



CRADLEY CE PRIMARY SCHOOL

Supervision and Safeguarding Support in Education

<u>Dates</u>				
Written	Nov 21			
Reviewed				
Amended				
Next Review	Nov 24			

Definition

Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team; undertaken by suitably trained professionals.

Purpose

The purpose is for professionals to:

- Reflect on practice.
- Improve the quality of their work.
- Increase understanding of professional issues.
- Achieve agreed objectives and outcomes.

Principles

Supervision must:

- Focus on the child.
- Ensure consistency with local authority and school/college procedures.
- Provide a safe environment for reflection and professional challenge.
- Acknowledge the emotional impact of the work.
- Recognise and manage feelings and beliefs which may affect the safeguarding of children.
- Identify when a case needs to be escalated using Herefordshire dispute resolution procedures, due to concerns about case progress or other aspects of case management, including ineffective multi-agency working.

Safeguarding supervision will always keep a focus on the best interests of the children in the school and promote their safety and well-being.

Promoting a safeguarding culture in the school

Supervision will support and strengthen the safeguarding culture we are committed to for our school/college. Supervision will promote and model the following indicators of a safe school/college:

- Staff are respectful to all employees as well as children and their parents
- Staff are open about discussing good and poor practice
- Any breach of safeguarding policy or procedure is acted on appropriately
- Any learning (national, local or organisation) is acted upon through a review of policy and procedures and the undertaking of appropriate training
- Leaders model appropriate behaviour (being mindful of the staff code of conduct)
- Staff are knowledgeable about the vulnerability of the children that they look after and fully adhere to child protection and safeguarding policies, and the guidance in part 1 of Keeping Children Safe in Education (2016)
- Staff are aware that abusers may already be in the employment of the organisation, and are clear on the managing allegations procedures
- Children are listened to
- Staff are empowered to challenge poor practice and behaviour
- Whistle-blowing policy and procedures (and other relevant procedures) are in place and staff know how to use them
- professional dispute resolution procedures are followed where there is professional disagreement.

The Key Functions of safeguarding supervision are:

Management Oversight and Accountability

- The child is central to all decision making activity within the supervision process, so that children receive child focused services that meet their needs.
- The frequency of supervision sessions meets Herefordshire Local Safeguarding Children's Board standards (minimum every 3 months).
- Practitioners experience supervision as providing an opportunity to reflect, to receive professional challenge and to be supported in providing challenge to others.
- The supervision process evidences management oversight and support that assesses practitioners' compliance, and, professional competence/confidence with regard to adhering to local policies, protocols and procedures, and promotes timely progression of the case.
- The supervision process checks interventions are working effectively to improve outcomes for children:
 - Intervention plans are adhered to, and staff contribute to any reassessment of the plan, so that they have a positive impact on the child, and address the diverse needs of children and young people, including effective communication (particularly EAL and disabilities).
 - Swift, effective action is taken when plans are not working or a deterioration is recognised, and potential vulnerabilities are identified and countered.
 - Parental non-compliance and/or disguised compliance is recognised and acted upon, reported to children's social work appropriately and recorded.
- To provide reflective space to offload in order to analyse on-going concerns and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.
- To review workloads and issues relating to workplace and working practices can be identified and discussed; checking out that our processes are fit for purpose. This includes triangulation of evidence bases, and reviewing needs against thresholds.

Continuing Professional Development: so that practitioners have the knowledge to apply correctly the thresholds and referral processes to support effective and accountable practice, so that:

- Safeguarding children performance and practice is competent, accountable and soundly based in research and practice knowledge; and that staff fully understand their roles, and responsibilities and the scope of their professional and statutory duties.
- Professional development needs with respect to safeguarding practice are considered and supported, including learning from serious case reviews.
- Practitioners are aware of the thresholds guidance, know where to find it and use it to support the making of high quality, evidence based referrals.
- Practitioners are aware of how to make appropriate referrals to all relevant agencies, including safeguarding referrals and out of hours' services.
- Practitioners are clear about the requirement to obtain consent.
- Practitioners are aware of the need to receive feedback on a referral made, and take action to pursue feedback where it is not received.
- Practitioners are aware of where to go for advice regarding a referral if he/she needs clarification; where advice is sought this is recorded.

