

Safeguarding

Annual Report 2020 - 2021



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(Chair of Trustees)

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Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

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1. Forward

Welcome to our Safeguarding Annual Report for 2020-21. This Report reflects an unprecedented year when safeguarding pupils has been at the very centre of every decision made by the Trust. The pandemic has brought with it a range of difficult challenges with pupils in and out of school. Families have been asked to home school their children on top of facing a time of anxiety and additional stress. Our staff have also been at the heart of our thinking. As public servants, they have been at the frontline from the start of the pandemic and we have been very clear about our intention to keep them as safe as possible.

I am proud of the way we have worked as one team and one Trust over the year. This has meant that our responses to covid-19 have been co-ordinated, consistent and well communicated to all stakeholders. Our strapline throughout has been:

Safe environment – Safe children and families – Safe workforce

I feel we have achieved and maintained covid-safe practices throughout and for that, I thank every staff member and the senior leaders who have led our joined -up approach.

As we return to a more normal pattern of school life, we have not allowed ourselves to become complacent. We recognise that safeguarding and promoting the welfare of children will always be a shared responsibility. Everyone who comes into contact with children and their families has a role to play in advocating for and maintaining our strong culture of safeguarding across the Trust. In order to fulfil this responsibility effectively, all our staff will continue to make sure their approach is child centred. This means that they consider, at all times, what is in the best interests of the child.

Our highly trained designated safeguarding leads play an important part in all schools and they are critical in ensuring staff have the latest up to date knowledge, are well trained and know where to turn for immediate guidance and support.

This difficult year has tested our practices and demonstrated the authenticity of our commitment to ensuring the provision of a safe environment in which all pupils can thrive and learn.

I wish to record my immense pride and thanks to our hard-working staff for their total dedication and willingness to be flexible and adaptive over the year. It is this collegiate action that has made all the difference in maintaining and strengthening our safeguarding practices and systems still further.



A handwritten signature in blue ink that reads "D. Sheldon".

David Sheldon
Trust Chair and Safeguarding Lead



2. Summary Insights

The following summary insights present a high-level overview of the impact of the pandemic over the reporting year. They have supported the setting of key safeguarding actions and priorities and have shaped the Trust's changing response to the pandemic.

- **Heightened levels of fear and insecurity:** as the virus spread across Europe in early 2020, parents became increasingly concerned for the health of their children and for their own health. Fear of the virus was widespread among both parents and staff due to the vulnerability of some of the Trust's pupils.
- **Social isolation and loneliness:** The arrival of covid-19 and the measures taken to mitigate it compounded feelings of social isolation and loneliness for many of our pupils. This was added to further where families were required to self-isolate and shield. The closure of all clubs/groups that families and pupils might normally attend e.g. brownies, cubs, sports clubs added to these feelings.
- **Reduced support for parents/carers:** Linked to the social isolation and loneliness that many families experienced was the lack of direct school support experienced by parents and carers due to the closure of schools to the majority of pupils over lockdown periods. This was especially apparent for parents of children with SEND and during the first lockdown before family support *bubbles* were permitted.
- **Anxiety and stress:** Almost all staff and parents participating in Trust surveys have mentioned stress caused by the pandemic and anxiety caused by the isolation measures taken to prevent its spread. There were a variety of reasons for such stress e.g. health concerns, family caring responsibilities, job insecurity, not being able to see family and friends etc.
- **Impact on education:** The closure of schools, to the majority of pupils, was identified in surveys and from discussions with parents as being the measure that had the biggest impact. Although parents broadly reported good experiences of communication with and support from, staff in schools, many remained concerned about the impact of the pandemic on their child's education and progress.
- **Impact on learning and development:** Teachers reported that there was a loss of learning and development for the majority of pupils although the Trust's remote education offer was strong and well received by pupils and parents. There were clear inequalities in relation to levels of parental support for home learning with some pupils receiving very limited help with home learning.
- **Support for pupils with SEND outside school:** parents commented on the mixed experience of support offered to their children regarding their development from other sources, outside of school, particularly the local authority (Dudley and Birmingham). This was a particular concern for children with social, emotional and behavioural difficulties.
- **COVID-19 - a double disadvantage for vulnerable children:** The pandemic has not caused a lack of support for the most vulnerable children e.g. those with an EHCP and/or SEND, but rather exacerbated an already bad situation in relation to the lack of services and support to adequately meet their needs and the ongoing struggle faced by parents and carers as a result.

