

**Supervision Policy**

This policy is prescribed by The Good Shepherd Trust and is non-statutory (except where related to KCSiE). All references to ‘the Trust’, includes all Trust schools and subsidiary organisations.

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| --- | --- | --- | --- | --- |
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**Background**

Supervision is a method of ensuring staff are clear on their responsibilities and supported in their roles to safeguard pupils. This policy is based on the premise that the supervision of staff is an integral part of day-to-day business and the safeguarding culture within all our schools.

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. Safeguarding supervision provides protected time to reflect on practice, make decisions, assess risks and improve the quality of practice, including understanding and addressing the emotional impact of work with children and families. Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained, thereby promoting a safer culture. This policy and approach will relate to Teacher’s Standards for those with QTS. This may be part of supervision or can take place separately, especially where supervision is not undertaken by the line manager.

# Definition of Safeguarding Supervision

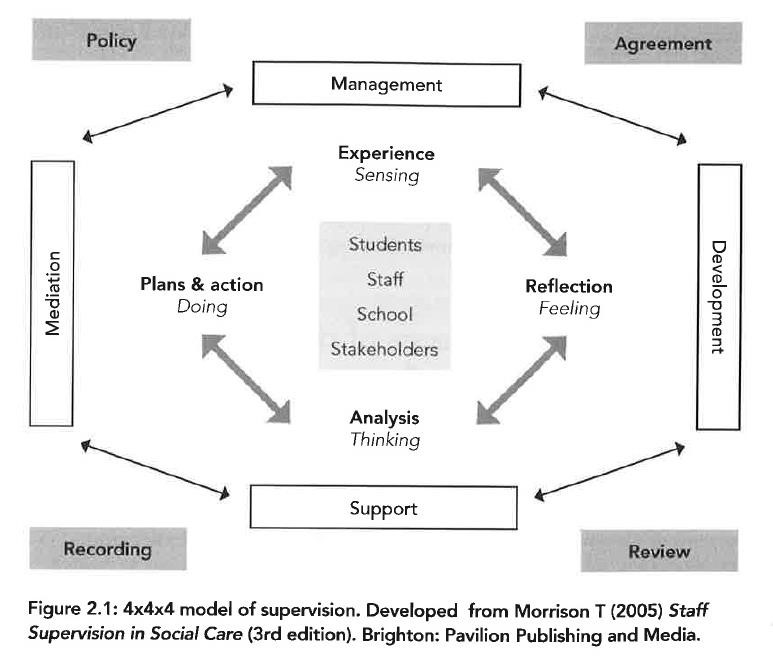
Our definition of supervision has been adapted from the work of Morrison (2005).

For the purposes of this policy, supervision is defined as a process by which one staff member is given responsibility by the school (via the Headteacher/line manager) to work with another member of staff/staff team, in order to meet certain organisational, professional and personal objectives, which together, promote positive outcomes for pupils.

These objectives are:

1. Competent accountable performance (Managerial function)
2. Continuing professional development (Development/educational function)
3. Personal support (Supportive/restorative function)
4. Engaging the staff member with the school (Mediation function)

The process of supervision is supported by the development of a relationship between supervisors and supervisees, which provides a safe environment to support the staff member and facilitate reflection, challenge, and critical thinking.



**Statement of expectations**

The school will:

1. Prioritise supervision as an important activity, ensuring that protected time is allocated.
2. Ensure that all staff who come within the scope of this policy, have a named supervisor. This may be someone who has line management responsibility for their work and welfare.
3. Provide training and ongoing development opportunities for supervisors.
4. Ensure an appropriate space is provided for meetings, whether individually or in groups.
5. Regularly evaluate the quality of supervision being provided, in line with the Trust’s policy.

