CLEE HILL COMMUNITY ACADEMY SAFEGUARDING SUPERVISION POLICY

November 2022
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Contents

1. Definition of supervision and mentoring

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).

Mentoring can be defined as: 'An experienced person in a company or educational institution who trains and supports new employees or students".

The document, 'Working Together to Safeguard Children' (2018) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."

There are various models or approaches to supervision and mentoring; one-to-one, group, or peer supervision. The choice of approach will depend upon a number of factors, including personal choice, access to support, length of experience, qualifications, availability of groups etc.

Shropshire advocate, promote and provide training in supervision using the 4x4x4 model (Morrison T, 2005) which recognises the integral relationship between the function of supervision, the stakeholders within, or affected by the process, and the cyclical nature of a good reflective supervision style.

2. Purpose
- Review workloads, if needed
- A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries
- Issues relating to the work place and to working practices can be identified and discussed
- Achievements are identified and celebrated
- Emotional well-being/work life balance is considered
- A place to offload

3. Structure

Safeguarding supervision will be carried out by the named Designated Safeguarding Lead for child protection (DSL) in the school, Mrs Ceri Little

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 an Early Help Assessment.

Who might need safeguarding supervision	Who might provide safeguarding supervision
Designated Safeguarding Lead (DSL) Ceri Little	Deputy Designated Safeguarding leads (Hattie Barnes)
Deputy Designated Safeguarding Lead (DDSL)	Designated Safeguarding Lead (DSL) Ceri Little
SENCO/LAC Co-ordinator	Designated Safeguarding Lead (DSL) Ceri Little
Class teachers	Designated Safeguarding Lead (DSL) Ceri Little/ Deputy Designated Safeguarding leads (Hattie Barnes)
Teaching Assistants	Designated Safeguarding Lead (DSL) Ceri Little/ Deputy Designated Safeguarding leads (Hattie Barnes)

External supervision – this will be peer to peer supervision from a colleague in another school, network or other agreed supportive structure. This should be undertaken with lead professional to lead

professional but schools could extend the arrangement if they wished to secure extended external engagement.

If the headteacher is not directly involved in the supervision then they should assure themselves that the process is robust and be in a position to report, in general terms, on the effectiveness of the process to their governing body.
The structure of the supervision arrangements should be clear and reported to governors.

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 (for LA employees).

4. Supervision methods

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 above) will have access to this method of supervision.

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.

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.
•	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.

Supervision fulfils four interdependent functions: (Morrison T. 2005)
The four elements of supervision are:
•	Management – Ensuring competent, accountable practice in line with the School/Setting vision, aims and objectives.
•	Performance & Staff Development – Ensuring continuing professional development
•	Support & Motivation – Providing personal support
•	Mediation – Ensuring staff are engaged with the organization

Supervision takes place between a member of staff (supervisee) and their line manager (supervisor) and is essential in ensuring the quality of work undertaken is of a high standard, which meets the needs of the children, young people and their families

The four elements will inform all individual case discussions on particular children, which will be reflective, provide management decision, support the supervisee with learning and contribute to their professional development, support them to consider how they will progress next steps.

4.1 Workload Management

An examination of the key tasks being carried out by the member of staff. This will entail workload weighting systems, where they have been implemented in the team/setting. These may include individual cases, administrative or practical duties depending on the nature of the post. Supervision should ensure schools/settings policies and procedures are being followed and standards being met. Workload management will involve:

- Reviewing work undertaken with a focus on outcomes
- Agreeing tasks and priorities for future work within target timescales
- Reviewing file audits (CIN, CP, LAC, EH)
- Reviewing the individual's/team's impact on performance management, and agreeing tasks and priorities to improve performance
- Communication of policies and procedures

4.2 The Mediation Function

The aims of this function are to agree actions with supervisee. The supervisor acts as an intermediary between the supervisee, the organisation and other stakeholders to:
- identify resource deficits and implications or impact of this
- allocate resources in the most efficient way
- represent employee needs to senior management
- negotiate and clarify or contribute to policy formulation
- consult and brief employees about organisational developments
- advise and recommend actions to enhance a supervisee's knowledge of other professionals and agencies to improve integrated working
- represent or accompany a supervisee in work involving other agencies
- involve supervisees in decision making
- deal sensitively, but clearly, with complaints

4.3 The Supportive Function

  Employees will be given support via the supervision process, which provides an opportunity to find out how a member of staff is experiencing their work, their role within a team and their performance. It is an opportunity to value people, to provide them with constructive feedback on their performance and acknowledge good practice. The aims of this function are to:
- Create a supportive climate for the supervisee to look at their work and its impact on them, providing constructive feedback on performance; supporting, maintaining and valuing competent performance and confirming when standards have been met
- Debrief the supervisee and give them permission to talk about feelings arising from their work
- Help the supervisee to explore emotional blocks to their work including issues about discrimination
- Support supervisees who are subject to any form of abuse either from service users or from colleagues, whether physical, psychological or discriminatory
- Monitor the overall health and emotional functioning of the supervisee, especially the effects of stress
- Ensure assistance is available to supervisees who are subject to a complaint or formal case review
- Help the supervisee reflect on difficulties in colleague relationships, to assist them in resolving conflict
- Providing positive feedback and praise
- Provide an environment where disclosure or whistleblowing is made possible

- Help the supervisee explore other options for support eg. Occupational Health/counselling etc.
- To ensure safe working practice ie buddy system and use of electronic diaries (if required).

