



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Safeguarding Supervision Policy

Version 1
June 2024



One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham



Document Provenance

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'Let the wise hear and increase in learning, and the one who understands obtain guidance.' Proverbs 1:5

1. Expectations of the Purpose of Supervision

This policy sets out the commitment by St Ralph Sherwin Catholic Multi-Academy Trust (SRSCMAT) to safeguarding supervision. The statutory guidance, 'Working Together to Safeguard Children, 2023,' states it is the responsibility of the organisation to provide appropriate supervision and support for staff.

The St Ralph Sherwin CMAT promotes an open culture of learning and development where good practice is celebrated and mistakes are used to learn and improve practice and therefore outcomes for pupils. A core strand of this is the provision of high-quality safeguarding supervision to all staff who require it.

2. Definition of Safeguarding Supervision

Supervision is a method of supporting staff so they can provide for the needs of their pupils. Safeguarding supervision is a regular, planned, accountable two-way process which should offer emotional support and 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, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained therefore promoting a safe culture.

The definition of supervision that is often used for school settings, which has been adapted from the work of Morrison (2005) states that:

'Supervision is a process by which one member of staff is given responsibility to work with another staff member in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for pupils. These objectives and functions are:

1. Competent accountable performance (managerial function)
2. Continuing professional development (developmental/formative function)
3. Personal support (supportive/restorative function)
4. Engaging the staff member with the school (mediation function)



3. Purpose of Safeguarding Supervision

Safeguarding Supervision should support practitioners to:

- ensure child centred practice
- ensure that safeguarding practice is consistent with national and local guidance and internal and multi-agency procedures
- embed supervision as part of the intervention process – that is, as a key part of the work with children and their families
- help to build purposeful relationships and to develop effective communication
- make sound professional judgements
- provide protected time to reflect, analyse and evaluate their practice, promoting critical thinking and analysis in safeguarding children practice
- develop integrated working practices
- develop the knowledge, skills and values required for their role
- identify and challenge practice, which is considered to be unsafe, unprofessional or unethical
- ensure staff take a more proactive and persistent approach including escalating concerns when indicated build confidence to challenge families and professionals appropriately and to operate within a framework of ‘respectful uncertainty’
- identify disguised compliance, collusion or resistance which place children at potential risk.
- assist in dealing with the emotional impact of the work and provide support with emotional well-being, resilience and developing coping strategies
- identify achievements and good practice

4. Principles

Safeguarding supervision is not related to and does not replace Performance Management but should compliment 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
- The Trust, School Leaders and Governors should see supervision as an important aspect of the professionals’ work and ensure adequate time is provided
- Decision making on a child’s records should be signed off by the DSL who remains responsible
- The supervisor should have attended supervision training and should also be receiving supervision themselves.



5. Models of Supervision

Models of supervision at St Ralph Sherwin CMAT include:

- Group of DSL's/Deputies meet across an academy
- 1:1 supervision
- 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 or need to de-brief.

The supervisor and supervisee share a joint responsibility for the supervisory relationship and for preparing for the session. For groups, this will involve 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.

6. Supervisor's Responsibilities

- To ensure that they have appropriate training to be a supervisor and have experience and competence with regards to integrated working and safeguarding, especially in delivering supervision.
- To keep up to date with messages from national and local serious case reviews and research and to ensure that this informs case discussion in supervision
- To develop and agree a Supervision Agreement between themselves and the supervisee(s) and to work at all times in accordance with the agreement.
- 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.
- 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
- To maintain confidentiality of issues brought to supervision, but to be clear with the supervisee about the requirement to bring issues regarding potential or actual risk of harm to the immediate attention of the line manager', and to follow the appropriate policy.
- To maintain supervision records, as agreed in the Supervision Agreement

7. Supervisee's Responsibilities

- To attend all Supervision sessions in a prompt and well-prepared manner, in accordance with the Supervision Agreement.



- To actively participate in supervision and engage in the supervision relationship, in accordance with the Supervision Agreement.
- 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.
- 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 to the next Supervision or practice supervision session.
- To maintain Supervision including practice supervision records as agreed in the Supervision Agreement.
- To be aware of any further learning needs and discuss them with their line manager.
- To discuss any difficulties with the supervision relationship with the supervisor or line manager.

8. Intervals of Supervision

Each school will receive a minimum of one session of supervision per term led by Trust Supervision Lead. This will last approximately one to two hours. Schools with a high case load dealing with complex cases will be identified and receive a session every half term.

In school supervision for pastoral staff will be determined by the setting and needs of staff.

This should be uninterrupted time that is a priority for both the supervisor and supervisee – or supervision group.

Dates and times should be planned in advance and should not be changed or cancelled without an alternative time being made immediately.

9. Location

Supervision will usually take place face-to-face within the school setting. This should be a quiet place where pupils and other staff will not interrupt. In exceptional circumstances, supervision may take place via Teams e.g. when an urgent session is required or if weather prohibits travel.

10. 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 that they are accurate. Records will be held securely via a secure Teams channel. Case discussion with any changes in plan approved by the DSL should be added to a child's safeguarding record promptly following the meeting.



11. Content of Supervision

Safeguarding supervision should be child focussed with a clear agenda set and followed. It should result in clear agreement about who will now do what in relation to the child to safeguard and promote their welfare.

12. Supervision Agreement

For one-to-one supervision there should be a written supervision agreement signed and dated by supervisee and supervisor, for group supervision this should be a group agreement. The agreement confers importance and status to supervision and will detail the frequency and duration of supervision, practical arrangements, agendas, content and dates for review.

13. Confidentiality

Discussions in safeguarding supervision should be confidential unless:

- a child may be at risk of significant harm
- there is unsafe practice placing people at risk
- there is illegal activity
- Other issues, such as concerns about practice, should not be taken outside of supervision without advising the supervisor/supervisee first. Supervision records are the property of the agency, and the agency has access to Supervision records for audit or inspection purposes.

14. Complaints and Disagreements with Regards to Supervision

The 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, grievance process or other policies as necessary.

15. Monitoring arrangements

The Headteacher and Local Governing Body will review the impact of the policy in supporting the Headteacher and senior leaders in school through effective supervision. The policy will be reviewed at a minimum every two years and in light of the latest guidance and best practice. Review and approval of revisions to the policy will sit with the Curriculum and Standards Committee.