



Supervision and Safeguarding Support Policy

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Monitoring & Review	People & Resources Committee, HR Director	
Links	Safeguarding and Child Protection Policy School Behaviour Policy Anti bullying Policy Exclusions Policy Attendance Policy Whistle Blowing Policy E-Safety Policy British Values Statement No Platform Policy	
Staff responsible	School Improvement Directors (Trust DSL)	

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1. Scope

This policy applies to all the Trust and school/college Designated Safeguarding Leads (DSL), Safeguarding officers and their line managers, and outlines the supervision of and support for the safeguarding team. It also applies to external supervision for the DSLs brokered by the Trust.

2. Rationale

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.

3. Principles

Supervision must:

- Focus on the child/young person.
- Ensure consistency with LSCB, Adult Safeguarding Board and Trust 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 learners /young people
- Identify when a case needs to be escalated using LSCB 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 child/young person and promote their safety and well-being.

Promoting a safeguarding culture at Summit Learning Trust

Supervision will support and strengthen the safeguarding culture we are committed to at Summit Learning Trust. Supervision will promote and model the following indicators of a safe Trust:

- Staff are respectful to all employees as well as learners and their parents/ family
- Staff are open about discussing good and poor practice
- Any breach of safeguarding policy or procedure is acted on swiftly and 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 learners who attend school/6th Form College and fully adhere to child protection and safeguarding policies, and the guidance in part 1 of Keeping Learners Safe in Education (2018)
- Learners/young people 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
- LSCB professional dispute resolution procedures are followed where there is professional disagreement.

The Key Functions of safeguarding supervision are:

Management Oversight and Accountability

- That the learner is central to all decision-making activity within the supervision process, so that they receive the appropriate services that meet their needs.
- That the frequency of supervision sessions meets Birmingham and Solihull Local Safeguarding Children's Board standards (minimum every 3 months).
- That practitioner's experience supervision as providing an opportunity to reflect, to receive professional challenge and to be supported in providing challenge to others.
- To provide evidence of management oversight and support. It assesses the professional competence and confidence with which practitioners adhere to, and comply with local policies, protocols and procedures. In addition, supervision promotes timely progression of casework.
- To check that interventions are working effectively to improve outcomes for young people/ vulnerable adults, by making sure that:
 - Staff adhere to intervention plans and contribute to any reassessment of the plans. In this way, they have a positive impact on learners and address their diverse needs, through effective communication (particularly with those who have additional needs/disabilities).
 - Swift, effective action is taken when plans are not working or any deterioration is recognised, and potential vulnerabilities are identified and countered.
 - Parental or familial non-compliance and/or disguised compliance is recognised and acted upon, reported to social services or other agencies appropriately and recorded.
- To provide reflective space 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 and discuss workloads and issues relating to workplace and working practices, and to check that our processes are fit for purpose. This includes triangulation of evidence bases, and reviewing needs against thresholds.

Continuing Professional Development

To ensure that:

- Practitioners have the knowledge to apply the thresholds and referral processes correctly, and to support effective and accountable practice
- Safeguarding 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 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 s/he needs clarification; where advice is sought this is recorded.

Multi-agency working: to quality assure information sharing, including core group work, MASE (Multi-agency Child Sexual Exploitation), 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 Birmingham and Solihull LSCB dispute resolution procedures and use these effectively.

Voice of the Learner

- Professionals consider what life is like for the learners
- The learners' 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.

4. Effective supervision

Benefits of Effective Supervision
More accurate assessment and enhanced development of worker
Worker clear and confident in role and task
User confident in the worker, good relationships built
Increased capacity, trust and openness, reduced anxiety, stronger partnership
Clearer assessment, more evidenced based, worker and YP/VA and family clearer about the work being carried out
Worker communicates better with other agencies
Plans more informed, owned, implemented and reviewed

Roles and Responsibilities

The 'supervisor' is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
 - Ensuring confidentiality, subject to learner 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 in a secure drive/ file.
 - Ensuring the Trust's professional standards and code of conduct 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.
- Meeting the Trust's professional standards and code of conduct.

Supervision Methods

To ensure a standardised approach is in operation across the Trust, supervision should be undertaken by the respective DSL with their designated safeguarding staff. It should include those staff working with learners who are subject to a child protection or child in need plan, learners with social care involvement, learners looked after (LAC) and learners 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 who have responsibility for safeguarding learners will have access to this method of supervision within the Trust.

External supervision:

External supervision will be both structured with an agenda and ad hoc. It will be peer-to-peer supervision from an experienced professional. The School Improvement Directors for Secondary and Primary Schools will 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). Summary supervision records, again while maintaining confidentiality, as appropriate, should in this case be shared with the School Improvement Directors for Second and Primary Schools, 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.