3. Trust Vision

‘to ensure that all pupils achieve the highest standard of educational outcomes regardless of circumstances or background’

The Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end our vision is to provide every child with learning experiences that excite them and give them the power to begin to shape their own lives. This includes ensuring effective safeguarding and child protection policies and practice that create a strong *culture of safeguarding* across all schools that promotes:

Local Solutions

We want our schools to reflect the diversity of their local context, taking safeguarding decisions in accordance with the needs of the children and families they serve.

School Improvement Offer

The Trust has a strong school improvement model led by the Executive Director of School Improvement and his team. We encourage Trust schools to work collaboratively to develop a rich curriculum for all pupils that includes consideration of safe practice and the diversity of children’s needs.

Cross Trust Collaboration

We believe the professional knowledge and understanding of our leaders and teachers is central to effective safeguarding practice. We make the most of our internal expertise and external multi agency partnerships to build on strengths and ensure that safeguarding professional development needs are met. This helps staff feel confident about their responsibilities to safeguard children in line with the statutory requirements set out in DFE *Keeping Children Safe in Education 2020 (KCSiE)*.

Research and evidence informed practice

We are constantly working to develop an outward facing Trust that actively seeks opportunities to work with other schools, teaching schools, trusts and multi-agency partners. This helps us to learn more about what makes a difference in safeguarding practice. We want all our schools to bring together reflection and action, theory, and practice in the pursuit of our *culture of safeguarding*.

Geographical focus and reach

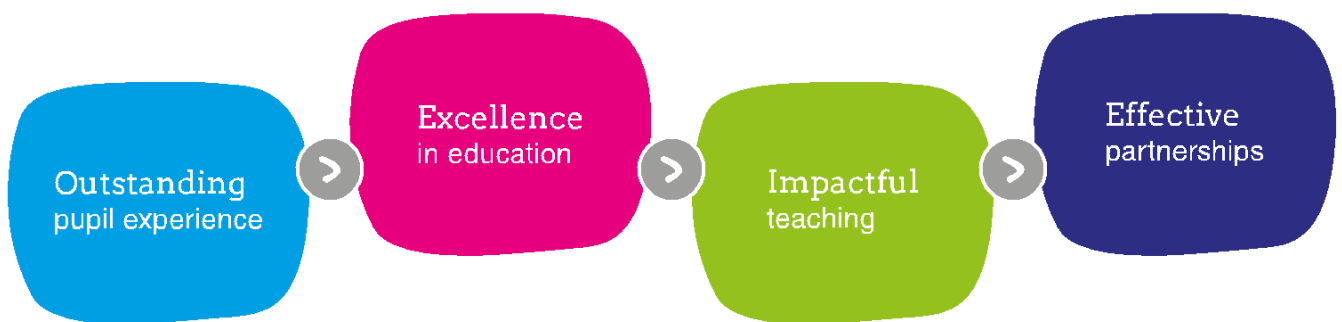
We have established a family of primary schools in the West Midlands. These are close enough to be able to share easily and collaborate with the minimum of fuss. Our schools are situated across Birmingham and Dudley local authority areas. As a result, we work with two different multi-agency safeguarding arrangements through safeguarding partners representing the local:

- clinical commissioning group
- authorities of Dudley and Birmingham
- chief officer of police



Our Vision

Our Vision is achieved by ensuring the Trust provides:



These underpinning principles support all our work and have a real significance for safeguarding and child protection too. Of particular significance is the importance of maintaining effective partnerships with multi-agency colleagues, for example, social workers, mental health professionals and emergency services.

4. Safeguarding Statement of Intent

The Trust's commitment to ensuring all pupils and adults are cared for in a safe and secure environment is achieved through maintenance of a comprehensive safeguarding system across all schools. This has been of critical importance as we have worked to respond to the dynamic situation of the pandemic which has required quick and immediate decision making and changes to planning and risk assessments. Throughout we have mapped all activity against DfE statutory guidance, **Keeping Children Safe in Education 2020** to ensure full compliance.



5. Culture of Safeguarding

To strengthen our *culture of safeguarding* throughout this year as pupils have been in and out of school we have remained clear that safeguarding and promoting the welfare of children is the responsibility of everyone. Everyone who comes into contact with children and their families has a role to play. This has been critical as some pupils have been less visible to us, learning from home and present in school for only limited periods. We have used a range of approaches to maintain vigilance over all pupils and especially our most vulnerable. This has included regular keep in touch calls, online sessions with parents, close working with other multi-agency partners, careful listening to the community voice and intentional joined-up responses to the local situation.

