

Safeguarding Supervision Policy:

January 2022

Approved by Governors
March 2022



SLT Responsible: Mrs F Johnston

Next Review Date: January 2024

The Holy Family



Catholic School

At The Holy Family Catholic School, our policies and the actions arising from them are always founded in spirit and in letter in our Catholic faith, especially our mission statement and nine core virtues:

Awakening Minds

Our faith, the teachings of Christ, is at our heart. We devote ourselves fully to our spiritual growth, striving for excellence in all that we do each day.



Achieving Dreams

Our work blends inspirational teaching and confident study in a stimulating environment. We learn wholeheartedly, turning our ambitions into reality with every opportunity.



Serving Others

Our spirit leads us to take a positive role in our community. We show love, care and respect for one another and for everyone in our world today.



Rationale

Supervision is a fundamental task that managers undertake to support the development of skills and practices of their designated safeguarding leads (DSLs) and deputies.

Following the inquiry of Victoria Climbié in 2003, Lord Laming stated that:

'All staff working directly with children must be regularly supervised'

Safeguarding supervision at The Holy Family School is based on the following legal frameworks:

Children Act 2004 (2007) Section 11

Page 22 paragraph 3.27

An effective system for safeguarding and promoting the welfare of individual children when working with children and their families includes effective supervision and monitoring of the work.

Page 34 paragraph 3.20

Appropriate supervision by trained staff should be in place to keep children safe while using services.

Working Together to Safeguard Children (2018)

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 family.

Critical reflection through supervision should strengthen the analysis in each assessment.

Keeping Children Safe in Education (2021)

The Designated Safeguarding Lead (DSL) should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter agency meetings, and / or to support other staff to do so and to contribute to the assessment of children.

The DSL should act as a source of support, advice and expertise for all staff.

What is supervision

There are different types of supervision – formal and informal. These procedures describe our approach to providing formal supervision; informal supervision is on-going as staff seek advice and support in situations that they deal with. This is good practice but should not replace formal supervision sessions. Significant issues discussed through informal supervision should be recorded properly by staff and revisited at a formal session.

The primary purpose of supervision is to provide support to staff to enable them to work effectively in delivering safe, effective and high quality services to children and their families.

At its best, reflective supervision offers a safe place for a practitioner to slow down and think, explore possibilities, look for meaning and a way to do their work well (adapted from Research in Practice 2017)

Aims of supervision

To deepen and broaden the staff member's knowledge and critical analysis skills

To enable confident, competent, creative and independent decision making

To help the member of staff to build clear plans that seek to enable positive change for children and families

To develop a relationship that helps staff feel valued, supported and motivated

To support the development of staff members' emotional resilience and self awareness

To promote the development of a learning culture within the organisation (adapted from Research in Practice 2017)

Benefits of Supervision

There are many benefits for pupils and families, multi-agency working and staff.

These include:

- Ensuring clear communication with other agencies and clarifying expectations from others
- Opportunity to explore stereotyping
- More observant of children and families' strengths, needs and risks leading to more evidence based assessment of concerns
- Clearer plans for next steps
- More consistent service
- Poor practice is challenged and learning needs identified
- Team working enhanced and staff feeling valued

How do we provide safeguarding supervision at The Holy Family School?

Formal individual supervision should take place at least termly at HFCS and more frequently as the need arises. At the initial Supervision session, the Supervision Agreement should be completed. Group supervision takes place termly.

Record of Safeguarding Supervision must be made at every individual supervision session and should be signed and dated by both the supervisor and supervisee. The records are confidential and stored securely by the supervisor. They will be subject to inspection and audit.

Discussions in supervision relating to individual cases are recorded by the supervisee on the individual pupil's safeguarding record on CPOMS.

