

Safeguarding Supervision Policy



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Safeguarding supervision policy - Document Status

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Introduction

Supervision is a fundamental task that managers will undertake to support the development of their designated safeguarding lead (DSL) and deputies' skills and practices in the safeguarding of children in their care.

We understand the requirements to provide safeguarding supervision set out in the following legislation and guidance.

Working Together to Safeguard Children (2018) says:

“Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively”

Statutory framework for the early years foundation stage (2017) says:

“Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families”

“Supervision should provide opportunities for staff to... discuss any issues – particularly concerning child protection concerns”

Inspecting safeguarding in early years, education and skills settings says:

“Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk”

“Practitioners should be given sufficient... supervision and support to fulfil their child welfare and safeguarding responsibilities effectively”

Following the inquiry of Victoria Climbié Lord Laming stated that:

“All staff working directly with children must be regularly supervised”

(Lord Laming Victoria Climbié Inquiry Report 2003)

There are different types of supervision, e.g. informal and formal. This policy describes our approach to providing formal supervision; informal supervision is often on-going as staff seek advice and help in situations that they deal with. This is good practice but should NOT replace a formal supervision session. Significant issues discussed through informal supervision should be recorded properly by the caseworker and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the designated safeguarding lead (DSL) for child protection in the school, or in the case of the DSL, by the Headteacher or an external supervisor. Where the DSL is the Headteacher they will always receive supervision from an external supervisor.

Supervision can take place with an individual supervisee or a group of supervisees.

The key functions of supervision are:

- **management** (ensuring competent and accountable performance/practice)
- **development** (continuing professional development)
- **support** (supportive /restorative function)

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

Roles and Responsibility

The Supervisor is responsible for:

- Sharing the responsibility for making the supervisory relationship work
- Ensuring confidentiality, subject to service user and staff safety
- Creating an effective sensitive and supportive supervision
- Providing suitable time and location
- Agree the timescales within which supervision takes place.
- Eliminating interruptions
- Maintaining accurate and clear records
- Ensuring that the supervision contract has been agreed and reviewed annually.
- Ensuring the Organisation's professional standards 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 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 and on time, participating actively and bringing their agenda.
- 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.
- Aiming to meet the organisation's professional standards

Contract

The contract between a supervisee and a supervisor should clearly outline's the responsibilities and expectations of both parties as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract will form part of the supervision records and should be reviewed annually. (See Appendix 1 for contract)

Frequency

The frequency of supervision is highlighted on the contract form under the section "supervisor's responsibilities". The minimum need is usually one supervision meeting per half term for staff who are case holders or who manage complex cases. The supervisor and supervisee should agree on the duration and frequency of supervision taking into account the experience of the supervisee and the complexity of work.

Recording

All supervision sessions must be recorded by the Supervisor (See Appendix 2). Records of supervision are signed and dated by the supervisor and supervisee. These records of supervision are confidential and are stored securely by the supervisor in Safeguarding file. They will be subject to inspection and audit. Discussions in supervision relating to individual cases are also recorded in the individual child's safeguarding file.