



**North West Academies Trust**  
**Safeguarding Supervision Policy & Guidance**

**September 2023**

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## 1. Expectations and Purpose

- 1.1 This policy sets out the commitment of The Rudheath Senior Academy and North West Academies Trust to deliver safeguarding supervision. The Senior Leadership Team wishes to promote an open culture of learning and development where good practice is celebrated and experiences are used to learn and improve practice and therefore also improve outcomes for children. A core strand of this is the provision of high quality safeguarding supervision to all staff who require it. This is delivered by the Safeguarding Lead for the trust and/or the Head of the school who will work within the requirements of this policy.
- 1.2 Safeguarding supervision provides protected time to reflect on practice, make decisions, assess risks and improve the quality of practice, including understanding and addressing the emotional impact of work with children and families. It is therefore more than the provision of safeguarding advice.
- 1.3 This process should support practitioners and leaders to:
- a) ensure child centred practice
  - b) ensure that safeguarding practice is consistent with national and local guidance and internal and multi-agency procedures
  - c) embed supervision as part of the intervention process – that is, as a key part of the work with children and their families
  - d) help to build purposeful relationships and to develop effective communication
  - e) make sound professional judgements
  - f) reflect, analyse and evaluate their practice, promoting critical thinking and analysis in safeguarding children practice
  - g) develop integrated working practices
  - h) develop the knowledge, skills and values required for their role
  - i) identify and challenge practice which is considered to be unsafe, unprofessional or unethical
  - j) ensure staff take a more proactive approach including escalating concerns when indicated
  - k) build confidence to challenge families and professionals appropriately and to operate within a framework of ‘respectful uncertainty’
  - l) identify disguised compliance, collusion or resistance which place children at potential risk
  - m) assist in dealing with the emotional impact of work and stress

## 2. Responsible Persons

- 2.1 Supervisors – DSL/Headteacher and/or the Trust Safeguarding Officer.
- 2.2 Supervisees – all staff should receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk. Other staff may require supervision should they deal with a safeguarding incident. The nature and frequency will vary depending on role.

Role	Length/Frequency	Nature of Supervision	Responsible
Designated Safeguarding Lead	1.5hr per half term	Group	Trust Safeguarding Officer and/or Head teacher
Deputy Safeguarding Lead	1.5hr per half term	Group	Trust Safeguarding Officer and/or Head teacher
Other staff who deal with a safeguarding incident	As required	Debrief	Deputy Safeguarding Lead

- 2.3 Individual supervision requirements will be provided as required.

## 3. Preparation

- 3.1 The supervisor and supervisee share a joint responsibility for the supervisory relationship and for preparing the session. For groups, this will be a shared responsibility of all participants, which should be based on mutual respect and trust and where all feel able to question and challenge assumptions and decisions.
- 3.2 This should be uninterrupted time that is a priority for the supervisor and supervisee/s.
- 3.3 Dates and times should be planned in advance and should not be changed or cancelled without an alternative time being made immediately.

## 4. Supervision Contract

- 4.1 The supervisor should make a written contract/agreement with their supervisee/s taking into account:
- 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/s and filed. All parties need to agree and sign that they are accurate. Records must be kept in a secure location.
  - case discussion - any changes to a plan approved by the DSL are to go on a child’s CPOMS record within 24 hours including brief details of rationale for that decision and how this will be followed up. The records are property of the school and may be used as part of an audit or inspection.

- e) confidentiality – in general, supervision is considered as confidential. However, there will be occasions where confidentiality will be overridden, for example in the case of child protection issues relating to the supervisee or if not sharing information with senior school management could contribute in bringing the school into disrepute, there is a potential disciplinary matter or a whistleblowing matter
- f) preparation for supervision – supervisee/s should identify cases/issues to discuss and start to reflect on these

## **5. Complaints**

- 5.1 Any complaint or disagreement should be discussed, agreed and recorded with the supervisee. This will usually involve an agreement to involve the supervisor's line manager in a 3-way discussion to resolve any issue that the worker and supervisor cannot resolve themselves. Such discussions should take place with reference as needed to the professional resolution process, bullying & harassment policy, grievance process or other policies as necessary.

