



# Supervision/Support Policy

**(For staff working with safeguarding issues in schools.)**

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# 1. Definition of child protection supervision

- 1.1. Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. "Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues" UKCC (1996).
- 1.2. The document, 'Working Together to Safeguard Children' (2015) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."
- 1.3. There are various models or approaches to supervision and mentoring; one-to-one, group, or peer supervision. At Lister Community School we use each of these models of supervision at different times. This is to ensure that all members of staff who work closely with the most vulnerable children in our school receive some form of supervision.

## 2. Purpose

- 2.1. Lister Community School regards the four key functions of Child Protection Supervision as being:
  - Management
  - Educative
  - Supportive
  - Mediative

**2.2. Management:-**

- 2.2.1. Review workloads if necessary
- 2.2.2. Expectations about time management in relation to keeping children safe/responding in a timely way to child protection concerns are clear and checked.
- 2.2.3. The supervisee contributes positively to the teams' effectiveness in managing /responding to child protection concerns.
- 2.2.4. The supervisee understands the child protection functions of the other agencies and relates appropriately to them.

**2.3. Educative:-**

- 2.3.1. A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries.
- 2.3.2. Identification of the supervisee's training and development needs and how they can be met.
- 2.3.3. Signposting to expert/consultation outside the supervisors knowledge and experience.
- 2.3.4. Reflection on the supervisee's work and interpersonal relationships with all stakeholders.
- 2.3.5. Development of the supervisee's level of self-awareness and emotional intelligence in the complex and challenging context of child protection.
- 2.3.6. A relationship where both can learn from mistakes including those of the supervisor.

**2.4. Supportive:-**

- 2.4.1. Emotional well-being/work life balance is considered.
- 2.4.2. A place to offload.
- 2.4.3. Achievements are identified and celebrated.
- 2.4.4. Create a safe environment for exploring difficult and challenging work.
- 2.4.5. Enable supervisees to reflect on relationships with colleagues/other professionals where appropriate to assist in conflict resolution.

## **2.5. Mediative:-**

- 2.5.1. Clarify child protection role responsibilities within Lister Community School.
- 2.5.2. Feedback through managerial systems issues raised about resource deficits and their implications on all stakeholders in child protection.
- 2.5.3. Initiate, clarify or contribute to policy formulation.
- 2.5.4. Consult/ brief supervisees about organisational developments.
- 2.5.5. Mediate or advocate on behalf of the supervisee - within the organisation or within the context of interagency working together in child protection.
- 2.5.6. Represent or accompany a supervisee, eg in their first experience of a child protection conference.

## **3. Structure**

- 3.1. Supervision in the school may be offered both internally and /or externally.

### **Internal supervision**

- 3.2. Safeguarding supervision is almost always carried out by the named Designated Safeguarding Lead for child protection (DSL) at Lister, but in some areas this is delegated to other key staff with safeguarding responsibilities:

- Heads of House;
- Heads of Inclusion Departments:
  - Learning Support Department;
  - Deaf Support Department;
  - Student Support Centre.

Supervision for the DSL and Deputy DSL will be carried out by the Headteacher.

- 3.3. Supervision is undertaken with designated staff responsible for or working with identified vulnerable children and/or their families. It includes staff who 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 an Early Help Assessment/Plan.

<b>Who needs safeguarding supervision?</b>	<b>Supervision Model?</b>	<b>Frequency?</b>	<b>Who might provide safeguarding supervision?</b>
Headteacher	Group / Peer	Half-termly	DSL, DDSL
Designated Safeguarding Lead (DSL)	Group / Peer	Half-termly	Headteacher, DDSL
Deputy Designated Safeguarding Lead (DDSL)	Group / Peer	Half-termly	DSL, Headteacher
Child Protection Officers	Group One to One	Weekly Half-termly	DSL, DDSL
Pastoral Managers	One to One	Half-termly	DSL
Head of the Student Support Centre	Group	Weekly	DSL, DDSL
Place 2 Be	One to one	Weekly	DSL, DDSL
Head of the Learning Support Department	One to One	Half-termly	DDSL
Head of Deaf Support Department	One to One	Half-termly	DDSL
Learning Support Assistants, Educational Communicators.	Group	Daily	Heads of Inclusion Departments / DDSL
Heads of House / Business Support Officers (House)	Group	Half-termly	DSL
Class teachers	One to One (if requested)	Ad-Hoc	DSL, DDSL

## **External Supervision**

- 3.4. This is provided through the Local Authority under an SLA for the Early Help Partnership Team. This takes the form of group supervision for the safeguarding team on a termly basis alongside regular telephone / email support when requested. It is facilitated by a Social Worker who is the named Early Help Partnership Co-ordinator for the Central team (the locality of our school).
- 3.5. The structure of the supervision arrangements should be clear and reported to governors.
- 3.6. Support will also be available for ALL staff at any time the need may arise; this could be informal and incidental supervision. Referrals to Occupational Health for further counselling and support can be made upon request.