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 a school/college where there are a lot of safeguarding concerns will be working closely with their supervisor and often communicating daily about thresholds, decision making, disagreements between agencies etc. This should be done with the DSL in the first instance.

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/young people should be clearly recorded on their records as appropriate (see pro-forma 'Supervision Recording – Individual YP/VA 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.

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 safeguarding work with a specific learner. 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 session.

Internal supervision: the named Designated Safeguarding Lead (DSL) in each School and College 6th Form on an ongoing basis should always carry out safeguarding supervision. An identified person with the appropriate level of expertise and experience should carry out supervision for the DSL.

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 school/ college is that all those who require supervision will have this **at least once a term**.

Frequency of supervision will take into account individual experience and the complexity of individual cases. Staff who are newly qualified or in their probationary period will need more frequent supervision. Further support can be offered 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 – Education Support Partnership. This service can be accessed in the following ways:
Tel: 080000 856 148 or
[educationsupportpartnership.org.uk/onlinesupport](https://www.educationsupportpartnership.org.uk/onlinesupport)
Username: worlifesupport
Password: support1

This service provides employees with support and information, in addition to this counselling is available where this would be of benefit to staff.

- Referral to Occupational Health where guidance on any changes to role or support may be recommended.

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

Supervision Agreement: A supervision contract will be 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.

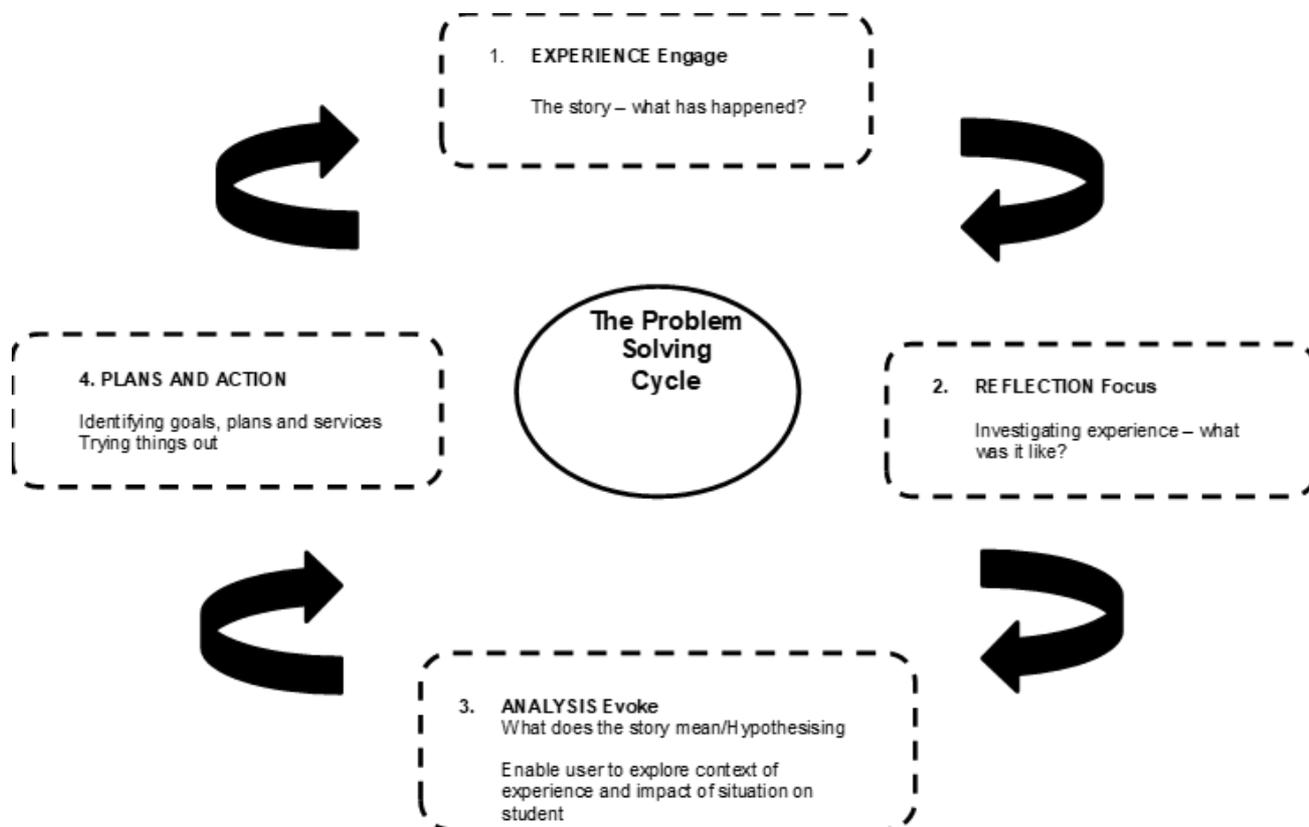
- Welcome and informal opener.
- Setting agenda – both parties to input.
- General offload and information sharing.
- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed
- Check core group meetings etc. attended, minutes received. Any drift and delay? Has this been acted upon? Are 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; we will 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, on Trust premises. They will be subject to inspection and audit.
- Records should ensure management decisions of individual cases through supervision are recorded in the individual student's safeguarding file.

