - Schools provide advert
 - We provide checking and advertising service
 - Once live schools get a link to the advert for your own website

Advertising jobs with Enfield - ATS

- When you advertise on the Enfield jobs board you have 2 options:
 - Ask for your own application forms to be sent direct; or
 - Use the built in Applicant Tracking System (ATS).
- ATS is a way of digitally managing your application and selection process.
- Communicate with candidates through ATS
- Automatically, or 1-button-click to send rejections, invites, etc
- Does require using digital application forms

Advantages of ATS

Easier to sort, filter, track and manage candidates

All candidate data is stored in one centralised system,

Quicker to send automatic updates, schedule interviews and send rejection notices.

Allows communication to multiple candidates at once

Automatic messages confirming receipt, so you don't have to.

Less admin and management time to achieve the same thing.

Easier and quicker candidate experience (hence more applications)

Can apply on the go.

For ATS Support

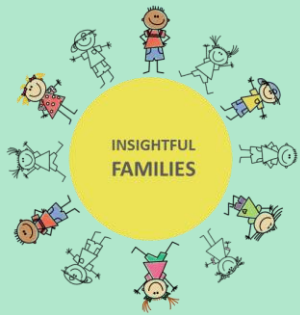
- Christiana Michael, ATS Systems Manager – 0208 132 0170 / Christiana.Michael@enfield.gov.uk
- Can offer ATS training / refresher – no charge

Email Address for adverts:
Edat@enfield.gov.uk

Covid-19

- New guidance coming soon for schools
- Policy does not state that Covid will not be discounted from absence triggers.

Insight Enfield Sort It!



INSIGHT
ENFIELD
SORT IT!



Young Person Substance Use Trends – Enfield

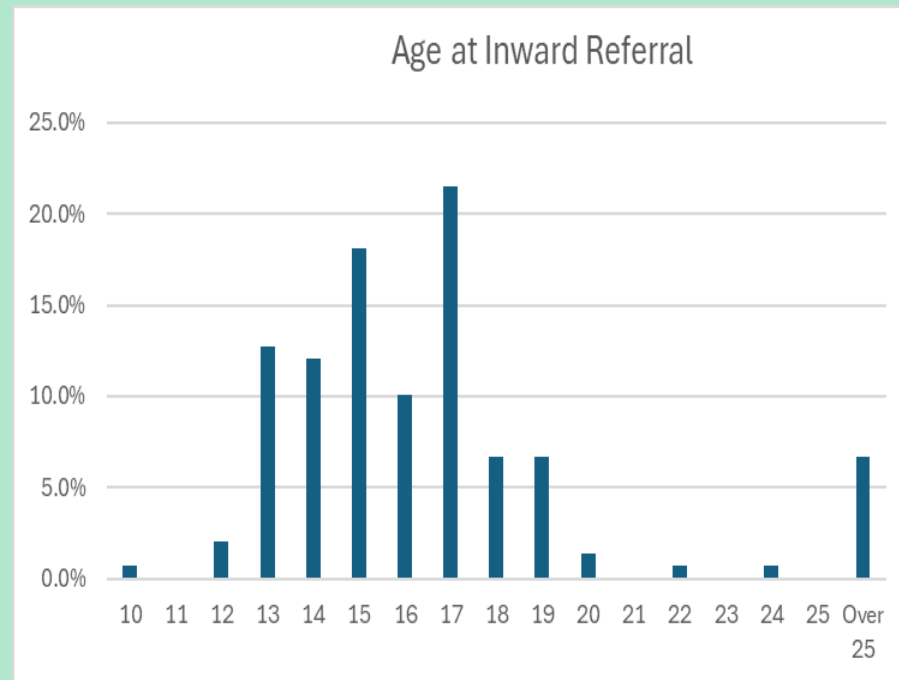
Between April 2024 - YTD 42 referrals to Insight Enfield Sort IT came from an educational setting.

Of these 42 referrals:

- 50% of young people reported using cannabis
- 50% of young people reported using vapes
- 5% of young people reported a support need involving alcohol, cigarettes, and/or edibles
- 10% of young people were referred for hidden harm.
- 1x young person was referred for using SNUS - is a smokeless, moist powder tobacco pouch from Sweden that you place under your top lip

We are starting to see a trend amongst young people in Enfield using drugs like:

- Ketamine - A dissociative anaesthetic that has some hallucinogenic effects. It distorts perceptions of sight and sound and makes the user feel disconnected and not in control.
- Xanax is a benzodiazepine it is used to treat anxiety disorders
- MDMA - also known as ecstasy or molly, is a drug that has stimulant and minor psychedelic properties.
- THC vapes
- 2CB - The 2C family of drugs are classed as psychedelics (hallucinogens) but they can also produce stimulant effects.