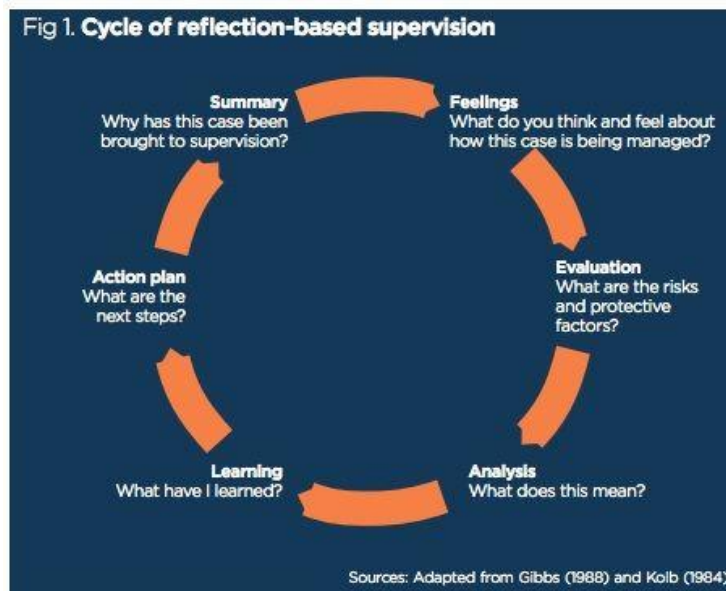
Our safeguarding team:

The Whole School DSL is trained in Safeguarding Supervision by the NSPCC and provides termly individual supervision for the Deputy Whole School DSL and termly group supervision for the whole team.

The core functions of Individual Safeguarding Supervision

Every pupil assessment of concern should reflect the unique characteristics of the child within their family and community context.

To achieve this, the safeguarding supervision should follow Kolbs Learning Cycle



Management

- The supervisee has an appropriate safeguarding caseload
- Expectations about time management in relation to keeping children safe / responding in a timely way to safeguard concerns are clear and checked
- The supervisee contributes positively to the teams' effectiveness in managing /responding to safeguarding concerns
- The supervisee understands the safeguarding functions of other agencies and related to them appropriately

Professional Development

Assists in the development of:

- Supervisee's professional competence in managing safeguarding casework
- Appreciation and assessment for the supervisee's safeguarding theoretical base, knowledge and effectiveness in practice, and those issues which support understanding of safeguarding, with emphasis on child focused interventions and communications
- Understanding of the supervisee's value base in relation to issues of diversity and its impact on their work
- Understanding of the supervisee's preferred learning style and blocks to learning

- Identification of the supervisee's training and development needs and how they can be met
- Signposting to expertise / consultation outside the supervisee's knowledge / experience
- Reflection on the supervisee's work and interpersonal relationships with all stakeholders
- Regular and constructive feedback
- Supervisee's level of self-awareness and emotional intelligence in the complex and challenging context of safeguarding
- A relationship where both can learn from mistakes, including those of the supervisor

Support

- Validate the supervisee in their safeguarding role
- Clarify boundaries within this relationship and the limits of confidentiality in safeguarding supervision
- Create a safe environment for exploring difficult and challenging work, which has an emotional component, in which feelings can be identified and explored (within the boundaries of the process – supervision should not be a counselling session, although some person centred counselling skills are useful)
- Explore emotional blocks to safeguarding work
- Be alert to and respond to indicators of stress, clarifying when external support would be appropriate
- Enable supervisees to reflect on relationships with colleagues where appropriate to assist in conflict resolution

Mediation

- Clarify safeguarding role responsibilities according to organisation policy and practice guidelines
- Feedback through managerial systems issues raised about resource deficits and their implications on all stakeholders in safeguarding
- Initiate, clarify or contribute to policy formulation
- Consult / brief supervisees about organisational developments or information relative to their safeguarding role
- Mediate or advocate on behalf of the supervisee – within the organisation or within the context of interagency working together in safeguarding
- Represent or accompany a supervisee, eg in their first experience of safeguarding conference
- Deal sensitively with appropriate concerns or complaints about a supervisee's safeguarding work, assisting them through this process (adapted from Morrison T 2005)

The core functions of Group Safeguarding Supervision

To offer professional development and support within a confidential and respectful environment. Issues in relation to Management or Mediation should be followed up in Individual Supervision sessions.