Although the pandemic has demanded so much of our time and thinking, we have also worked to expand and improve our Trust wide approaches. This has involved increased engagement with the *Confederation of School Trusts* safeguarding briefings and training, the external commissioning of expert safeguarding support including a review of every schools' practices and use of the reporting software system *CPOMS* and an audit of the **Single Central Registers**. The governance of safeguarding has also been considered with reviews of all associated policies including safer recruitment and the introduction of a covid-19 safeguarding addendum and low levels concerns policy. We are confident that this ongoing focus meets the updated requirements set out in **Keeping Children Safe in Education (KCSiE) September 2021** and **Working Together to Safeguard Children (updated December 2020)**.

6. Policies and procedures

All Trust child protection and safeguarding policies and procedures are up to date and in line with the statutory guidance as updated in September 2021 (**Keeping Children Safe in Education 2021**). The policies are accessible to staff and parents through the Trust and school websites. Policies and procedures linked to child protection and safeguarding are reviewed by the Trust Board annually. Contextualised safeguarding information is available on each schools' website. This includes, for example, the names of the designated safeguarding leads and their deputies and how to raise a safeguarding concern.

7. The leadership of safeguarding

The Trust Board is committed to working with the *Local Safeguarding Partners* across Dudley and Birmingham and the local inter-agency procedures they have in place to ensure full compliance with duties set out in statutory legislation. As delegated by the Trust Board, David Sheldon is the *Trust Safeguarding Lead* and has oversight of the *Achievement Support and Scrutiny Sub Committee* which reports to the Board on all safeguarding issues.

Over the academic year 2020-21, he has worked alongside school safeguarding teams to progress improvements across the following areas:

- support for children’s mental health and wellbeing through the pandemic
- awareness of the impact of social isolation on both children and families
- maintaining oversight of the Trust’s most vulnerable pupils
- closer working arrangements with local social services colleagues
- consistency of recording processes using the Trust’s CPOMS reporting system
- pupils’ online safety in relation to the Trust’s remote education provision
- professional development for designated safeguarding leads with a particular focus on the dynamic safeguarding pressures imposed by the pandemic

Over the year, it has not been possible to progress in any significant way, with the development of *Children’s Safeguarding Boards*. Sadly, the planned July 2021 pupil led safeguarding conference for all schools had to be cancelled for a second year running. However, plans are now developing to hold the conference again in July 2022.

8. Strategic planning and reporting

The Trust Board continues to have a work-strand for child protection and safeguarding in its annual *Roadmap* and longer-term *Strategy Plan One Trust One Organisation 2021-24*. This forms work-strand 1 of the Trust’s Strategy Plan. Throughout the Reporting Year, child protection and safeguarding has remained a fixed agenda item at all Trustee meetings and sub-committee meetings including the monthly emergency trustee meetings held at the height of the pandemic.

Each change in government pandemic guidance to schools has been responded to immediately by trustees and executive leaders with all updates recorded through the Trust’s covid management suite of documentation. Over the Reporting Year this has involved regular updates to the Trust’s:

- Covid-19 Policy
- Covid-19 Risk Assessment
- Covid-19 Safeguarding Addendum
- Behaviour Addendum
- Low Level Concerns Policy
- Infection Control Policy
- Outbreak Management Plan
- SEND Policy
- Remote Education Plan
- Strategic Risk Register

9. Disclosure and Barring service (*DBS checks*)

The Trust has continued to meet statutory requirements in relation to Disclosure and Barring Service checks and safer recruitment practices. All staff, members, trustees and volunteers are required to undergo an *enhanced DBS check* prior to employment or engagement. The *Single Central Record (SCR)* registers all safer recruitment checks and details of DBS. Over the Reporting Year, the Trust has refreshed both its *DBS* and *Safer Recruitment Policy* and procedures. Both have been evaluated and approved by an externally commissioned safeguarding expert.

10. Designated Safeguarding Leads

Trustees have ultimate responsibility for the Trust's safeguarding policy and practice. At school level, this responsibility is overseen individual headteachers and by the *Executive Director for School Improvement* and the *Headteacher of the Oval School* who have Trust wide accountability. Senior Trust leaders work closely alongside headteachers and designated safeguarding leads through regular briefings and meetings, all of which have been held using Microsoft Teams over the reporting year.

The Trust continues to have a strong team of designated safeguarding leads and deputies who have formed an impressive Trust team over the period of the pandemic. They are clear about their role and have received additional time over the year time to carry out the duties of their post. The additional workload, related in particular to the safeguarding needs of our most vulnerable pupils, has been significant as have the extensive aspects of family support that have required effective multi-agency responses.

