



Staff Safeguarding Supervision Policy

Date Agreed: 22nd November 2021

Chair of Committee: Matt Bryne

Next Review Date: November 2024



POLICY STATEMENT

It is the policy of Ivy House School to provide high quality education that meets the needs of all children and young people, including effective safeguarding procedures and processes. Staff must be confident and skilled in taking appropriate and responsive decision and the school will support this by:

- Ensuring staff understand what is expected of them
- Fully support staff to manage their work effectively
- Support interventions in a timely manner through a solution focused approach
- Promote a child centred approach to safeguarding discussions

Supervision is one of the ways that this can be achieved within school.

This policy is to be read in line with the Shaw Education Trust's 'Supervision in Safeguarding – Guidance for Senior Leaders' policy.

WHAT IS SUPERVISION?

Supervision is a half termly one-to-one meeting between the Supervisor and Supervisee in order to meet school, professional and personal objectives and a half termly group meeting to review previous cases in school to review practice.

The supervision process is a key part of the safeguarding management system and continuous professional development within the school.

It provides an opportunity to ensure that:

- practice is soundly based and consistent with Derby & Derbyshire Safeguarding Partnership and organisational procedures
- practitioners fully understand their roles, responsibilities and the scope of their professional discretion and authority
- Help identify the training and development needs of practitioners, so that each has the skills to provide an effective service.

Good quality supervision can help to keep the focus on the child and avoid 'drift' within each case. It will help to maintain a degree of objectivity and challenge fixed views where they may arise. It will also test and assess the evidence base for assessment and decisions; and address the emotional impact of work on safeguarding leads. This includes taking account of vicarious trauma and the effect that this can have on staff wellbeing and performance in their role.

"All those working with children in need or at risk of significant harm, whatever their agency or role, need someone who is not directly involved in the case to help them deal with the complexities and challenges of the work and to make sense of what they are seeing, hearing and feeling."

SUPERVISION METHODS

It is recognised that supervision is much more than formal one to one sessions; it is an on-going process that takes place in many different settings and in many different ways. This can include 'Group Supervision' and 'Informal Supervision'. Each of these methods have their place, but cannot and should not replace planned, formal, recorded one to one sessions.

This policy is concerned primarily with 'Formal Supervision' on a one to one basis that takes place in private at a pre-arranged time. All staff working within the school will have access to this method of supervision, although this will most frequently involve the Designated Safeguarding Leads and the Senior Leadership Team. Where the DSL recognises that another member of staff in school would benefit from supervision, then they will raise this with the line manager at the earliest opportunity.

Informal Supervision

This will occur throughout the working week and will involve the Supervisee seeking support and reassurance from a number of other colleagues and agencies in relation to a child protection case. For example, the DSL could seek clarification of next steps from the Lead Nurse within the NHS if there is a concern around health and medical appointments. Informal supervision is often not recorded, but does provide a useful soundboard for safeguarding staff to seek clarity. At Ivy House School, there is a weekly safeguarding meeting held on a Friday morning, which provides a multi-agency approach to informal supervision and individual case updates.

Formal Supervision

This model of supervision takes place on a planned date and time and involves a Supervisor and Supervisee. Supervision meetings are a two-way discussion between a staff member and a DSL/Manager. To be effective each person must take equal responsibility for ensuring effective communication and must both be equally committed to making the relationship work.

The process is formal, in that all discussions and decisions on actions are recorded by the Supervisor as part of the conversation. There is an agenda that is drawn up in advance of the session and the Supervisor will ensure that this is followed. Supervision at Ivy House will be led by the Deputy Headteacher, and overseen and quality assured by the Headteacher. (appendix 4).

This will ensure that there is a child centred approach in all safeguarding activity and that potential barriers to support are removed at the earliest opportunity. Ivy House School could use supervision notes to support investigations into potential disciplinary and/or competency proceedings.

“Effective practitioner supervision can play a critical role in ensuring a clear focus on a child’s welfare. Supervision should support practitioners to reflect critically on the impact of their decisions on the child and their family.”

(Working Together to Safeguard Children, 2018, p30)

To facilitate supportive supervision, Ivy House School has created a Supervision Agreement, which outlines the expectations of the session on behalf of both the Supervisor and Supervisee (appendix 1).

SESSION STRUCTURE & RECORD KEEPING

Formal Supervision sessions will last **one hour** and this will be held on a **half termly basis**. The Supervisor will ensure that the environment is conducive to effective discussion, including the use of a quiet room where interruptions will not occur (unless in an emergency). This will include **turning all phones off** and showing commitment to the hour long session. Supervision should be an opportunity to promote honest and positive discussions with the Supervisee in a safe space. **One week in advance** of the session, the Supervisee must send the Supervisor the completed agenda (Appendix 2), showing the key points for discussion. At the same time the Supervisee must also complete the ‘Supervisee’s Individual Case Notes’ (Appendix 3), which will support their discussion the meeting. There must be **no more than 3** pupils discussed in the session, in order to ensure that ample time is given to **priority case work**.

The session will follow Gibbs’ Reflective Cycle (1988):



The Supervisor will ensure that the points above are discussed in a timely manner during the session and will record the conversation using the ‘Supervision Record’ (Appendix 2).