4.4 Performance and Professional Development

Professional development is central to supervision. Areas for professional development are identified annually through the appraisal process. Team and individual performance data reports should also be shared and reflected upon to discuss how these are impacted by practice and consider any developmental needs:

- Develop the supervisee's ability to reflect on their work and interaction with service users, colleagues and other agencies
- Develop the competence of the supervisee by identifying contributions/achievements/areas for development
- Develop an understanding of the supervisee's skills, knowledge and individual contribution to the organisation by identifying strengths/weaknesses
- Explore equality issues and how they impact on supervisee's work
- Make a regular joint review of the supervisee's learning and development contract and how those needs are being met
- Identify other issues and problems and assist supervisees in finding strategies to ensure they continue to develop their role

5 Responsibilities of Supervisors are to:

- prepare for supervision and identify issues which require attention
- ensure, as far as possible, that supervision is uninterrupted
- make direct contact with the supervisee should a supervision meeting need to be cancelled in order that any urgent issues can be discussed and a meeting date re-arranged as quickly as possible
- ensure that a schedule of meetings is set up for relevant employees
- ensure that agenda-setting is a two-way process
- ensure that supervision is recorded and actions agreed
- ensure that decisions and actions agreed in regard to a child/young person are recorded on the individual's case record
- ensure that a signed copy of the supervision record is provided for the employee and a copy of the record is retained on a confidential file
- ensure that supervision is a constructive process and that employees are supported and given feedback about their performance
- ensure that issues concerning the supervision process which cannot be resolved by the supervisor or supervisee are communicated to a more senior manager
- maintain confidentiality within the requirements of the policy
- challenge practice which is discriminatory and which does not conform to the schools/settings policies
- examine supervision records of employees they are responsible for, to ensure supervision procedures are being followed
- tackle under-performance/conduct issues positively and make links with other processes if needed e.g. Code of Conduct, Disciplinary and Capability procedures

5.1 Responsibilities of supervisees are to:

- prepare for supervision and identify issues which require attention
- make themselves available for supervision and prioritise this.
- identify developmental areas/issues
- ensure that actions which are agreed are carried out and completed
- identify the reasons why agreed actions could not be completed or are delayed
- ensure that work areas to be discussed are up to date alerting supervisors to areas of concern/issues in workload

- ensure decisions relating to the child/young person are recorded appropriately on the individual's record
- maintain confidentiality within the process
- identify when supervision is not meeting the requirements of the school/settings procedures. This needs to be raised with supervisor. If the supervisee feels unable to do this they can contact the supervisor's line manager i.e. Headteacher, Safeguarding Governor, Chair of Govenors, Chairperson of the Committee, Registered Person
- be prepared to be challenged and to be questioned about their practice/performance
- raise issues of concern relating to poor practice (speaking up about wrongdoing)

6 Practicalities

- Frequency and length - these meeting should take place at least once a half term.
- Supervision should take place in a private and uninterrupted space during the working day.
- Recording supervision – It is the supervisors responsibility to take notes and make sure they are copied, circulated 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.

7 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 (i.e. Headteacher, or Chair of Governors).

8 Confidentiality

• Although private, supervision is a management process. Issues raised within supervision may need to be shared with other managers and staff when they concern adult or child protection and risk management, poor performance, sickness absence, discipline, bullying, harassment or discrimination, staff safety or policy development.

• Other issues may be shared with the agreement of both the supervisor and supervisee. Supervisor and supervisee should be aware of their responsibilities in relation to the protection and use of client information. If there is any uncertainty about what should/should not be shared the supervisor's line manager should be consulted for advice.

• Supervision records will be stored securely. Unjustifiable breach of confidentiality may result in disciplinary action.

9 Supervision Agreement

It is expected that a supervision agreement has been discussed by both parties, signed and copied to the file (sample attached), prior to the first formal supervision session.

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.

10 Guidance notes

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 case load issues discussed.
- Problem solving and finding solutions
- Recognise and celebrate achievement
- Partnership working
- Professional development
- Job related resource and support needs
- AOB

11 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/setting, 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.

Supervision Agreement

Frequency and length: Each half term or sooner if required on request

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 securely by Headteacher or Designated Safeguarding Lead

Supervisor

Signed

Date

Supervisee

Signed

Date

Safeguarding Supervision Record Template

Date:

Name of Supervisee:

Name of Supervisor:

Reason for Supervision:

| |
| |

Case management discussion will involve:
- Reviewing work undertaken with a focus on outcomes
- Reflection, analysis and challenge
- Agreeing tasks and priorities for future work
- Problem solving
- Partnership working

Case Management	Advice	Agreed Actions

Professional Development:

This is an opportunity to reflect on professional development activities and support.

Professional Development	Action Recommended	Person Responsible

Welfare/Support Needs:

Opportunity to reflect on personal impact of safeguarding work

Welfare/Support Needs	Actions

Any other support needs:

Signed:

Supervisee _____ Date _____

Supervisor _____ Date _____