## **4. Supervision methods**

### **One to One Safeguarding Supervision**

- 4.1. One to one supervision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. Those staff within Lister that have responsibility for safeguarding children and leading on a safeguarding process for that child i.e. CP, LAC, CIN, FF, Early Help Framework will have access to this method of supervision.
- 4.2. Supervision is an ongoing process that takes place in other ways. The two other main methods are outlined below. These methods are used for those staff who work regularly with children where there are safeguarding issues but may not lead on a process. They are also used as a method of maintaining clear communication within Lister, recognising that it is a large and complex organisation, ensuring that information is shared in a timely manner

## **Group Safeguarding Supervision**

- 4.3. It is necessary to conduct group safeguarding supervision more frequently than the half-termly one to one supervision (those leading on safeguarding processes) and for larger groups of staff who do not directly lead on a process for a child, this will be their primary form of 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.
- 4.4. 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**

- 4.5. 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.
- 4.6. This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate.



## **Peer Supervision**

- 4.7. It is important that those members of staff who provide supervision to the rest of the organisation, also require the opportunity to develop their practice, have a safe forum in which to test ideas, be challenged and offload. The Headteacher, DSL and DDSL will therefore provide peer supervision to each other to meet this need.

## **5. Practicalities**

- 5.1. Frequency: see the table on page 5 outlining the frequency of supervision for different groups of staff.
- 5.2. All one to one supervision should last for the duration of period in the school day (50 minutes).
- 5.3. Supervision should take place in a private and uninterrupted space during the working day.
- 5.4. Recording supervision (one to one supervision) - It is the supervisors responsibility to take notes and make sure they are agreed and shared with the supervisee. 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.
- 5.5. Should the supervisor leave then the replacement would have access to the previous six months records.

## 6. Entitlement

6.1. 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 Headteacher.

## 7. Confidentiality

7.1. There will be three levels relating to the need to breach confidentiality within supervision as set out below, this is provided so that all individuals receiving supervision within their employment are clear about what can and cannot remain confidential to supervision.

Level	Issue	Response
1	<ul style="list-style-type: none"><li>• Behaviour or activities which bring the school into disrepute.</li><li>• Harm to self or others</li><li>• Illegal activity</li><li>• Actions of Gross Misconduct</li><li>• Activities where child protection and vulnerable adults policies apply</li></ul>	There is a duty as an employee to report/action through the appropriate channels.
2	<ul style="list-style-type: none"><li>• Activities that may lead to disciplinary action being taken</li><li>• Actions relating to performance and capability regarding putting children's safety at risk</li></ul>	Items <b>would</b> need to be reported via line management structures

3	<ul style="list-style-type: none"> <li>The information given by the supervisee will have significant impact on the school.</li> </ul>	Items <b>may</b> need to be reported via line management structures.
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## 8. Starting supervision

- Signing Contracts - 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 (sample attached)
- Preparing for supervision – Both parties should prepare themselves for the meeting including :-
  - Review previous notes and agreed actions – ongoing 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.

## 9. Guidance notes

9.1. Each person in supervision will have their own style and approach: however 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 caseload issues discussed.
- Problem solving and finding solutions
- Recognise and celebrate achievement
- Job related resource and support needs
- AOB

## 10. Working guidelines for Good Practice


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

- Have a quiet private space to allow for open discussion,
- Ensure a relaxed atmosphere,
- 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.

# 11. SUPERVISION CONTRACT

SUPERVISION CONTRACT	
ITEM/ISSUE	DESCRIPTION
<b>Frequency and length:</b>	
<b>Creating the agenda:</b>	What I expect from supervision?
<b>How will we plan for the supervision?</b>	Records of the sessions will be kept securely by the Designated Safeguarding Lead
<b>If there are difficulties with supervision we will move forward by</b>	
<u>SIGNATORIES</u>	
<b>Supervisor</b>  <b>Signed</b>  <b>Date</b>	
<b>Supervisee</b>  <b>Signed</b>  <b>Date</b>	

## 12. SUPERVISION MEETING TEMPLATE

	<b>DATE</b>	
	<b>TIME</b>	
	<b>SUPERVISOR</b>	
	<b>SUPERVISEE</b>	
<b>AGENDA</b>		
<ul style="list-style-type: none"> <li>• Welcome and informal opener</li> <li>• Setting agenda – both parties to input</li> <li>• General offload and information sharing</li> <li>• Review notes and agreed actions from previous meeting.</li> <li>• Specific caseload issues discussed.</li> <li>• Problem solving and finding solutions</li> <li>• Recognise and celebrate achievement</li> <li>• Job related resource and support needs</li> <li>• AOB</li> <li>• DONM</li> </ul>		

<b>ACTIONS FROM SUPERVISION</b>			
<b>Date</b>	<b>Action</b>	<b>Person</b>	<b>Notes</b>