



RAINBOW EDUCATION MULTI-ACADEMY TRUST
Trust FEO Lead ↔ FESO SUPPORT OVERVIEW 2023/2024

STATEMENT OF INTENT

KEY AREAS SUPPORTED

TARGETED STRATEGIC PRIORITIES

<p>Multi-Academy Trusts have been identified as the key feature in a strong school system, which are part of a group within a single governance and accountability structure. In breaking this down to identify what makes a strong trust, the Confederation of Schools Trusts have highlighted shared accountability and collaboration as being a key in underpinning success. Through strong relationships and successful school-to-school support, we are confident in our approach to school improvement.</p> <p>We are committed to delivering the best possible education and school experience for each and every learner. This document provides some clarity as to how the Trust FEO Lead and school-based FESOs will work together collaboratively to build shared accountability.</p> <p>At the heart, sits the importance of honest and transparent relationships to allow the joint evaluation of schools strengths and areas for development. We work together to secure a supportive response to risk, ensuring access to the best practice, whilst deploying expertise, when and where it is needed.</p>	<p>HIGH STANDARDS AND EXPECTATIONS</p> 	<p>Planning for Prevention</p> <p>There is a culture of vigilance that focuses on early intervention and prevention and it is evident in all schools.</p> <p>The Trust establishes a contextual safeguarding approach to identifying and preventing extra-familial harm, including harmful sexual behaviour. The Trust will undertake a strategic assessment to identify the safeguarding threats/risks that are impacting on their pupils.</p>	<p>People and Teams</p> <p>Opportunities are provided for the safeguarding leads and deputies to regularly network across the Trust to promote good practice and consistency. The Trust has introduced a consistent model of supervision to support safeguarding leads and their deputies.</p> <p>All staff, volunteers and Governors are sufficiently trained in their respective safeguarding roles and / or responsibilities.</p> <p>There is an up-to-date job description and/or terms of reference for the senior DSL in the Trust and it reflects the strategic nature of the role.</p>
	<p>LEARNING AND DEVELOPMENT</p> 	<p>Recording and Case Management</p> <p>The MAT uses a single system for recording and case managing safeguarding concerns. The systems for recording concerns are being used consistently across the Trust.</p> <p>There are clear thresholds in place for the reporting of safeguarding concerns.</p> <p>Information Management</p> <p>All safeguarding records are stored safely, securely and comply with GDPR and the Data Protection Act 2018. DSLs and their deputies across the Trust are sufficiently trained in the management of safeguarding data.</p>	<p>Working with Others</p> <p>The Trust develops effective working relationships with the statutory agencies across all of the relevant LA areas. All staff across the Trust understand when and how they should share safeguarding information with other agencies.</p> <p>Lessons Learned</p> <p>There is a formal process for identifying 'lessons learned' to support the professional development of staff across the Trust.</p> <p>There is a system in place to quality assure the reporting of safeguarding concerns by members of staff across the Trust.</p>
	<p>PEOPLE</p> 	<p>Governance, Leadership and Management</p> <p>Governors / Trustees are aware and kept informed of the high priority safeguarding risks and issues across the Trust.</p> <p>There are clearly stated strategic safeguarding objectives and action plans at trust and local school level. Key staff are trained in the management of safeguarding data.</p> <p>The safeguarding policies, procedures and practice are consistent across the Trust.</p>	<p>The Rich Picture</p> <p>There is a system in place that can provide an aggregated view of safeguarding trends across the Trust. The Trust regularly consults with the school community and other key stakeholders to identify safeguarding trends and issues.</p>



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SUPPORT OFFER 1	SUPPORT OFFER 2	SUPPORT OFFER 3
<p>Group Safeguarding Supervision</p> <p>Purpose: Group supervision can be utilised with any team that has common caseloads or across teams where staff report safeguarding challenges or issues. The purpose of group supervision is to support the team in working effectively to ensure the most appropriate care provision and to promote a consistent and a cohesive approach. Cases are discussed constructively to improve practice. This could include learning points from internal reviews, Serious Case Reviews (SCRs) and changes in policies and protocols. The meetings aim to create a safe, confidential space where you can:</p> <ul style="list-style-type: none"> • Promote and develop competence and skill in safeguarding practice. • Maintain a focus on the child and open cases • Avoid the potential for 'drift'/delay. • Provide an opportunity for exploring professional differences and challenging fixed views. • Review the evidence-base for agreed actions and decisions. <p>Frequency:</p> <ul style="list-style-type: none"> • Weekly / Bi-Weekly • As and when required <p>Who will be involved?</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead (this may be Headteacher or Head of School) • Deputy Safeguarding lead / FESO • SENDCo • CWSO 	<p>Responsive Supervision</p> <p>Purpose: Responsive supervision uses the supervisory relationship to promote positive outcomes for children and families through creating a safe contained environment where the FESO has the capacity to think and reflect. The supervision relates specifically to the FESO's cases and also generally in their professional development.</p> <p>It enables the FESO to take responsibility for their own practice and response to the needs of children and families. The supervisee presenting any cases for discussion will be responsible for implementing any agreed actions.</p> <p>Through effective responsive supervision, the wider family, external factors and social context of each family is taken into account.</p> <p>Frequency:</p> <ul style="list-style-type: none"> • Weekly • As and when required (depending on urgency of context) <p>Who will be involved?</p> <ul style="list-style-type: none"> • FEO • FESO • DSLs (if required) • CWSO (if required) 	<p>Performance Development</p> <p>Purpose: An effective appraisal process is a framework to allow a clear and consistent assessment of performance of FESOs to support their development and professional needs within the context of the School's Improvement Plan. It is key in securing progress and improvement in the school.</p> <p>FESOs need to be actively engaged in the process so that they have ownership of the outcomes. The process should be supportive yet rigorous and designed to promote an open, challenging and professional dialogue that encourages the FESO to:</p> <ul style="list-style-type: none"> • reflect on their performance and achievements over the past year; • assess their needs for personal development; • suggest key priorities for moving forward that are clearly linked to the school improvement plan <p>Frequency of activity:</p> <ul style="list-style-type: none"> • An initial meeting and termly meetings as a minimum <p>Who will be involved?</p> <ul style="list-style-type: none"> • Headteacher / Head of School (FEO may be consulted prior to the meeting) • FESO