Multi-agency working: to check out the quality of information sharing including core group work, MASE, early help and other appropriate multi-agency meetings so that:

- There is appropriate involvement and engagement in cases.
- Practitioners are aware of, understand and apply information sharing protocols.
- Practitioners review the evidence, prepare reports (using relevant templates) and actively contribute to multi-agency meetings.
- Records of multi-agency meetings are obtained, relevant actions are followed through and reported on as necessary.
- Practitioners are aware of the dispute resolution procedures and use these effectively.

Voice of the Child

- Professionals consider what life is like for the child.
- The child's wishes and feelings are gathered and considered in an age appropriate way.
- Diversity and disability issues are appropriately identified, understood, addressed and recorded.

Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of the safeguarding role and responsibilities. This includes support to address the emotional impact of the work where required.
- Clarify boundaries between support, counselling, consultation and confidentiality in supervision.
- Help the worker to explore emotional blocks/barriers to their work.
- Create a safe climate for the worker to look at their practice and the impact it has on them as a person.

Good supervision involves a balance between all five key functions, not always within one session, but certainly over the entire supervision process.

Benefits of Effective Supervision	Impact of Poor Supervision
More accurate assessment and enhanced development of worker	Worker less clear, more rigid
Worker clear and confident in role and task	Child, young person (CYP) or family less confident
User confident in the worker, good relationships built	CYP or family less open, less information given, poorer relationships built
Increased capacity, trust and openness, reduced anxiety, stronger partnership	Assessment weaker, less likely to be shared/agreed
Clearer assessment, more evidenced based, worker and CYP/family clearer about the work being carried out	Plans less likely to be shared/agreed
Worker communicates better with other agencies	Poorer links with other agencies/danger of drift and delay
Plans more informed, owned, implemented and reviewed	CYP and families may be less open, more dependent

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 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 standards.

Staff involved in child protection casework, and early help casework, who might need safeguarding supervision	Who might provide safeguarding supervision
Designated Safeguarding Lead (DSL)	Headteacher (or another headteacher), Deputy DSL, DSL from another school within the MAT
Deputy Designated Safeguarding Lead (DDSL)	DSL, Headteacher
Year Heads	DSL, DDSL, Headteacher
Pastoral Leads	DSL, DDSL, Headteacher
SENCO/LAC Co-ordinator	DSL, DDSL, Headteacher
Class teachers	DSL, DDSL, Year Heads, Pastoral Leads
Teaching Assistants	DSL, DDSL, Year Heads, Pastoral Leads
Child and Family Support Workers	DSL, DDSL, Pastoral Leads, Line Manager
Other specialist support workers	DSL, Pastoral Leads, Line Manager, professional body

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 at thresholds 1, 2 or 3.

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 grid on the previous page) 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 in larger schools this may need to be delegated to other key staff with safeguarding responsibilities, such as Year Heads or Pastoral Leaders. 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). In the case of multi-academy trusts (MATs), arrangements should be put in place across the MAT drawing on all the expertise available.

External supervision: This will be peer to peer supervision from a professional in another school, structure or other agreed supportive structure. The headteacher should maintain oversight of any external arrangement, ensuring robust processes and be in a position to report on the effectiveness of the process to their governing body (whilst maintaining confidentiality on pupil names and that of their families). Supervision records should in this case be shared with the headteacher who commissions the arrangement, in order to maintain oversight and ensure actions are followed through.

It is recognised, however, that supervision is an on-going process that takes place in other ways. The two other main methods are outlined below. They have a place but should not replace planned, formal, recorded, one to one sessions.

Group safeguarding supervision: In some cases it may be necessary to conduct a group safeguarding supervision. This is a session where there may be several staff involved in direct child protection/safeguarding work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

In group supervision the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:

- The group should clarify and agree the boundaries of confidentiality
- The records should reflect that this was a group supervision.