Group supervision can support group members along the following lines:

- Sharing of knowledge and understanding where group members have a lack of experience
- Struggles or uncertainty with relationships (outside the management context)
- Lack of clarity around roles and expectations
- Sharing of positive outcomes

Linked Documents

Safeguarding and Child Protection Policy

Safeguarding Supervision Agreement

Record of Safeguarding Supervision

Safeguarding Supervision Agreement

This is an agreement between

Supervisee

Supervisor

Planned Dates

Frequency of Meetings Termly

Duration of supervision session

Type of Supervision Individual Group combination of both

Definition of supervision

1. Purpose, Goals and Objectives of Supervision

- a. To fulfil requirements for Safeguarding Supervision as per Safeguarding Supervision Policy
- b. To promote development of supervisee's professional skills and competence

2. Context and Content of Supervision

- a. The content of supervision will focus on the acquisition of knowledge, skills and understanding within the defined scope of safeguarding practice.
- b. The context will ensure understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality / privacy) and all relevant legislation.
- c. A supervisory record form will be used to document each supervisory session.

Feedback will be provided at the close of each session. Supervision notes may be shared with supervisee.

3. Procedural considerations

- a. Supervisee's cases notes (including intervention plans and impact) may be reviewed in each session
- b. Issues relating to supervisee's professional development will be discussed
- c. Sessions will be used to discuss issues of conflict and failure of either party to abide by the guidelines outlined in this agreement

This agreement is subject to revision at any time, upon the request of either the supervisee or the supervisor.

As a supervisee I agree to:

1. Prepare for the sessions appropriately
2. Take responsibility for making effective use of the time, including punctuality and any actions I take as a result of supervision.
3. Be willing to learn, to develop my DSL skills and be open to receiving support and constructive feedback.

As a safeguarding supervisor I agree:

1. To keep all information revealed in the supervision sessions confidential with the following exceptions:
 - i. The practitioner discloses, or the supervision uncovers, any unsafe or unethical practice the practitioner is unwilling or unable to address.
 - ii. The practitioner repeatedly fails to attend sessions.
 - iii. Disclosure of a safeguarding incident that has not been reported through the appropriate channels.
 - iv. In the case of concerns regarding professional abuse, the supervisor will follow internal and external protocols related to the management of allegations of professional abuse.
2. In the event of an exception arising, the supervisor will attempt to support the supervisee to deal appropriately with the issue. If the supervisor remains concerned he/she will inform the supervisee's line manager only after informing the supervisee of this.
3. To offer the supervisee advice, support and supportive challenge to facilitate in depth reflection on issues affecting their practice.
4. The supervisor will be committed to continually develop their competencies as a professional and safeguarding supervisor.

We agree, to the best of our ability, to uphold the guidelines specified in this supervision agreement and to manage the supervisory relationship and supervisory process according to the principles of the Safeguarding Supervision Policy.

Elements of Supervision

Management	Continuing Professional Development
Role and responsibilities are defined	Development of the supervisee's professional competence, skills, knowledge and understanding
Purpose of supervision is clear	An understanding of the supervisee's value base in relation to race, gender etc. and its impact on their work
Policies, procedures and statutory responsibilities are understood and implemented	The supervisee's ability to reflect on their work and interaction with users, colleagues and partner agencies
The basis of decisions and professional judgements are clear to the supervisor	Regular and constructive feedback to the supervisee on all aspects of their performance
Time management expectations of the supervisee are clear	The supervisee's commitment to ongoing professional development
The supervisee understands the functions of partner agencies and his/her role and responsibilities in working with them	The supervisee's capacity to learn from their experiences or difficulties
Assess the overall quality of the supervisee's performance	Open culture of learning
Personal Support	Team and Organisational
Create a safe climate for the supervisee to look at their practice and its impact on them as a person	Brief more senior management about gaps in or issues with resources
Clarify the boundaries between support, counselling, consultation and confidentiality in supervision	Allocate resources in the most efficient way
Debrief the supervisee and give them permission to talk about feelings	Involve staff in decision-making
Help the supervisee to explore emotional blocks/barriers to their work	
Explore discrimination and diversity issues in a safe setting	