11. Safer recruitment

Over the reporting year a full review of all recruitment practices has been completed. This has been extended to the recruitment processes for trustees and members. The revised policies and procedures have been evaluated by an external safeguarding expert to ensure their fitness for purpose.

This is an ongoing and vital part of creating a safe and positive environment and maintaining a commitment to keeping pupils safe from harm. The Trust and its schools are confident that they have acted responsibly in making decisions about the suitability of prospective employees based on checks and evidence, including criminal record checks, DBS checks, barred list checks and prohibition checks, together with references and interview information.

12. Professional development

All staff, trustees and members have continued to complete annual on-line safeguarding training in line with the latest KCSiE requirements. In addition, staff are provided annually with copies of policies and the updated KCSiE Part one (or Annex A). Training is regularly updated and supplemented with relevant updates, for example, via email, e-bulletins and staff meetings to provide all staff with relevant skills and knowledge to safeguard children effectively.

All staff are aware of their *local early help process* and understand their role in it. This includes awareness of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff are also aware of what to do if a child tells them he/she is being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. They are able to reassure pupils that they are being taken seriously and that they will be supported and kept safe.

In addition to this universal training, designated safeguarding leads and deputies have continued to access regular professional development to provide them with the knowledge and skills required to carry out their specific role. This has been provided both internally and externally through multi-agency partnerships.

13. Audit

Over the year, the Trust has maintained its *safeguarding audit checklist* to assure that safeguarding systems and processes are working. This has been expanded to include the specific child protection and safeguarding risks that have surfaced as a direct result of the pandemic and the constantly fluctuating patterns of school attendance that have occurred as a result of the various lockdown and self-isolation requirements of the last twelve months.

Over the year external safeguarding experts have been commissioned to conduct specific evaluative tasks:

- Safeguarding Audit at each Trust school
- Review of Trust and schools' *Single Central Record* and monitoring processes including use of the *KEY Single Central Record Checklist*
- Review of use of Trust's online reporting system, *Child Protection Online Management System* (CPOMS)
- Review and evaluation of each school's Covid-19 Risk Assessment and Outbreak Management planning.

14. GDPR and data management

The Trust continues to make robust progress in ensuring the safe, secure and legal sharing of safeguarding information both internally and externally. We recognise that this is essential for keeping children safe and ensuring they receive the support they need promptly.

The Trust follows the H.M. Government practitioner guidance for safe information sharing for those providing services to children, young people, parents and carers. This guidance can be accessed through the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

We follow the principles highlighted in the document for effective information sharing:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Well recorded

The strengthening of the Trust's IT support infrastructure over the reporting year has been instrumental in improving the capacity and capability to respond safely and with pace. The recording of information using the *Child Protection Online Management System (CPOMS)* safeguarding software has also improved the Trust's ability to benchmark and compare school performance and identify areas of strength and required improvement.

15. Safeguarding capital improvements

The planning and maintenance of safe working and learning environments has dominated thinking throughout the reporting year. The provision of a remote education offer, prevention resources, additional cleaning costs and PPE equipment have continued to be a significant expenditure. The additional annual cost across all schools from has been recorded at over £150K.

This has been augmented by the need for supply staff to cover for teachers and support staff who have been ill or required too self-isolate. The increased use of supply staff has been a potential safeguarding risk, and this has been noted and monitored at school and Trust level.

Despite the challenges of the pandemic, the following safeguarding capital works have also been completed over 2020-21.

These improvements ensure all sites continue to be as covid-safe as possible and secure for both pupils and staff.

School

Safeguarding capital works completed

Bromley Pensnett	Installation of controlled vehicle and pedestrian access gates
Hob Green	Installation of additional security fencing
	Installation of entrance gate CCTV systems and intercom
Jervoise	Reconfiguration of security fencing and installation of additional fob access and gate intercom systems
	Replacement of vehicle access gate motors, controls and intercom
	Repairs to MUGA soft play to remove tripping hazards
Princethorpe Schools	Completed shared reception area
	Installation of reception area CCTV and enhanced security fencing
The Oval	Replacement of CCTV recording unit
Wychall	Removal of defective playground equipment and raised tree roots. Re-surfaced year 6 playground area on completion
	Replaced access controls and three new external doors to improve security arrangements