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. In addition, staff who work in schools where there are a lot of child protection concerns, will be working closely with their supervisor and often communicating daily about thresholds, decision making, disagreements between agencies etc.

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 (see pro-forma 'Supervision Recording – Individual CYP/Family Record').
- 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 a term**.

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. Further support for staff could include:

- Stress Risk Assessment undertaken by the line manager.
- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing.
- Referral to Occupational Health for one-to-one counselling.

In the event of a violent incident the violence and aggression at work policy and risk assessment should be followed.

<http://intranet/Cooredocs/Healthandsafety/PoliciesGuidance.aspx>

Supervision Agreement: A sample supervision contracts is provided in Appendix A. By the end of the *THIRD* session it is expected that a supervision contract has been discussed by both parties, signed and copied to the file.

Preparing for supervision: Both parties should prepare themselves for the meeting including:

- Review previous notes and agreed actions – on-going between sessions.
- Hold any preparatory discussions if needed, to ensure the meeting has maximum impact.
- Alert each other if there are new big agenda items.

Supervision Agenda: Each person in supervision will have their own style and approach, the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener.
- Setting agenda – both parties to input.
- General offload and information sharing.
- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed.
- Check core group meetings etc. attended, minutes received. Any drift and delay? Has this been acted upon? Step down arrangements in place and being monitored?
- Problem solving and finding solutions.

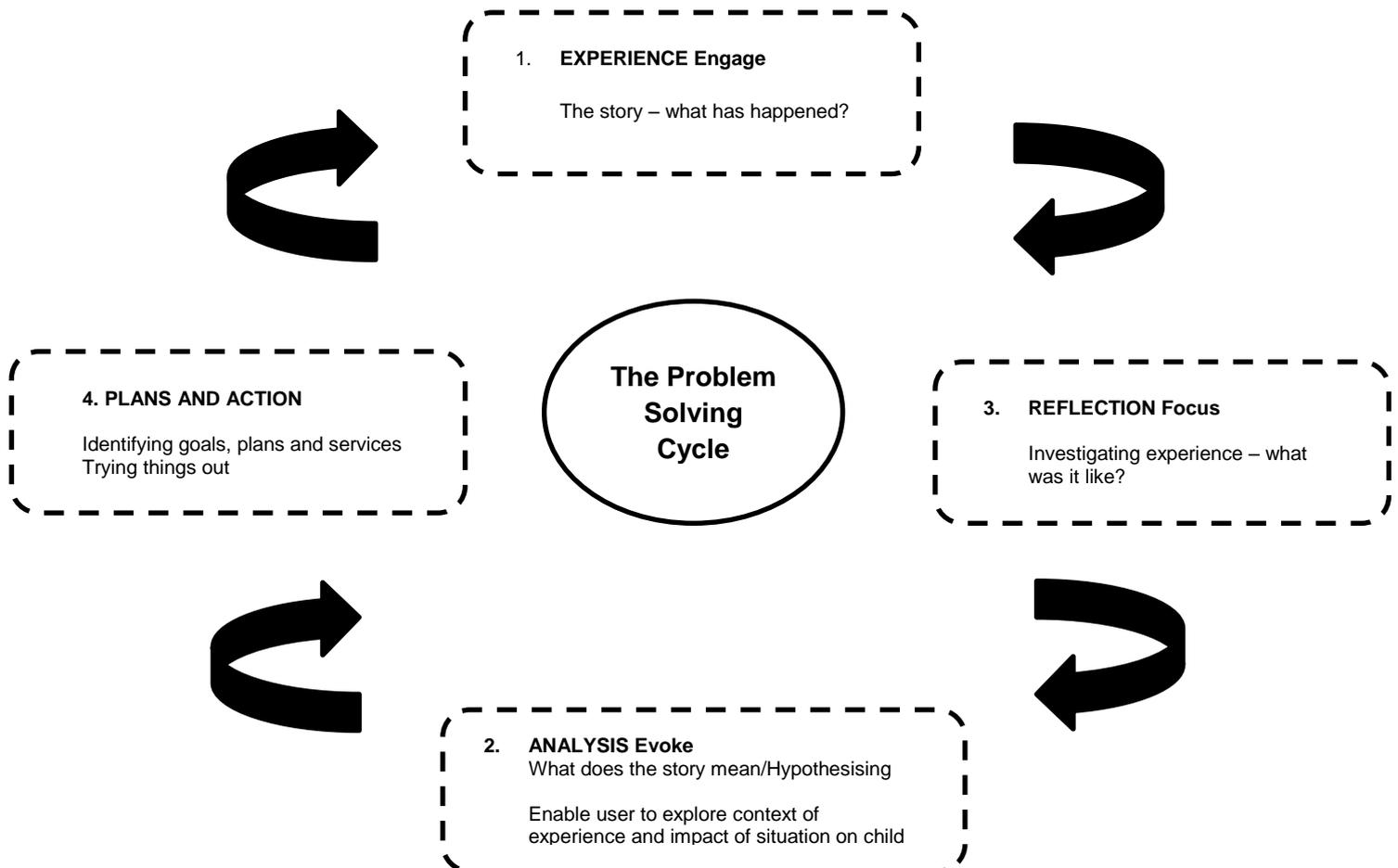
- Recognise and celebrate achievement.
- Job related resource and support needs.
- AOB.

