

Transform Trust - Safeguarding Strategy 2023-26

Vision – Transform Trust - a Trust with exemplary safeguarding practice

“At Transform we are deeply committed to raising standards and achievement for all children regardless of ethnicity, race or gender. If children are to achieve academically, socially and emotionally to the best of their ability, it is essential that their basic needs for safety, protection and inclusion are successfully and confidently addressed. All children have a fundamental right to be protected from harm, attend school and have their specific individual needs met”, Transform’s Guardians.



Our strategy has been formed using eight key principles and is designed to ensure that our people and resources are directed towards the right objectives, that key roles and responsibilities across our Trust are clearly set out and that individuals are held to account, and that our values are at the heart of all our work.



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Principle 1: Governance, Leadership and Management

| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
|--|--|---|
| 1. To ensure there is a clear accountability framework for safeguarding across the Trust and its schools enabling effective reporting at all levels. | <ul style="list-style-type: none"> Trustees and Governors are kept informed of the high priority safeguarding risks and issues across the Trust. | Safeguarding standing item on all governance meetings. Governor and Trustee monitoring. |
| | <ul style="list-style-type: none"> The Trust and Governors are able to accurately identify the safeguarding threats/risks that are impacting on our children and families. Added for 2024/2025: <ul style="list-style-type: none"> The Trust and schools have regular updates from Lightspeed including threats to life which are promptly followed up. | Community incident reporting – links with LA. Regular monitoring of media/social media. Lightspeed reports. Regular monitoring of risks and threats. |
| | <ul style="list-style-type: none"> Our safeguarding policies, systems, procedures & practice are consistent. | Policies annually reviewed and updated to reflect any changes in legislation. External inspections. Annual Trust reviews. |
| | <ul style="list-style-type: none"> The Trust and schools are compliant with statutory expectations outlined in Keeping Children Safe in Education and Working Together to Safeguard Children. | Annual review of safeguarding policy guidance in line with KCSIE. Policies updated in line with any changes in legislation. |
| | <ul style="list-style-type: none"> Leaders and managers are held appropriately account for safeguarding with clear reporting structures at school, Trust, local governing bodies and a Trustee level. | Annual Trust reviews in schools. Governor monitoring visits. Half-termly reporting to Trust Board. Trust termly meetings with Trustee. |
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Principle 2: Planning for Prevention

| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
|---|--|---|
| 2. To enable cultures, practice and environments that keep children safe. | <ul style="list-style-type: none"> All staff are appropriately trained in their respective safeguarding roles and/or responsibilities. | Ongoing training Tested through Trust reviews. |
| | <ul style="list-style-type: none"> There a culture of vigilance '<i>it can happen here</i>' that focuses on early intervention and prevention and is it evident in all schools. | Testing out through Trust annual reviews. Stakeholder feedback – children, staff and parents. |
| | <ul style="list-style-type: none"> Schools have a contextualised safeguarding approach to identifying and preventing extra-familial harm, including harmful sexual behaviour and any form of child-on-child abuse. | Outlined in own safeguarding practice. All child-on-child abuse incidents recording on Standards form or through MS forms and follow-up by Trust Centre. |
| | Added new for 2024/2025: <ul style="list-style-type: none"> Stakeholder voice – children, staff and parents confirm schools have robust safeguarding procedures and practice in place with action being promptly taken where improvements are needed | |

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Principle 3: Recording and Case Management

| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
|---|---|---|
| 3. To put mechanisms in place to ensure safeguarding practice is secure and robust. | <ul style="list-style-type: none">The Trust uses a single system for recording and case managing safeguarding concerns. | In place across all schools. |
| | <ul style="list-style-type: none">Provide all staff with the information to understand what is a safeguarding concern ensuring consistent practice across the Trust for recording concerns. | Support staff not using MyConcern (e.g MDSAs) to ensure paper forms for recording concerns are properly recorded, reported and followed-up. |
| | <ul style="list-style-type: none">DSLs and safeguarding colleagues support and advise staff and children on safeguarding concerns and what is a concern. | Tested out through annual Trust safeguarding reviews. Trust desktop audits of individual school systems of concerns. |

