

Safeguarding Supervision Policy

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| 1 | Introduction |
| | <p>Definition of Safeguarding Supervision</p> <p>Supervision is a method of supporting safeguarding staff so they can provide for the needs of their students.</p> <p>Safeguarding supervision is a regular, planned, accountable two-way process which provides emotional support and an opportunity to develop the knowledge, skills, and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do and improve outcomes for students as well as achieving agreed objectives.</p> <p>Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained to ensure a culture of safety.</p> <p>The definition of supervision that is often used for education settings, which has been adapted from the work of Morrison (2005) states that:</p> <p>‘Supervision is a process by which one member of staff is given responsibility to work with another staff member to meet certain organisational, professional and personal objectives, which together promote the best outcomes for students. These objectives and functions are:</p> |
| 1.1 | Competent accountable performance (managerial function) |
| 1.2 | Continuing professional development (developmental/formative function) |
| 1.3 | Personal support (supportive/restorative function) |
| 1.4 | Engaging the staff member with the organisation (mediation function)’ |

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| 2 | Purpose of Safeguarding Supervision for Designated Safeguarding Leads |
| 2.1 | <p>The purpose of Safeguarding Supervision is to:</p> <ul style="list-style-type: none"> • Provide protected time to reflect on practice; • Provide support with emotional well-being, resilience, picking up on demands and developing coping strategies; • Provide an opportunity for practitioners 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; |

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| | <ul style="list-style-type: none"> • Celebrate success; • 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 organisation/other services and the community; • Identify achievements and good practice; • Consider appropriate CPD/training needs in relation to the safeguarding role. |
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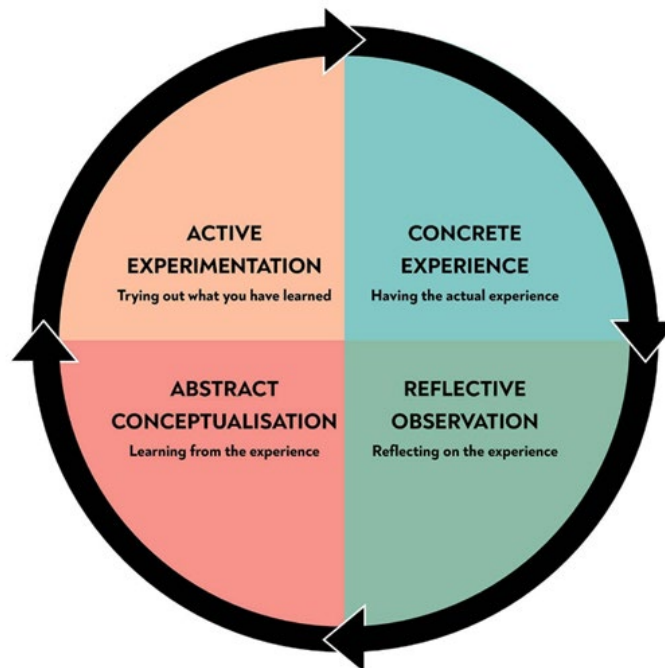
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| 3 Principles | |
| 3.1 | <ul style="list-style-type: none"> • Safeguarding supervision is not related to and does not replace appraisal, but should complement it; • It is not counselling and a supervisor at times may need to refer a supervisee to other services such as counselling; • The relationship between supervisor and supervisee should be positive and trusting; • Each academy’s SLT/Governors should see supervision as an important aspect of the professional’s work and ensure adequate time is provided; • Where someone other than the line manager provides supervision, the line manager still provides accountability for the work and should oversee the direction of the plan and work for individual children; • Decision making on a child’s records should be signed off by the DSL who remains responsible; • Where supervision takes place across organisations or with an independent person, confidentiality of individual children and families must be maintained. Case discussions will therefore be anonymised; • The supervisor should have attended supervision training and be receiving supervision themselves. |

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| 4 Models of Supervision at The Heart of Mercia Academy Trust include | |
| 4.1 | <ul style="list-style-type: none"> • Group of Designated Safeguarding Leads/Deputies meet across an academy group or local group of organisations • Mixture of group and 1:1 supervision • Most supervision will be planned but this may be supplemented by informal supervision sessions e.g., in relation to a crisis, need to de-brief after a session with a student |

5 Discussion

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

- Tell me
- Explain to me
- Describe to me
- And consider the four elements of Kolb's Learning Cycle (Kolb, 1984):



5.2

- Experience
 - Recollect and describe the incident
 - Provide the context
 - Tell the story
 - Clarify the issue for supervision
 - Identify the goal for supervision