Location/environment: Creating the right environment is an important element but we must accept that this is not always possible within school/college; however we should strive to:

- Have a quiet private space to allow for open discussion.
- Ensure a relaxed atmosphere possibly with refreshments.
- Try to avoid telephone interruptions.
- Prioritise this time and avoid interruptions.
- Make sure you keep to agreed starting and stopping times.
- Consider the time of day supervision is scheduled.

The problem solving cycle

The following model is included to provide a method to ensure reflection and analysis on cases. Often the stages of reflection and analysis are not included and the tendency is to jump directly from the experience to plans and action.



Recording

Recording should follow the principle that:-

- All supervision sessions must be recorded by the supervisor.
- Records of supervision should be signed and dated by supervisor and supervisee. All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure management decisions of individual cases through supervision are recorded in the individual child's CP file and referenced on the child's individual chronology.

Training

All managers who provide supervision should be appropriately trained in order that they can recognise and assess any safeguarding issues. Practitioners should be provided with support and/or training in order to ensure that supervision is effective. In addition supervisors should receive regular supervisor supervision, either one-to-one or as a group.

Quality Assurance

Supervision files will be subject to inspection and audit.

Multi-agency case file audits undertaken by Local Safeguarding Children Board, will expect to see reference to supervision in individual children's CP files.

Entitlement

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

- In the first instance supervisees should always discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process.
- If a solution is not agreed the supervisee should raise the issue with the supervisor's manager and continue to escalate within the organisation until resolved.

Appendix 1: Example of supervision contract

Sample Supervision Contract

Frequency and length.....

Creating the agenda.....

How will we plan for the supervision?

What I expect from supervision

If there are difficulties with supervision we will move forward by

Records of the sessions will be kept
by.....

In practice , confidentiality will operate by
.....
.....
.....
.....

Signed Date

Signed Date.....

Appendix 2: Example of a supervision agreement

Sample Supervision Agreement

This is an Agreement between and which outlines the agreement for the two-way supervision process.

1. Formal supervision will take place every ... weeks for a maximum of 2 hours. The venue will normally be at
2. Additional ad-hoc supervision will be available as and when required. Any decisions made during such supervision will be recorded on the child or provider's record.
3. Supervision dates will be mutually agreed in advance.

If supervision has to be cancelled for any reason, it is the responsibility of both parties to rearrange as soon as possible.

..... and will try and ensure that the supervision time is uninterrupted (barring emergencies) and that privacy can be maintained.

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.