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| Principle 4: People and Teams | | |
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| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
| <p>4a. To regularly review the work of Guardians Group to ensure continued best practice.</p> <p>4b. To have identified routes of support and guidance for safeguarding colleagues across the Trust.</p> | <ul style="list-style-type: none"> Our Guardians Working/Networking Groups provide opportunities for Trust and school staff to meet regularly to collaborate, share and learn and continually develop practice and consistency for our vulnerable children. | <p>Forward Plan of Guardians Groups.</p> <p>Attendance at Groups</p> <p>Feedback from staff.</p> |
| | <ul style="list-style-type: none"> Our Guardians closely monitor and review safeguarding data and incidents involving vulnerable children. | <p>Guardians termly meetings.</p> <p>Standards Meetings – data.</p> <p>Trust and school peer reviews.</p> |
| | <ul style="list-style-type: none"> The Trust Centre team is appropriately resourced to provide advice, support and challenge to schools. <p>Added for 2024/2025:</p> <ul style="list-style-type: none"> Trust reviews to include reviewing training records for all volunteers in school. | <p>Annual refresher training for all Trust Centre is tracked.</p> <p>Governor/Trustee training records.</p> <p>Increased capacity to Trust safeguarding team for September 2024.</p> |
| | <ul style="list-style-type: none"> Safeguarding colleagues access and utilise a range of support including supervision. | <p>Consistent protocol and offer to safeguarding and SEND colleagues for supervision.</p> <p>Trust staff access external supervision.</p> |

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Principle 5: Working With Others

| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
|---|--|--|
| 5. To ensure there is effective communication both within the Trust and with external agencies. | <ul style="list-style-type: none"> Our Guardians Groups provide opportunities for Trust and school staff to meet collaborate, share, learn and continually develop practice for our vulnerable children. | Safeguarding Network meets half-termly and attendance and presence has been very high. Feedback from safeguarding colleagues confirm Network is fit for purpose. |
| | <ul style="list-style-type: none"> Our Guardians closely monitor and review safeguarding data and incidents involving vulnerable children. | All data is reviewed termly through numerous forums Guardians, Standards, Trust Board. |
| | <ul style="list-style-type: none"> Our Guardians have developed 'panels' in which to review particular aspects of safeguarding and communication for our most vulnerable children | Enhanced Provision Panel Attendance Panels |
| | <ul style="list-style-type: none"> There are briefings for Safeguarding Governors and Governor visits are reviewed for common themes and/or trends which are shared across the Trust. | Termly briefings are held for Safeguarding Governors. Feedback is positive. |
| | <ul style="list-style-type: none"> There are good links with the appropriate external safeguarding agencies to support escalation processes. <p>Added for 2024/2025:</p> <ul style="list-style-type: none"> Improve the engagement process with health colleagues. Ensure schools aware of the referral process for children missing education for 15 days or more through mental health | The Trust and individual schools have positive working relationships with external agencies including Social Care and Police. |
| | <ul style="list-style-type: none"> The Trust has effective working relationships with the statutory agencies across all LA areas. | The Trust is represented on LA safeguarding strategic boards – Education Sub Groups. |

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| Principle 6: The Rich Picture | | |
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| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
| 6. To develop effective systems in which to collate, monitor and review safeguarding data. | <ul style="list-style-type: none">The Trust has a number of single systems that provide an aggregated view of safeguarding trends across the Trust which is reported to Guardians and Trustees. | Safeguarding single system. All using Evolve (risk assessment) Scholarpack and Arbor in other schools for attendance. Lightspeed for monitoring. |
| | <ul style="list-style-type: none">Safeguarding data is regularly analysed, reported and discussed at all levels. | Safeguarding standing item on all governance meetings. Safeguarding standing item throughout staff briefings in schools. |
| | <ul style="list-style-type: none">The Trust and its schools regularly consult with the school community and other key stakeholders to identify safeguarding trends and issues. | This is developing and we are continually looking for the best ways to learn and respond to local issues and trends. |

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Principle 7: Information Management

| Objective | Success Criteria – updated for 2024/2025 | Status 2023/2024 |
|--|---|--|
| 7. To secure personal and special category data. | <ul style="list-style-type: none">All safeguarding records are stored safely, securely and comply with GDPR and the Data Protection Act 2018. <p>Added for 2024/2025:</p> <ul style="list-style-type: none">Where paper forms are used (MDSAs etc) for reporting safeguarding concerns – to ensure schools process these and upload onto the single system and then securely destroy paper form. | Single system for recording concerns. |
| | <ul style="list-style-type: none">Those responsible for safeguarding files both within the Trust and schools are sufficiently trained in the management of safeguarding data. | COO is trained Data Protection Officer for the Trust |
| | <ul style="list-style-type: none">The Trust's Data Protection Officer provides advice and support for any subject access requests related to safeguarding. | Register of SARs is maintained and reported to Trust Board. DPO reviews safeguarding files prior to being released to ensure appropriate redaction. Safeguarding system provides redaction tool. |


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Transform Trust – Safeguarding Teams, Structures and Systems