The detail included in the supervision record is a matter of judgement for the Supervisor. In general:

- the record should be detailed enough so that issues can be revisited, if necessary, at a later date and still be understood

- A short summary of the discussion and the decisions or action points arising should be sufficient in most cases
- Supervisors should give a copy of the record to the Supervisee for approval. If this is not possible they should be with the Supervisee before the next supervision session
- Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions
- The records should be agreed and signed electronically by both parties and saved on the secure server at school.

CONFIDENTIALITY

Supervision is a private but not confidential process. This means that the records are the **property of the school**, not the individual. From time to time, Supervisors will need to discuss the content of supervision sessions with others including the Headteacher. This is known by all parties involved. Access to supervision records should be controlled and all records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Supervisees should be aware, however, that other than themselves and their Supervisor others may access records, and these might include:

- Senior Managers & Academy Councillors – for quality assurance purposes
- Investigating Officers – for disciplinary purposes
- Inspectors – including Ofsted

COMPLAINTS & DISAGREEMENTS

Supervisees should be clear about whom they should contact if they wish to complain about an aspect of the supervision session. Supervisees should always discuss any complaints or dissatisfaction in the first instance with their Supervisor and endeavour to reach an agreement within the normal supervision process. If the complaint cannot be resolved by discussion with the Supervisor, then the Supervisee should raise the issue with the Headteacher.

Areas of disagreement between the Supervisee and their Supervisor should be recorded on the 'Supervision Record'. Areas of disagreement that cannot be resolved may be referred to the Headteacher.

CANCELLATION OF SUPERVISION

If the supervision session has to be cancelled by either party then the meeting should, wherever possible, be re-arranged at the time of cancellation and should be held within 5 working days of the original meeting time. It is important to remember that all parties are encouraged to commit to the supervision process and should add the dates to their calendars well in advance, in order to avoid cancellation. If the Supervisor is off work on long term absence, the Headteacher will ensure that a suitable replacement is found to continue the process.

Appendix 1

Safeguarding Supervision Contract

Supervisor:	
Supervisee:	

We have agreed:

- Supervision sessions should total two hours per term for each supervisee with no more than 50% being within groups;
- Meetings will last no longer than one hour;
- Meetings will be uninterrupted, unless by prior agreement;
- Supervision will be held in a mutually agreed setting, which is quiet and ensures privacy;
- Sessions will be booked in advance and then given priority over other commitments whenever possible. If a supervision date has to be altered by either party, a new date and time should be fixed straight away;
- We will follow the agenda set out on the supervision record sheet. In addition to standing items, specific topics may be added at the start of each session by either the supervisor or supervisee;
- Any discussions and agreed actions will be noted on the record of supervision;
- This record of supervision will be completed by the supervisor and emailed to the supervisee within 10 working days;
- Any discrepancies regarding records should be raised by the supervisee by the next supervision meeting and amended accordingly;
- The supervisor will maintain securely stored copies of supervision records;
- Information and decisions relating to individual families will be anonymised accordingly on supervision records and will also be documented on the school recording system, where appropriate, by the supervisee.
- Where immediate safeguarding issues come to light during a supervision meeting, it will be agreed what action is to be taken and by whom;
- If either supervisor or supervisee believes a child is unsafe as a result of information that has been shared in a supervision meeting, a referral to Children's Social Care and/or the police must be made by either party;
- Supervision meetings will be private as described within this document on Safeguarding Supervision;
- If the supervision session has to be cancelled by either party the meeting should, wherever possible, be re-arranged at the time of cancellation and should be held within 5 working days of the original meeting time.

Signed:

Date:

Signed:

Date:

Supervision Record

Appendix 2



Ivy House School One to One Supervision



Date:
Supervisor:
Supervisee:



Agenda	Discussions	Actions
Review of actions from previous meeting: Completed actions, any difficulties in completion, uncompleted actions.		
Case Management: Capacity, new referrals, problem resolution, escalation or de-escalation, decision making, next steps, progress, achievements and reflection.		
Personal Wellbeing: External and/or internal factors impacting on work, support received or required, capacity, work life balance, requirements and responsibilities of the role.		
Training and Development: Issues arising where training is required, interest in particular area, policy and procedure updates.		
Any Other Business:		
Date and time of next meeting:		



Appendix 3

Supervisee's Individual Case Notes

Child's Name		Case Status (CP Plan, CiN, EHA)	
Case Update			
Child's view			
Parents' Views			
Visiting pattern & interactions with child and family			
Logs –up to date?			
Chronology – up to date?			
Outstanding actions from last supervision with timescales:	1. 2.		
New actions with times scales	1. 2.		

Appendix 4

Template for Monitoring Supervision

Name of Supervisee:		Role:	Date		
Name of Supervisor:		Role:	Type of Supervision: Individual		
Was a supervision contract agreed at the beginning of the supervision period?			Yes	No	How many sessions have been completed?
Is there a written record of supervision sessions?			Yes	No	

Quality Assurance Evidence	Yes	No
Reflection on practice		
Explored alternative ways of working with particular families and/or children		
Explored the dynamics between worker and families and/or children		
Discussed the effect of work on own feelings		
Received constructive feedback on work		
Felt validated and supported as an employee		
Reviewed workload		
Discussed professional development		
Had opportunities for learning new skills or developing existing ones		
General comments on effectiveness of supervision:		
Key actions to take to improve supervision:		
Any additional comments:		
Date of Quality Assurance:		Name of QA