A record will be kept of supervision discussions. The record of the worker'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. The management supervision template will be used for this. Child-related discussions and decisions will be recorded separately using the prescribed template. This record will be uploaded onto the child's Framework record. The names of the children (but not the detail) will be noted on the personal supervision record.

Ordinarily, only the parties to the supervision record will have access to it. It is not, however, a confidential document and may be used in a different context e.g. for audit purposes or in legal and disciplinary proceedings.

Supervision is intended to fulfil a variety of purposes:

1. Workload monitoring and performance management.
2. Case discussion and decision-making where appropriate.
3. Discussion of equal opportunities and any issues relating to anti-oppressive practice.
4. Professional development and training.
5. Provision of two-way feedback on performance.
6. Staff Review and Development Managers.
7. Identification of problem areas where assistance/advice required.
8. Identification of support needs.
9. Sharing management information and statistics.

Discussion of team issues –staffing, sickness issues, individual performance, quality standards, workload, team dynamics, individual and team development. Making supervision work. What each will contribute?

What wants from as a supervisor?

What will contribute as supervisee to make this happen?

What wants from as a supervisee?

What will contribute as supervisor to make this happen?

Signed

Date Supervisor

Signed

Date Supervisee

..... School

**Designated Safeguarding Lead Supervision Recording
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)			
Actions agreed	Yes	No	Not applicable
Actions completed	Yes	No	Not applicable
Concerns referred to supervisor's manager?	Yes	No	Not applicable
This form stored in supervisee's supervision file.	Yes	No	Not applicable
Copy of form placed on child's child protection record.	Yes	No	Not applicable
Entry of supervision recorded on chronology in pupil child protection record	Yes	No	Not applicable

Signature of Supervisor:

.....

Signature of Supervisee:

.....

Appendix 3: Example of supervision record

Record of Safeguarding Supervision

Supervisee	
Supervisor	
Date	

Agenda Items

1. Review of agreed action points from last meeting/matters arising
2. Supervision Prompt Sheet
3. Discussion under 3 key functions
4. AOB and date of next meeting

Review of previous supervision session	
Progress on actions	
Notes of discussion	
Management e.g. <ul style="list-style-type: none"> • Reviewing performance in relation to safeguarding practice • Application of safeguarding policies and procedures • Safeguarding roles and responsibilities • Development and monitoring of action plans • Monitoring safeguarding workload 	
Professional Development e.g. <ul style="list-style-type: none"> • Identifying preferred learning style and barriers to learning • Assessing development needs and identifying learning opportunities • Giving and receiving constructive feedback on performance • Reflecting on learning opportunities undertaken and applying that learning to the workplace 	
Support e.g. <ul style="list-style-type: none"> • Enabling and empowering expression of feelings in relation to the work role • Discussion of personal issues impacting on performance at work • Health and safety 	

Names of individual children discussed <i>The details of a discussion of an individual child should be recorded in the child's individual record</i>			
Actions agreed			
Management	Agreed Actions	By whom	By when
Professional Development	Agreed Actions	By whom	By when
Support	Agreed Actions	By whom	By when

Supervisee's signature

Supervisor's signature

Date of Next Meeting

..... School

Designated Safeguarding Lead Safeguarding Supervision Prompt Sheet

Supervisor			
Supervisee			
Date			
	Yes	No	Date/Action
Are all concerns logged on schools' child protection concern forms in line with school child protection policy?			
Are DSL concerns and decision making recorded on the child protection concern forms, including identification of threshold of need?			
Are referrals to MASH timely? Is feedback on 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/LAC) 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? (this is included in the model chronology in the Education Child Protection policy guidance)			
Are audits of CP files undertaken (guidance in Education Child Protection policy guidance), and any issues acted upon?			
Are all Domestic violence notifications (from LA EHMAP) recorded appropriately on child protection concerns forms, and appropriate actions taken and recorded?			
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 dispute resolution policy?			
All training requirements up to date? (Induction, whole staff, safeguarding leads, governors) Impact?			
Any training needs identified? Any personal support needs identified?			