# 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 students and the impact on their own life. It should feel restorative and help build resilience
* celebrate success
* identify achievements and good practice
* 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 workplace 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 Trust family
* consider appropriate CPD/training needs in relation to the safeguarding aspect of their role

# Principles

* Safeguarding supervision is not related to and does not replace appraisal, but should complement it.
* It is not counselling and at times, a supervisor may need to refer or recommend that a supervisee make contact with other services such as [Education Support](https://www.educationsupport.org.uk/) or [Occupational Health](mailto:hr@goodshepherdtrust.org.uk).
* The relationship between supervisor and supervisee should be positive and trusting.
* The school senior leadership team and local governing committee, should see supervision as an important aspect of the professionals’ work and ensure adequate time is provided.
* Where someone other than the line manager provides supervision, the line manager still provides accountability for the supervisee’s work and should oversee direction of the plan and work for individual children, as appropriate.
* Decision making on a child’s records should be signed off by the DSL, who remains responsible.
* If supervision takes place with an independent person, confidentiality of individual children and families must be maintained. In this instance, case discussions will be anonymised.
* The supervisor should h be receiving supervision themselves.

# Models of Supervision in The Good Shepherd Trust include:

* Formal supervision, in a group or 1:1 every 3-6 weeks, as applicable to the setting context
* Group supervision for the lead DSL within the hub or for other DDSLs, across the wider Trust D/DDSL network half-termly
* Most supervision will be planned but this may be supplemented by informal or ‘ad hoc’ supervision sessions e.g. in relation to a crisis, need to de-brief after a session with a pupil

# Discussion

# 

To reflect on individual cases/scenarios, the supervisor may find it useful to use:

* **T**ell me
* **E**xplain to me
* **D**escribe to me

And consider 4 aspects:

* SENSE – the story, what happened?
* FEEL – reflection, what was it like?
* THINK – analysis, what does this mean?
* DO – action plans, what next?

*(Morrison T 2005) The Supervision Cycle*

Supervision should enable the supervisee to consider the best way to support the pupil’s current needs, reflecting on and adapting responses to achieve the best outcome for the pupil.

*(N/B: Lists of possible questions for this model of supervision can be found in ‘Using Supervision in Schools’ by Sturt and Rowe - Appendix 2)* A prompt sheet is also provided in **Appendix E.**

# Safeguarding Supervision Agreement

Every supervisor should make a written agreement with his or her supervisee taking into account:

* frequency and length of safeguarding supervision;
* location – supervision should take place in a private and uninterrupted space, during working hours;
* 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. A recording sheet is provided at **Appendix B**. Case discussion with any changes in plan approved by the DSL are to go on a pupils safeguarding record in CPOMS within 24 hours. A template is provided at **Appendix D.**
* 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 the SLT, Trust Executive, LADO or Children’s Services, could contribute in bringing the school and Trust into disrepute, there is a potential disciplinary matter or protected disclosure (whistleblowing).
* preparation for supervision – supervisee should identify cases/issues to discuss and start to reflect on these

An agreement is included at **Appendix A**.

**Entitlement to Safeguarding Supervision**

It is important that safeguarding supervision is provided to the DSL. If a DSL is not receiving regular safeguarding supervision during the academic 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. This will usually involve an agreement to involve the supervisor’s line manager (if they are not the supervisor) in a 3-way discussion to resolve any issue that the worker and supervisor cannot resolve themselves. Or;
* if a solution is not agreed, the supervisee should raise the issue with their Headteacher. If their Headteacher is their supervisor, they should report this to the Trust’s Designated Safeguarding Lead.

**Line manager’s responsibilities**

1. To ensure that all relevant practitioners have access to regular safeguarding supervision.
2. To ensure that supervisors are appropriately qualified and supported to deliver safeguarding supervision.
3. To ensure that the delivery of safeguarding supervision is prioritised and protected.
4. To keep up to date with messages from national and local serious case reviews and research and to ensure that this is used to inform case discussion.
5. To review the arrangements for and the effectiveness of safeguarding supervision on a regular basis.
6. To ensure appropriate action is taken if necessary, where practitioners fail to engage with safeguarding supervision.
7. To ensure that safeguarding supervision reflects the Trust’s Policy and that there is clarity about expectations in this regard within the supervision agreement.