5.3

- Reflection on the impact on the supervisee, the student, and their family in terms of:
 - Feelings
 - Beliefs
 - Behaviours
 - Intuition
 - Values
 - Identify patterns of behaviour, transference, links to the past, resistance

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| 5.4 | <ul style="list-style-type: none"> • <u>Analysis</u> <ul style="list-style-type: none"> ○ Theory ○ Professional practice standards and values ○ Policy and protocol ○ Practice wisdom ○ Relationship dynamics ○ Roles and authority |
| 5.5 | <ul style="list-style-type: none"> • <u>Plan and Act</u> <ul style="list-style-type: none"> ○ What has been learned through reflection ○ How practice may change ○ Flexibility and limitations of plan ○ Strategies for implementation ○ Contingency plan ○ Skill or resource requirements ○ Follow up and recording <p>Supervision should enable the supervisee to consider the best way to support the student's current needs, reflecting on and adapting responses to achieve the best outcome for the student.</p> |

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| <h2>6 Safeguarding Supervision Contract</h2> | |
| | <p>Every supervisor should make a written contract / agreement with their supervisees considering:</p> <ul style="list-style-type: none"> • Frequency and length of safeguarding supervision; • Location – supervision should take place in a private and uninterrupted space during the working day; • 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. 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. A Recording Sheet is provided at Appendix C. Case discussion with any changes in plan approved by the DSL are to go on a child's safeguarding record; • Confidentiality – in general, supervision is considered as confidential, however there will be occasions where confidentiality will be overridden. Examples include child protection issues relating to the supervisee or if not sharing information with the senior leadership team could contribute to bringing the academy into disrepute, there is a potential disciplinary or whistleblowing matter; |

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| | <ul style="list-style-type: none"> preparation for supervision – supervisee should identify cases/issues to discuss and start to reflect on these <p>A contract is included at Appendix A.</p> |
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| 7 Evaluation of Support | |
| | <p>These arrangements will be reviewed annually to assess the impact, quality and value of the support.</p> <p>An evaluation form is included at Appendix D.</p> |

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| 8 Equality Impact | |
| | <p>The Trust’s responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.</p> |

| Date of review | Date agreed | LGBs | MAT Board | Review date | Comments |
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| February 2024 | March 2024 | Summer 2024 | April 2024 | March 2025 | |

Appendix A: Supervision contract

| Safeguarding Supervision Contract | | | |
|-----------------------------------|--|---------------------|--|
| Supervisee: | | | |
| Supervisor: | | | |
| Agreed Date: | | Review Date: | |
| Supervision Agreement: | <ul style="list-style-type: none"> • Safeguarding supervision will be undertaken each half term or sooner if requested and will be for 45 minutes • Every effort will be made for supervision to take place in an uninterrupted environment • The venue will be SEM Office or other appropriate venue (including via Microsoft Teams) • The preparation for supervision will include identifying cases to discuss and starting reflection on these • Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement • If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the Principal or Headteacher of the relevant academy will be consulted with the agreement of both parties. If the disagreement is with the Principal or Headteacher, this should be referred to the Trust CEO with the aim of reaching a resolution • Supervisors will respect the confidentiality of the Supervisee in all areas except Child Protection – concerns about which need to be referred on or whether information is identified that could bring the organisation into disrepute which may need to be reported via line management, where there is a potential disciplinary matter or whistleblowing • Notes and agreed actions will be recorded, signed, shared, and kept securely in an agreed format • Any decisions made on individual cases and agreed by the DSL or DDSL will be entered into an individual child’s safeguarding record | | |
| Supervisor: | | Date: | |
| Supervisee: | | Date: | |

Appendix B: Agenda

| Safeguarding Supervision | |
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| Date: | |
| Time: | |
| Introduction: | 1. Welcome |
| | 2. Clarify roles and confidentiality |
| | 3. Agreed expectations |
| Specific case discussions (also placed on student's record where appropriate): | 4. Review notes of previous meeting |
| | 5. Share experience |
| | 6. Reflections/feelings |
| Reflection: | 7. Analysis – celebrate success and good practice as well as consider what could be improved |
| | 8. Action planning |
| | 9. Impact of work on individuals professionally or personally and any additional support which may be necessary |
| | 10. Professional practice issues e.g., new policies, quality of performance, safer working practice, professional boundaries, role within the academy |
| Development: | 11. PD support and access to resources e.g., reflect on recent or forthcoming training development opportunities |
| Completion: | 12. Any other business |
| | 13. Date of next supervision |

Appendix C: Safeguarding Supervision Notes and Actions Template

| Item | Notes | Agreed Action | By Whom | By Date |
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| Name | Role | Signature | Date Agreed |
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| | Supervisee | | |
| | Supervisor | | |