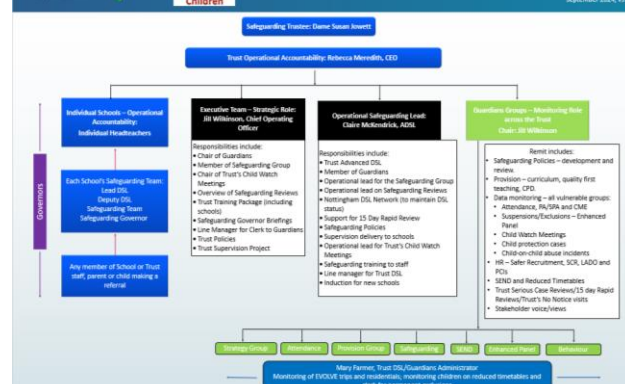
Chairs of Specific Guardians Groups

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|---|---|--|
| Jill Wilkinson Chair Strategic Group |  | Overview of all Guardians Groups Safeguarding Data and reporting to Trust Board Focus on the most vulnerable children |
| Emma Hampton Director of Inclusion |  | Policy and procedures for inclusion Support to schools on suspensions and exclusions Lead for additional provision |
| Jo Jeffs Chair of SEND Network |  | Policy and procedures for SEND Support for schools on SEND and HLN bids/reviews Support on CPD, interventions and provisions |
| Matt Barnham Chair of Safeguarding Network DHT at Rosslyn Park |  | Safeguarding policies, systems and procedures Safeguarding practice and reporting CPD and support processes |
| Arvi Badwall Chair of Provision Group DHT at Pear Tree Junior |  | Curriculum provision for all vulnerable groups CPD and quality first teaching Self-evaluation processes and data collection |
| Lee Noble Chair of Attendance Group Exec Head at Highbank & Whitegate |  | Policy and procedures Attendance reviews and panels Attendance data and reporting |
| Chair of Behaviour Group | To be confirmed | Behaviour procedures and practice CPD and support |

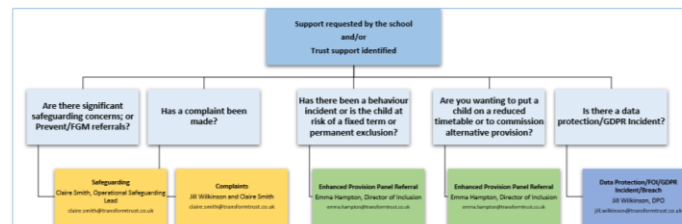
Transform's Centre Team Guardians


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|---|---|--|
| Dame Susan Jowett Safeguarding Trustee |  | Scrutiny and monitoring Support and challenge |
| Rebecca Meredith, CBE Chief Executive Officer |  | Accounting Officer |
| Jill Wilkinson Chief Operating Officer |  | Chair of Guardians Chair of Transform's Child Watch Meetings Strategic overview of safeguarding across the Trust |
| Claire McKendrick Trust Operational Safeguarding Lead |  | Point of contact for schools on all safeguarding matters Operational lead for safeguarding reviews Strategic overview of safeguarding across the Trust |
| Emma Hampton Director of Inclusion |  | Point of contact for schools on all inclusion matters Chair of Enhanced Provision Panel Operational support for Attendance and Provision Groups Lead on Transform's additional provision development |
| Jo Jeffs Associate Headteacher for SEND |  | Point of contact for schools on SEND matters Chair of SEND Network Operational support to Director of Inclusion |
| Mary Farmer Trust DSL and Gov Professional to Guardians Groups |  | Operational support to schools on safeguarding matters Governance Professional to all the Guardians Groups Lead on guidance for risk assessments for trips/residential Data collection and management of spreadsheets for Guardians |
| Rachel Hannon Chief People Officer |  | Lead on safer recruitment processes Lead on advice and support for LADO referrals Lead for personal contact incidents Lead for development of single central record. |
| Trish Wilson Support Staff Associate |  | Operational support to TA's in schools and support to the Behaviour Group. Children's Parliament Community Action Week and Outdoor Learning |

Safeguarding Accountability Framework




Transform Trust School Safeguarding Pathway of Support, v2 February 2023







Single system for reporting concerns and used to conduct Trust follow-ups/audits




Single MIS system schools and used by the Trust to track attendance



Single MIS system for the Trust and used to make comparisons across schools, year groups, national averages etc.



Single online CPD certified training system used by all schools for a wide range of safeguarding modules. Used to complement schools own safeguarding internal contextualised safeguarding.



Single online risk assessment system for all school trips and residential. Used by the Trust to incidents and safety of children and staff.

Full size versions of these documents are available.