**Supervisor’s responsibilities:**

1. To ensure that they have appropriate induction to be a supervisor and have experience and competence with regards to integrated working and safeguarding, especially in delivering supervision.
2. To keep up to date with messages from national and local serious case reviews and research and to ensure that this informs case discussion in supervision.
3. To develop and agree a supervision agreement between themselves and the supervisee(s) and to work at all times in accordance with the contract.
4. To prepare for supervision. This may include being aware of policies and procedures, reflecting on current progress and barriers to learning, identifying training needs and identifying relevant research and theory.
5. To inform the line manager or other appropriate person if there are any difficulties within the supervision relationship or if the supervisee fails to engage with the supervision.
6. To maintain confidentiality of issues brought to supervision, but to be clear with the supervisee about the requirement to bring issues regarding potential or actual risk of harm to the immediate attention of the line manager, and to follow the appropriate policy.
7. To maintain supervision records, as agreed in the supervision agreement.

**Supervisee’s responsibilities:**

1. To attend all supervision sessions in a prompt and well-prepared manner, in accordance with the supervision agreement.
2. To actively participate in supervision and engage in the supervision relationship, in accordance with the supervision agreement.
3. To prepare for supervision. This may include being aware of policies and procedures, reflecting on current progress and barriers to learning, identifying training needs and identifying relevant research and theory.
4. To raise appropriate issues (including practice, ethical and personal issues) for discussion with the supervisor. Issues of potential or actual risk of harm must be brought to the immediate attention on the line manager and must not be delayed until to the next supervision or practice supervision session.
5. To maintain supervision including practice supervision records as agreed in the supervision agreement.
6. To be aware of any further learning needs and discuss them with their line manager.
7. To discuss any difficulties with the supervision relationship with the supervisor or line manager/Headteacher as detailed in the policy.

# Appendix A

# Safeguarding Supervision Agreement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Safeguarding Supervision Agreement** | | | | |
| **Supervisee:** | [Enter Name and Role] | | | |
| **Supervisor:** | [Enter Name and Role] | | | |
| **Date Agreement Made:** | / / | **Review Date:** | | / / |
| **Supervision Agreement** | This agreement covers the arrangements for safeguarding supervision as described within the Trust’s policy. As such, it constitutes a contract for supervision, which will be mutually binding, and subject to regular review. | | | |
| In signing this agreement, the supervisor and supervisee share a joint responsibility for the supervisory relationship and for preparing for the sessions. This means that both parties fully commit to the development of an open and mutually trusting supervisory relationship where the supervisee is empowered to share and develop practice in the best interests of children, and disagreement or difficulties are identified and resolved as soon as possible. | | | |
| **For groups**, this will involve shared responsibility of all participants, which should be based on mutual respect and trust and where all feel able to question and challenge assumptions and decisions. | | | |
| **Length and frequency of supervision** | Supervision will take place on INSERT, at INSERT TIMES and will last for X minutes/hour  *(Note – minimum 30 minutes and maximum of 2 hours)* | | | |
| Supervision dates will be mutually agreed in advance. | | | |
| If supervision must be cancelled for any reason, it is the responsibility of both parties to rearrange as soon as possible. | | | |
| Additional ad-hoc supervision will be available as and when required. Any decisions made during such supervision will be recorded on the child or supervisees record. | | | |
| **Location** | Supervision will take place at INSERT LOCATION  *(Note – this should be a quiet place where you will not be interrupted)* | | | |
| Who will book this? What are the contingency arrangements? | | | |
| **Recording** | A record will be kept of supervision discussions. The record of the supervisee’s personal supervision (i.e. worker specific and non-child-related discussions about Professional Development, Personal and Performance matters) will be stored electronically in the designated secure drive.  Appendix B will be used for this purpose. | | | |
| Child-related discussions and decisions will be recorded separately using Appendix D. This record will be uploaded onto CPOMS within 24 hours. The names of the children (but not the detail) will be noted on the personal supervision record. | | | |
| Supervision records are the property of the Trust and the Trust may be provided with access to supervision records for audit, inspection, or other employer purposes. | | | |
| **Content of supervision** | Safeguarding supervision should be child focussed and should result in clear agreement about who will now do what in relation to the child to safeguard and promote their welfare. | | | |
| A joint agenda will be prepared at the start of each supervision session. Both parties are expected to prepare and bring relevant issues for discussion and agree at the start how the agenda will be prioritised. | | | |
| **Confidentiality** | The supervisor and supervisee will ensure that the supervision time is uninterrupted (barring emergencies) and that privacy can be maintained. | | | |
| Discussions in safeguarding supervision will be confidential unless:  1. A child may be at risk of significant harm  2. There is unsafe practice placing people at risk  3. There is illegal activity | | | |
| How this will be dealt with – action usually mutually agreed unless doing so will meet the above criteria – see Policy to ensure compliance | | | |
| Other issues, such as concerns about practice, training needs, etc., will not be taken outside of supervision without advising the supervisor/supervisee first. | | | |
| **Complaints and disagreements with regards to supervision** | Any complaint or disagreement will be discussed, agreed and recorded, prior to any other action being taken, or the issue being discussed with the line manager/Headteacher/Trust Executive/LADO/Children’s Services, as above, in the view of the supervisor this may place a child at risk of harm. | | | |
|
| **Supervisee:** | [Insert signature] | | **Date:** | / / |
| **Supervisor:** | [Insert signature] | | **Date:** | / / |
| **Reviewed Arrangements** | How and when this agreement will be reviewed (usually 6 months to a year) | | **Date:** | / / |