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SUPPORT OFFER 4	SUPPORT OFFER 5 (*as required)	
<p>Rainbow CPD Programme 23/24</p> <p>Purpose: Continuing professional development (CPD) is a commitment to ongoing lifelong learning. CPD encourages us to look forward and identify opportunities to learn something new, refresh existing knowledge, improve skills, or simply keep up-to-date with the latest developments within mental health and wellbeing, social and emotional development, attachment and trauma, or local services and networks.</p> <p>The Rainbow CPD Programme offers an array of courses to further develop skills, knowledge and attitudes linked to the vision, values and mission of the Rainbow Education Multi-Academy Trust.</p> <p>RAINBOW CPD 2023-2024</p> <p>Frequency of activity:</p> <ul style="list-style-type: none">• Ongoing throughout the year <p>Who will be involved?</p> <ul style="list-style-type: none">• CLT• FEO / CEO• FESOs / CWSOs• External Agencies (if required)• Open to all within REMAT	<p>Debriefing Sessions</p> <p>Purpose: The terms 'secondary trauma/vicarious trauma' are generally used interchangeably to describe the sense of hurt or upset that comes to those who are close to the victim of trauma, such as school professionals. As a result, FESOs are entitled to debriefing sessions. Debriefing sessions aim to provide the FESO with resources to support their emotional health by:</p> <ul style="list-style-type: none">• Providing a safe and comfortable space for the FESO to 'debrief' after an emotionally difficult or new experience• Providing reassurance, and an opportunity for the FESO to reflect• Looking ahead to future concerns for the child and also strategies for the whole staff team• Identifying self-care strategies• Maintaining confidentiality <p>Frequency of activity:</p> <ul style="list-style-type: none">• As and when required <p>Who will be involved?</p> <ul style="list-style-type: none">• Trust FEO Lead or DSL Lead• FESO• External agencies if required <p>Debrief Template 2024</p>	<p>External Agency Support and Partnerships</p> <p>Purpose: There will be times when the safeguarding team need to access or utilise targeted support and expertise from outside of the school team through external agencies such as Liverpool Children's Services, family support workers (FSW), the Early Help Hub and other professionals with specific training and / qualifications.</p> <p>In these circumstances, the FESO will consult with external agencies to ensure the safety and wellbeing of anyone who has been subject to abuse or neglect and to fulfil the school's safeguarding responsibilities. Insight and feedback from qualified external practitioners will provide further understanding, clarity and direction to the casework that the FESO supports.</p> <p>Frequency of activity:</p> <ul style="list-style-type: none">• As and when required <p>Who will be involved?</p> <ul style="list-style-type: none">• Trust FEO Lead or DSL Lead• FESO• External agencies (these may include the Early Help Hub, Health Visitors, FSW, Seedlings, Liverpool Children's Services or other agencies)

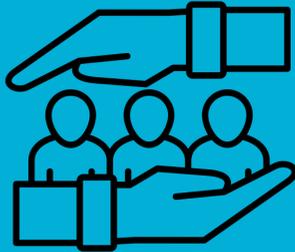


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OUR STRATEGIC GOALS



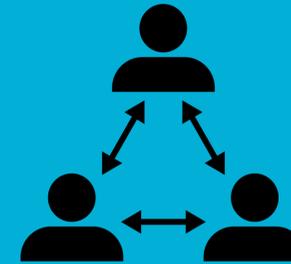
PROVIDING EXCELLENT PASTORAL SUPPORT



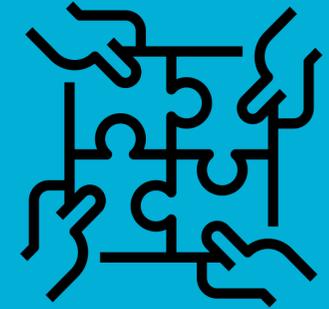
ROBUST SAFEGUARDING PROCEDURES



SUPPORTING MENTAL HEALTH AND WELLBEING



STRENGTHENING RELATIONSHIPS



FOSTERING STRONG PARTNERSHIPS

CALENDAR OF SUPPORT OFFER

Half Termly Offer

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2