



SAFEGUARDING SUPERVISION POLICY

WOLSEY HOUSE PRIMARY SCHOOL



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CHAIR OF GOVERNORS: MR M. PEATFIELD

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Introduction, background and definition.

Supervision is a method of supporting staff so that they can provide for the needs of their pupils. Safeguarding supervision is a regular, planned, accountable two-way process, which should offer emotional support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained, therefore promoting a safe culture.

The definition of supervision that is often used for school settings, which has been adapted from the work of Morrison (2005), states that:

‘Supervision is a process by which one member of staff is given responsibility by the school to work with another staff member in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for the pupils. These objectives and functions are:

- Competent accountable performance
- Continuing professional development
- Personal support, care and wellbeing
- Engaging the member of staff with the school

Purpose of Safeguarding Supervision for DSLs.

The purpose of Safeguarding Supervision is to:

- provide protected time to reflect on practice
- provide support with emotional well-being, resilience, picking up on demands and developing coping strategies
- have an opportunity to off-load, talk about how they are feeling when dealing with distressed pupils and the impact on their own life. It should feel restorative and help build resilience
- celebrating success
- review workloads and time management
- discuss and seek guidance on specific cases – review action plans, avoid drift. Provide a fresh eye, talk through intolerances, frustrations e.g. with other agencies/systems
- provide an opportunity where a member of staff can be challenged supportively and constructively, with advice offered on areas for improvement
- allow for issues relating to the work place and to working practices to be identified and discussed, including safer working practice and professional boundaries
- enable an opportunity for reflection, creative thinking and solution focussed thinking
- consider how their role fits with the rest of the school/other services and the community
- identify achievements and good practice
- consider appropriate CPD/training needs in relation to the safeguarding role
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Principles

- Safeguarding supervision is not related to and does not replace appraisal, but should complement it.
- It is not counselling and a supervisor, at times, may need to refer a supervisee to other services such as counselling
- The relationship between supervisor and supervisee should be positive and trusting
- The school SLT/Governors should see supervision as an important aspect of the professionals' work and ensure adequate time is provided
- The supervisor may not sit hierarchically above the supervisee e.g. reciprocal arrangements, use of Headteacher from another school. However where someone other than the line manager provides supervision, the line manager still provides accountability for the work and should oversee direction of the plan and work for individual children.
- Decision making on a child's records should be signed off by the DSL who remains responsible
- Where supervision takes place across schools or with an independent person, confidentiality of individual children and families **must** be maintained. Case discussions will therefore be anonymized
- The supervisor should have attended supervision training and also be receiving supervision themselves.

Models of Supervision at Wolsey House include;

- 1:1 supervision
- Most supervision will be planned but this may be supplemented by informal supervision sessions e.g. in relation to a crisis, need to de-brief after a session with a pupil etc.

Roles and Responsibilities

The 'supervisor' is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Ensuring confidentiality, subject to child and staff safety.
- Creating an effective, sensitive and supportive supervision.
- Providing suitable time and location.
- Agreeing timescales within which supervision takes place.
- Eliminating interruptions.
- Maintaining accurate and clear records.
- Recording supervision on the child protection file.
- Ensuring the school's professional competency standards are met.
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide an opportunity for staff to raise issues about their experience and diversity.

The 'supervisee' is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Attending regularly, on time and participating actively; being open and honest, raising concerns and seeking support where needed.
- Accepting the mandate to be supervised, and being accountable for any actions.
- Preparing appropriately for supervision sessions.
- Ensuring the recording of supervision is reflective of the particular meeting.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the school's professional competency standards.

Supervision Methods

Supervision should be undertaken with designated staff responsible for or working with identified vulnerable children and/or their families. It should include all staff working with children who are subject to a child protection or child in need plan, children with social care involvement, children looked after (LAC) and children subject to early help support through case work and/or and early help assessment.

This policy is concerned primarily with one to one supervision that takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. All staff within the organisation that have responsibility for safeguarding children, as identified in the school's safeguarding policy, will have access to this method of supervision. Supervision in the school may be offered both internally and/or externally

Internal supervision: Ideally safeguarding supervision should always be carried out by the named Designated Safeguarding Lead for child protection (DSL) in the school, but as the number of DSLs larger increases, this may need to be delegated to other key staff with safeguarding responsibilities, such as the Headteacher or Assistant Headteachers. Supervision for the DSL should be carried out by the Headteacher, or where the DSL is the Headteacher, another Headteacher (perhaps through a reciprocal arrangement).

External supervision: This will be carried out by another Headteacher from a local school with the school's Headteacher.

Unplanned or "ad-hoc" supervision: The pace of work and change and the frequency of supervision means that staff often have to 'check something out' with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions.

This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- Any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate.
- Where supervisees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.