## **6. Senior Manager Responsibilities:**

- a) To ensure that they have appropriate training to be a supervisor and have experience and competence with regards to integrated working and safeguarding
- b) To keep up to date with learning from national and local serious case reviews and research to ensure that this informs case discussion in supervision
- c) To develop and agree a supervision contract between themselves and the supervisee(s) and to work at all times in accordance with the contract
- d) To prepare for supervision. This may include being aware of policies and procedures, reflecting on current progress and barriers to learning, identifying training needs and identifying relevant research and theory
- e) To inform the line manager or other appropriate person if there are any difficulties within the supervision relationship or if the supervisee fails to engage with the supervision process
- f) To maintain confidentiality of issues brought to supervision, but to be clear with the supervisee about the requirement to bring issues regarding the potential or actual risk of harm to the immediate attention of the line manager and to follow the appropriate policy
- g) To maintain supervision records, as agreed in the supervision contract

## **7. Supervisee Responsibilities:**

- a) To attend all supervision sessions in a prompt and well-prepared manner, in accordance with the supervision contract
- b) To actively participate in supervision and engage in the supervision relationship, in accordance with the supervision contract
- c) To prepare for supervision. This may include being aware of policies and procedures, reflecting on current progress and barriers to learning, identifying training needs and identifying relevant research and theory.

- d) To raise appropriate issues (including practice, ethical and personal issues) for discussion with the supervisor. Issues of potential or actual risk of harm must be brought to the immediate attention of the line manager and must not be delayed until the next supervision session
- e) To be aware of any further learning needs and discuss them with their line manager
- f) To discuss and difficulties with the supervision relationship with the supervisor or line manager.

**Appendix A**

**Safeguarding Supervision Contract**

<b>Safeguarding Supervision Contract</b>			
<b>Supervisee/s:</b>	[Enter Name and Role]		
<b>Supervisor:</b>	[Enter Name and Role]		
<b>Agreed Date:</b>	/ /	<b>Review Date:</b>	/ /
<b>Supervision Agreement:</b>	<ul style="list-style-type: none"> <li>• Safeguarding supervision will be undertaken each half term (or sooner if requested) and will be for 1.5 hours.</li> <li>• Every effort will be made for supervision to take place in an uninterrupted environment. The venue will be.....</li> <li>• The preparation for supervision will include identifying cases to discuss and starting reflection on these</li> <li>• Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement.</li> <li>• If at any time the Supervisor or the Supervisee/s are unhappy about an issue which cannot be resolved, the Head teacher will be consulted with the agreement of all parties. If the disagreement is with the Head teacher, this should be referred to the Trust CEO with the aim of reaching a resolution</li> <li>• Supervisors will respect the confidentiality of the Supervisee/s in all areas except Child Protection, where information is identified that could bring the Trust into disrepute, where there is a potential disciplinary matter or a whistle blowing matter.</li> <li>• Notes and agreed actions will be recorded, signed, shared and kept securely in an agreed format</li> <li>• Any decisions made on individual cases and agreed by the DSL will be entered into an individual child's CPOMS file.</li> </ul>		
<b>Supervisee:</b>	[Insert signature]	<b>Date:</b>	/ /
<b>Supervisor:</b>	[Insert signature]	<b>Date:</b>	/ /

Appendix B

Safeguarding Supervision Agenda

<b>Safeguarding Supervision</b>	
<b>A G E N D A</b>	
Date	/ /
Time	00:00
Introduction	1. Welcome
	2. Clarify roles and confidentiality
	3. Agreed expectations
Specific case discussions (when appropriate also put on child's safeguarding file)	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 school
Development	11. CPD support and access to resources e.g. reflect on recent or forthcoming training development opportunities
Completion	12. Any Other Business (AOB)
	13. Date of Next Supervision