16. Training and safeguarding updates

Role

Number of people

Date of training

Course attended

Trustees and teaching staff	Trust workforce and trustees	Ongoing	Full access to The Key's Safeguarding Training Centre Preparation for KCSIE 2021 Induction to Safeguarding – online course
Trustees	All	Various	Covid-19 Briefings x 3 KCSIE 2021 powerpoint presentation
Trustees and Trust Workforce	All	Ongoing	The Key's Safeguarding Training Centre – 2020/21 e-learning INSET Pack
Trust Annual Children's Safeguarding Conference	All schools represented	July 2021	Postponed to July 2022 due to pandemic
Termly DSL Forum	DSLs from all schools	Ongoing	Completion of Safeguarding 175 Audit
Termly Inclusion Forum	SENCOs from all schools	Ongoing	Implementing common procedures and best practice for children with SEND

17. Safeguarding and Vulnerable Pupil Data

Audit Spring 2021 (data taken from Section 175 Safeguarding Audit)	Audley	Beechwood	Bromley Pensnett	Hob Green	Jervoise	Princethorpe I	Princethorpe J	The Oval	Wychall
Number of racist incidents recorded within each school	8	0	7	1	1	0	9	6	6
Number of homophobic incidents recorded within each school	7	0	0	0	3	0	8	5	3
Number of children with a Child Protection or Child in Need Plan	17	5	13	3	8	4	5	13	17
Number of Looked after Children	2	0	1	4	2	4	5	2	4
Number of privately fostered children	0	0	0	0	0	2	0	0	1
Number of young carers	1	0	0	1	0	0	1	0	0
Number of positive hits from online monitoring systems that have caused concern and required action	26	8	5	0	3	0	0	6	19
Allegations made against staff	0	0	2	0	0	0	0	0	1
Reported bullying incidents	3	0	8	0	1	0	0	0	6
Reported on-line safety incidents	0	0	5	0	2	0	0	7	0
Number of extremist concerns	1	0	0	0	0	0	0	0	1
Number of female genital mutilation concerns	0	0	0	0	0	0	0	0	0
Number of children on roll including nursery	879	194	243	287	210	202	233	628	386
Number of children identified as vulnerable (i.e. pupil welfare concerns, child with protection and child in need plans, episodes of multi-agency working (from within the school or involving external partners)	184	43	31	52	27	36	83	160	61
Of the total number of vulnerable children (above), for how many was a Request for Support completed and submitted to either Dudley or Birmingham.	36	1	11	17	3	2	16	45	17
Number of Request for Support forms accepted to receive a service from Dudley or Birmingham.	20	12	7	15	4	1	16	33	10
Number of children identified as vulnerable receiving school-based early help intervention	120	18	31	19	27	21	40	80	24
Number of vulnerable children for whom a multi-agency early help assessment & family support plan has been initiated & registered with the early help teams in Dudley and Birmingham	0	10	15	12	1	1	0	20	14
Number of families disengaging or refusing support (recorded is the number of children affected)	22	9	15	4	1	8	2	7	4
Number of children identified as vulnerable who are pupils with disabilities/special educational needs	60	13	12	22	14	29	36	67	9

18. Attendance % (Yr1 to Yr6)

	Audley	Beechwood	Bromley Pensnett	Hob Green	Jervoise	Princethorpe Infant	Princethorpe Junior	The Oval	Wychall
Unauthorised Absence	3%	3%	3%	2%	4%	2%	2%	2%	5%
Authorised Absence	6%	4%	4%	3%	4%	6%	5%	4%	3%
Attendance rate	91%	93%	93%	95%	92%	92%	93%	94%	92%
Number of pupils being persistently absent	33	39	60	31	41	21	59	16	28

19. Annual Exclusion Data 2020 / 2021

	Number of Permanent exclusions			Number of Fixed term exclusions		
	Aut 2020	Spr 2021	Sum 2021	Aut 2020	Spr 2021	Sum 2021
Audley	0	0	0	8	2	6
The Oval	0	0	0	4	4	3
Hob Green	0	0	0	2	0	4
Bromley Pensnett	0	0	0	19	8	12
Beechwood	0	0	0	0	2	0
Princethorpe Infants	0	0	0	2	0	0
Princethorpe Junior	1	0	0	8	3	10
Jervoise	0	0	0	6	1	7
Wychall	0	0	0	17	8	15