Frequency of Safeguarding Supervision

The frequency of supervision will be dependent on the role the supervisee plays within the organisation, their skills, experiences, team requirements and Government guidelines. The expectation in schools is that all those who require supervision will have this **at least once per term**. At Wolsey House, those DSLs whom work *'with children who are subject to a child protection or child in need plan, children with social care involvement, children looked after (LAC) and children subject to early help support through case work and/or and early help assessment,'* will have a meeting **at least once per term, however these should be more frequent if required**. An agenda will be submitted before the meeting. This will usually take the form of **Appendix B**, however this could be amended at the supervisors discretion.

The supervisor and supervisee should agree on the duration and frequency of supervision taking into account individual experience and the complexity of individual cases. It will be appropriate to arrange for more frequent supervision for staff who are newly qualified or in their probationary period, but also if there are specific circumstances such as personal difficulties or relationships, performance issues or levels of stress.

Safeguarding Supervision Contract

Every supervisor should make a written contract / agreement with their supervisees taking into account:

- frequency and length of safeguarding supervision;
- location – supervision should take place in a private and uninterrupted space during the working day;
- recording – it is the supervisor's responsibility to take notes and make sure they are made available to the Supervisee and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties, however a summary sheet of actions will be completed during or immediately after the session. A Recording Sheet is provided at **Appendix C**. Case discussion with any changes in plan approved by the DSL are to go on a child's safeguarding chronology
- confidentiality – in general, supervision is considered as confidential, however there will be occasions where confidentiality will be overridden, for example in the case of child protection issues relating to the Supervisee or if not sharing information with senior school management could contribute in bringing the school into disrepute, there is a potential disciplinary matter or whistleblowing
- preparation for supervision – supervisee should identify cases/issues to discuss and start to reflect on these.
- A contract is included at **Appendix A**

Entitlement to Supervision

It is important that safeguarding supervision is provided to the DSL. If a DSL is not receiving safeguarding supervision at the required frequency during the year they should:

- in the first instance discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process; or
- if a solution is not agreed, the supervisee should raise the issue with the Headteacher.
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Review date: **September 2022**

Signed:

..... (Headteacher) (Date)

..... (Chair of Governors) (Date)

..... (Lead DSL) (Date)

Appendix A

Safeguarding Supervision Contract			
Supervisee:	[Enter Name and Role]		
Supervisor:	[Enter Name and Role]		
Agreed Date:	/ /	Review Date:	/ /
Supervision Agreement:	<p>Safeguarding supervision will be undertaken each term (half term for those working with children/families with cases) or sooner if requested and will be for a maximum of 1 hour. Every effort will be made for supervision to take place in an uninterrupted environment.</p> <p>The venue will be.....</p> <p>The preparation for supervision will include identifying cases to discuss and starting reflection on these.</p> <p>Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement.</p> <p>If at any time the Supervisor or the Supervisee is unhappy about an issue, which cannot be resolved, the Headteacher will be consulted with the agreement of both parties. If the disagreement is with the Headteacher, this should be referred to the chair of governors with the aim of reaching a resolution</p> <p>Supervisors will respect the confidentiality of the Supervisee in all areas, except where children are at risk of harm – concerns about which need to be referred on or whether information is identified that could bring the school into disrepute which may need to be reported via line management, where there is a potential disciplinary matter or whistle blowing.</p> <p>Notes and agreed actions will be recorded, signed, shared and kept securely in an agreed format in the DSL area on staffshared.</p> <p>Any decisions made on individual cases and agreed by the DSL will be entered into an individual child’s safeguarding chronology.</p>		
Supervisee:	[Insert signature]	Date:	/ /
Supervisor:	[Insert signature]	Date:	/ /

Appendix B

Designated Safeguarding Lead (DSL) – Safeguarding Supervision	
A G E N D A	
Date	/ /
Time	
Introduction	1. Welcome
	2. Clarify roles and confidentiality
	3. Agreed expectations
Specific case discussions (when appropriate also put on child's safeguarding file)	4. Review notes of previous meeting
	5. Share Experience
	6. Reflections (feelings)
Reflection	7. Analysis – celebrate success and good practice as well as consider what could be improved?
	8. Action Planning
	9. Impact of work on individuals professionally or personally and any additional support which may be necessary
	10. Professional practice issues e.g. new policies, quality of performance, safer working practice, professional boundaries, role within school
Development	11. CPD support and access to resources e.g. reflect on recent or forthcoming training development opportunities
Completion	12. Any Other Business (AOB)
	13. Date of Next Supervision

Appendix C

Safeguarding Supervision Notes and Action Template

Item	Notes	Agreed Action	By Whom	By Date
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /

Name	Role	Signature	Date Agreed
	Supervisee		/ /
	Supervisor		/ /