**Appendix B**

# 1:1 Safeguarding Supervision Agenda and Record

**Record of Safeguarding Supervision**

|  |  |
| --- | --- |
| Supervisee |  |
| Supervisor |  |
| Date |  |

**Agenda Items**

1. Ensure in a confidential space where we will not be disturbed, all parties remain happy with the supervision agreement, confirm protected time agreed for the session
2. Review of agreed action points from last meeting/matters arising
3. Supervision Prompt Sheet (Appendix E) , if applicable
4. Discussion under the 4 key functions or use discussion notes on pg. 4 of the policy
5. AOB and date of next meeting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review of previous supervision session** | | | | |
| **Progress on actions** | |  | | |
| **Notes of discussion** | | | | |
| **Managerial function** (competent, accountable performance) or SENSE | |  | | |
| **Development/education function** (continuing professional development) or THINK | |  | | |
| **Supportive function** (personal support) or FEEL | |  | | |
| **Mediation function** (linking the individual to the organisation) or DO | |  | | |
| **Names of individual children discussed**  ***The details of a discussion of an individual child should be recorded in the child’s individual record (Appendix D)*** | |  | | |
| **Actions agreed** | | | | |
| **Managerial** | Agreed Actions | | By whom | By when |
| **Education/development** | Agreed Actions | | By whom | By when |
| **Supportive** | Agreed Actions | | By whom | By when |
| **Mediation** | Agreed Actions | | By whom | By when |

Supervisee’s signature ………………………………………………………..

Supervisor’s signature …………………………………………………………

Date of Next Meeting …………………………………………………………..

**Appendix C**

# Safeguarding Supervision Notes and Action Template - Optional

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Notes** | **Agreed Action** | **By Whom** | **By Date** |
|  |  |  |  | / / |
|  |  |  |  | / / |
|  |  |  |  | / / |
|  |  |  |  | / / |
|  |  |  |  | / / |
|  |  |  |  | / / |
|  |  |  |  | / / |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Role** | **Signature** | **Date**  **Agreed** |
|  | Supervisee |  | / / |
|  | Supervisor |  | / / |

**Appendix D**

**Individual CYP/Family Record**

**Record of Case Supervision**

|  |  |
| --- | --- |
| Name of CYP/Family |  |
| D.O.B. of CYP |  |
| Supervision Date |  |
| Supervisee |  |
| Supervisor/Manager |  |
| Concerns (include establishing what the concerns are, and if the case is not moving forward (‘stuck’) or drift/delay)   * Experience (The story – what happened?) SENSE * Reflection (What was it like?) FEEL * Analysis (What does this mean?) THINK * Actions (What next?) DO |  |
| Actions agreed  Actions completed  Concerns referred to supervisor’s line manager/Headteacher? | Yes No Not applicable  Yes No Not applicable  Yes No Not applicable |
| This form stored in supervisee’s supervision file.  Copy of form placed on CPOMS  Entry of supervision recorded on chronology in pupil child protection record | Yes No Not applicable  Yes No If No, why?  Yes No If No, why? |