About Us



Our team of Children Young People and Family Workers. We use a variety of interventions in a range of youth and community settings across the borough including Schools, Youth clubs, co-location within Youth Justice Service and Children Social Care

- 1:1 treatment including one off vaping sessions, structured 1-2-1 psychosocial interventions, including harm reduction advice, drug awareness, relapse prevention, managing triggers and cravings, as well risk management planning and recovery care planning SMART goal setting.
- Workshops – Targets group sessions, one of early and brief group interventions. Including bite size session on Vaping, Cannabis, NOS and Alcohol. These session also include drug awareness, effects of drugs, risk and how to access support
- Outreach – Engaging YP out into the community, libraries, home visits, linking in with the Youth Service, supporting housing
- Onward referrals to specialist teams including CAMHS, GP, sexual health services, joint working and collaboration with other services
- Structured 6-8 sessions for Hidden Harm support, Family Friends and carers structured 6 sessions and a rolling 11 week parental programme which includes face to face and or online support
- Free training to professionals who work with young people



Case Studies

Client X, 15 years old, was referred to Insight Enfield Sort IT by school due to cannabis and alcohol use. X received structured psychosocial intervention support which included a full comprehensive assessment and risk assessment, and a person-centred recovery plan where SMART goals were set. Flexible weekly 1-2-1 key working appointments were held in school, harm reduction advice was given to the client, along with drug education and awareness. Sessions were held around the physical and physiological effects of cannabis and alcohol, exploration around triggers and cravings. As well as what current and aftercare support is in place for the client. Client X successfully completed treatment and was abstinent upon discharge. Their attendance at school improved. The feedback that they felt physically better and that they were able to concentrate more at school.

Client Y 17 years old was referred to Insight Enfield Sort It by CAMHS due to heroin, ketamine, Xanax, Tramadol, MDMA, Oxycodone & Ecstasy use. Y had previously overdosed on 4 occasions. They also had support needs in relation to anxiety, low mood, suicidal ideation and trauma. Client Y received structured psychosocial, harm reduction, drug aware, ongoing risk management and clinical intervention support (via adult Drug & Alcohol service). A multi-disciplinary approach was taken to support Y, including liaising with Y's transitional worker from CAMHS, family, Children social services and the Consultant Addiction Psychiatrist from the adult service. Client Y was seen weekly within Insight Enfield Sort IT, with joint risk management and recovery planning meetings with CAMHS. Over time Y's substance use reduced significantly. They moved out-of-borough but we signposted them to another treatment service so that they could continue accessing support.



School Integration

The Insight service works with primary schools, secondary schools, and sixth forms across Enfield to address the drug and/or alcohol support needs of young people.

The support we provide in educational settings includes:

- 1-2-1 drug and/or alcohol support to students.
- Workshops and assemblies to create awareness about the impact of drugs and/or alcohol.
- Parental, Family, Friends, Carers and hidden harm 1-2-1 support and or workshops.
- Training for teachers on how to support a young person with a drug and/or alcohol support need.

We would like to co-locate in more educational settings. If this is something you are interested in please contact:

Ede.Eruero@waythrough.org.uk

07773 145147



How to Refer

We accept professional and self-referrals.

Our referral form can be found at:

www.insightyoungpeople.org.uk/enfield

Please email a completed referral form to:

insightenfield@waythrough.org.uk

Alternatively, call us on **0208 360 9102** for a consultation about a young person who may need our support.



Any questions?



Schools Climate Action Network

Spring Term meeting:

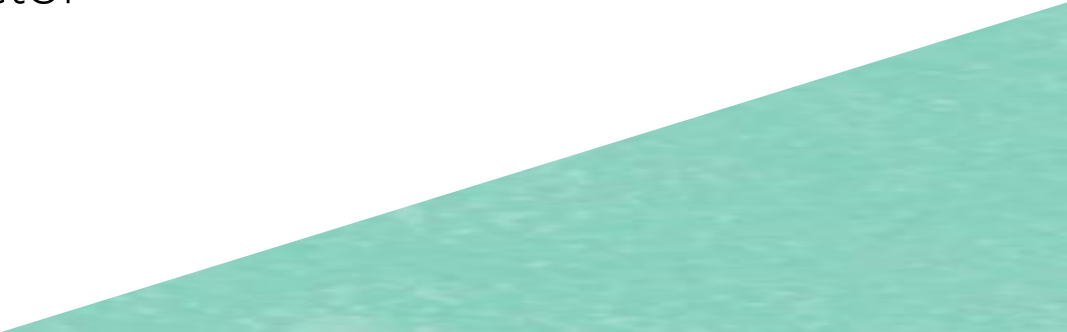
11th February 2025

3:30pm-5pm

MS Teams



Agenda highlights

1. Reminders – Schools' Climate Action Resources available (Let's Go Zero)
Power-Up North London offer
 2. **ProVeg** – Free support to deliver healthy, sustainable schools' meals for less.
 3. **TRAID** – Textile recycling and workshop for schools
 4. **Crown Workspace** – circular economy and social value in the office furniture sector
- 

Climate.Emergency@enfield.gov.uk