20. Approval and review dates of relevant Trust policies and procedures

Policy	Date of last review	Date of next review
Safeguarding/child protection and Associated Covid-19 Addendum	September 2020	December 2020 (or earlier as required)
Online safety (including sexting)	September 2020	September 2021
Children going missing from education	September 2020	September 2021
Allegations made against staff	September 2020	September 2021
Anti-bullying	September 2020	September 2021
Behaviour	September 2020	September 2021
Health and safety	July 2020	July 2021
Safer Recruitment and DBS	September 2020	September 2021
Staff code of conduct	July 2020	July 2021
Whistleblowing	July 2020	July 2021

21. Trust strengths

Trust Strengths

- Continued strengthening of *culture of safeguarding* through co-ordinated and collaborative approach to management of covid pandemic.
- Procedures fully reviewed in line with DfE *Covid-19 Guidance to Educational Settings*.
- July 2020 Trust Safeguarding Policies and Procedures reviewed in line with *KCSiE 2020* and in preparation for *KCSiE 2021*.
- Cross Trust DSL Group meeting virtually throughout period of pandemic.
- Section 175 Safeguarding Audits completed for all schools and analysed to establish common improvement priorities.
- *Children's Safeguarding Boards* re-established in Spring Term 2021.
- Ongoing online programme of CPD for all school staff and trustees.
- Appointment of Trust Inclusion Lead.
- Robust *Single Central Register* compliance processes.
- Effective use of EEF Support Toolkits and Guidance.
- Effective use of the Key's Safeguarding Training Centre.

22. Safeguarding Improvement Priorities for Academic Year 2021/22

Improvement priorities for 2021/22	Actions to achieve this
Single Central Record and CPOMS	<ul style="list-style-type: none"> Continue to maintain robust Single Central Record and training for headteachers, designated safeguarding leads, lead trustees and school business managers Commission external expertise to evaluate Improve consistency of reporting using CPOMS
Covid-19 Autumn Winter Plan 2021 -22.	<ul style="list-style-type: none"> Keep <i>Outbreak Management Plans</i> and associated risk assessments updated Promote and support government vaccination programme Review School <i>Critical Incidents Policies and Procedures</i> Maintain effective <i>Remote Education</i> provision Review use and impact of government catch-up premium funding alongside associated plans
Build UNICEF Sustainable Development Goals into safeguarding planning.	<p>Work specifically towards goals 3,4,10 and 16</p> <ul style="list-style-type: none"> Goal 3 – Good Health and Wellbeing Goal 4 – Quality Education Goal 10 – Reducing Inequalities Goal 16 – Peace, justice and Strong Institutions
Maintain high levels of online safety through collaborative effort between DPO, IT Leads and DSLs	<ul style="list-style-type: none"> ICT group to continue led by DPO
Complete project to build new school websites with fully compliant (KCSiE 2021) and easily accessible safeguarding information	<ul style="list-style-type: none"> Appoint Trust marketing lead to develop websites and raise profile of Trust’s culture of safeguarding Use school parent and community Advisory Forums to consult with parents/carers about the effectiveness and accessibility of school and Trust safeguarding information
Introduce <i>Trust Wellbeing Forum</i> involving all stakeholders to give consideration to all aspects of physical and mental health.	<ul style="list-style-type: none"> Create terms of reference for group, inviting involvement from all schools, trustees and central team Agree set of immediate and evidence based improvement priorities
Conduct a scoping exercise to consider benefits of employing multi-agency staff as a bespoke team to support the Trust’s most vulnerable pupils Introduce and implement Trust wide approach and training with regard to low level safeguarding concerns	<ul style="list-style-type: none"> Scope the shape, reach and cost of a Trust multi-agency team Talk to Virtual School Heads for Dudley and Birmingham for support and advice Conduct audit of risk factors affecting most vulnerable pupils using Adverse Childhood Experiences (ACE) resources and materials available from Anna Freud Centre Develop and implement robust policy and training provision for all staff

23. Conclusion

Over a very difficult year managing the covid-19 pandemic, the Trust and its schools have worked relentlessly to maintain a strong *culture of safeguarding* and associated safe practices. There has been constant collaborative activity to secure best safeguarding practices have been shared across the Trust. This has included high quality information sharing and reflective discussions that have improved mutual understanding and organisational learning. Over the course of the year, everyday practices have been reviewed in considerable depth and additional preventative systems implemented to respond to the changing demands of the pandemic.

The impact of joined-up planning between the Trust and its schools has been significant and has led to consistency of high-quality safeguarding practices. This work has demonstrated the importance of Trust values and shared learning in terms of driving action and effective change. We are proud of our Trust's safeguarding record and would like to recognise the tremendous contribution of leaders and their teams in keeping children safe and ensuring that environments continue to be welcoming and nurturing for all children.





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