**Signature of Supervisor:** …………………………………………………………………………………………………..

**Signature of Supervisee**: ……………………………………………………………………………………………

**Appendix E**

**Safeguarding Supervision Prompt Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supervisor** |  | | | |
| **Supervisee** |  | | | |
| **Date** |  | | | |
|  | | **Yes** | **No** | **Date/Action** |
| Are all concerns logged on CPOMS in line with school child protection policy? | |  |  |  |
| Are DSL concerns and decision-making recorded on CPOMS, including identification of threshold of need? | |  |  |  |
| Are referrals to C-SPA/MASH timely?  Is feedback on C-SPA/MASH decisions within 24 hours recorded and acted on, and pursued where response not received? Is the threshold clear? | |  |  |  |
| Are concerns about open cases (CP/CIN/CiC/post-CiC) shared directly with the social worker allocated to the case? Is this recorded on the file and any actions followed up? | |  |  |  |
| Do all CP files contain a front sheet including chronology which is up to date and accurate? | |  |  |  |
| Are audits of CP files undertaken and any issues acted upon? | |  |  |  |
| CP initial/review conferences, strategy meetings, core group meetings, CIN meetings, LAC meetings, Early Help meetings attended? | |  |  |  |
| Is there clear oversight of pupils at risk, by threshold, which is up to date?  Are all pupils receiving the required intervention/support relevant to the risk? Impact? | |  |  |  |
| Is drift and delay noted and acted upon?  Are challenges both within the organization and to other agencies made in accordance with the LA escalation protocols? | |  |  |  |
| All training requirements up to date? (Induction, whole staff, safeguarding leads, LGC members)  Impact? | |  |  |  |
| Any training needs identified?  Any personal support needs identified? | |  |  |  |

**Appendix F**

**Agenda for Group Supervision**

|  |  |  |
| --- | --- | --- |
| **Task** | **Function** | **Outcome** |
| **Introduction** | Clarifying roles, confidentiality, timings and adherence to the agreement. | Agreed expectations. |
| **Experience**  **(See pg. 111)**  **What happened?** | 1. Invite all participants to share what is working well in their setting.  2. Ask who would welcome space to explore a case further. | Agenda making – which issues have priority and who has reflective space today (up to 3 x 20 minute discussions)?  **Supervisees to have planned a case/experience they would like to discuss using T.E.D (Tell me, explain to me, describe to me) in advance of the session. Start with ‘What happened?’** |
| **Reflection**  **(See pg. 112)**  **What was it like?** | How does the protagonist feel, who else is affected and how are they feeling? Different levels of reflection.  Opportunity to check what assumptions have been made. | Assessment of impact |
| **Analysis**  **(See pg. 113)**  **What does this mean?** | What understanding of the issue can be reached? Which theories/policies/procedures will make sense of the experiences? | A range of options and meanings explored with likely consequences considered. |
| **Action Planning**  **(See pg. 114)**  **What next?** | What needs to happen next? Who should do it and what support or training is required? | Decision making and responsibility assigned. |
| **Review of group process** | Assessing impact for others of discussion and supporting in meeting emotional needs. | Concluding group with summary of learning and what actions are required by whom, with timescales agreed and the summary recorded. |
| **Conclusion** | Agree date and time for next group session. | Date, time and location agreed and disseminated by email after the meeting (with Zoom link if appropriate) |

*N/B: Page numbers refer to ‘Using Supervision in Schools’ by Penny Sturt and Jo Rowe. The page references provide possible questions that can be asked by participants during these elements of the meeting. Participants should have these to hand, particularly in early sessions where they are getting to grips with the format of the group supervision.*