Training

The DSL will receive supervision from an external professional. 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. The external supervisor will source her/his own supervision.

Quality Assurance

Supervision files will be subject to inspection and audit.

Multi-agency case file audits undertaken by Birmingham and Solihull Local Safeguarding Learners Board, will expect to see reference to supervision in individual learner'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, 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, raise the issue with the appropriate senior manager and continue to escalate within the organisation until resolved.

Appendix 1

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 half term or a maximum of 2 hours initially, with further supervision sessions then taking place once a term, for 2 days in each term . 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 student'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-student-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. Learners/young person-related discussions and decisions will be recorded separately using the prescribed template. This record will be uploaded onto the child's/s safeguarding record. The names of the learners/young persons (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.

Appendix 2

Summit Learning Trust Supervision Recording Individual YP/VA Record

Record of Case Supervision

1	Name of YP/VA			
2	D.O.B. of YP/VA			
3	Supervision Date			
4	Supervisee			
5	Supervisor/Manager			
6	Concerns (include establishing what the concerns are, and if the case is not moving forward ('stuck') or drift/delay)			
7	Actions agreed	Yes	No	Not applicable
	Actions completed	Yes	No	Not applicable
	Concerns referred to supervisor's manager?	Yes	No	Not applicable
8	This form stored in supervisee's supervision file.	Yes	No	Not applicable
	Copy of form placed on YP/VA 's safeguarding record	Yes	No	Not applicable
	Entry of supervision recorded on chronology in YP/VA 's safeguarding record	Yes	No	Not applicable

Signature of Supervisor:

Signature of Supervisee:

Date.....

Appendix 3

Record of Safeguarding Supervision

Supervisee	
Supervisor	Hilary Baird
Date	

Agenda Items (In bold, relevant agenda for this meeting)

1. **Welcome and informal opener.**
2. **Setting agenda – both parties to input.**
3. **General offload and information sharing.**
4. **Review notes and agreed actions from previous meeting.**
5. **Specific case discussed (Appendix 2 record)**
6. **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?**
7. **Problem solving and finding solutions.**
8. **Recognise and celebrate achievement.**
9. **Job related resource, caseloads and support needs.**
10. **Professional development**
11. **AOB and date of next meeting**

Notes of discussion according to agenda	
2. Setting agenda	
3. General offload and Information sharing.	
4. Review notes and agreed actions from previous supervision session.	
5. Specific case/ caseload issues discussed (Appendix 2 record)	See appendix 2
6. Core group meetings and minutes checked	
7. Problem solving and finding solutions.	
8. Recognise and celebrate achievement.	

9. Job related resource, caseloads and support needs	•
10. Professional Development	•
11. AOB	
Names of individual learners/young persons discussed The details of a discussion of an individual child/young person should be recorded in their individual record	

Actions agreed

Actions agreed	By whom	By when
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Supervisee's signature

Supervisor's signature

Date of Next Meeting

Appendix 4

Summit Learning Trust Safeguarding Supervision Prompt Sheet

Supervisor			
Supervisee			
Date			
	Yes	No	Date/Action
Are all concerns logged on the schools/college safeguarding record in line with the Safeguarding Young People & Vulnerable Adults policy?			
Are DSL concerns and decision making recorded on the student's file in the safeguarding referral log, including identification of threshold of need?			
Are referrals to MASH / other agencies 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 safeguarding files contain a front sheet including chronology which is up to date and accurate? (this is included in the model chronology in the Birmingham and Solihull Education Child Protection policy guidance)			
Are audits of safeguarding files undertaken (guidance in Birmingham and Solihull Education Child Protection policy guidance), and any issues acted upon?			
Are all Domestic violence notifications (from LA EHMAP, Early help Multi-agency Panel) recorded appropriately on safeguarding referral 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 students at risk, by threshold, which is up to date? Are all students 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 Birmingham and Solihull LSCB 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?			

