

Safeguarding Supervision Policy

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Co-ordinator Signature:	<i>P Scott</i>
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Definition of supervision and mentoring

Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. "Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues" UKCC (1996).

Mentoring can be defined as: 'An experienced person in a company or educational institution who trains and supports new employees or students'.

The document, 'Working Together to Safeguard Children' states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."

There are various models or approaches to supervision and mentoring; one-to-one, group, or peer supervision. The choice of approach will depend upon a number of factors, including personal choice, access to support, length of experience, qualifications, availability of groups etc.

Purpose

- Review workloads, if needed
- A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries
- Issues relating to the work place and to working practices can be identified and discussed
- Achievements are identified and celebrated
- Emotional well-being/work life balance is considered
- A place to offload

Structure

Supervision in the school will be offered both internally and /or externally. Internal supervision - This will be led by the school's Designated Safeguarding Lead, Deputy Designated Safeguarding Leads or the Emotional Health and Well-Being Lead and will be undertaken with all staff who have a case load of work in this area. Support will also be available for ALL staff at any time the need may arise; this could be informal and incidental supervision. Referrals to Occupational Health for further counselling and support can be made upon request.

External supervision - this will be provided by external lead practitioners in identified areas or by peer to peer supervision from a colleague in another school, network or other agreed supportive structure. This will be undertaken with lead professional to lead professional. Informal supervision at Loxdale may also be undertaken by the EHWPB Leader with the Designated Safeguarding Lead if appropriate. If this is not the case, then the Designated Safeguarding Lead will secure supervision from a peer colleague in the team.

If the Headteacher is not directly involved in the supervision then they must assure themselves that the process is robust and be in a position to report, in general terms, on the effectiveness of the process to the Governing Board.

The structure of the supervision arrangements should be clear and will be reported to governors.

Practicalities

- Frequency and length - these meetings should take place at least once a half term for the all of the Safeguarding team members. However, should the need arise, anyone in the team can request additional supervision.
- Supervision should take place in a private and uninterrupted space at a mutually convenient time.
- Recording supervision - It is the supervisor's responsibility to take notes and make sure they are copied, circulated and filed. All parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits all parties, however a summary sheet of actions will be completed during or immediately after the session.
- Should the supervisor leave, then the replacement would have access to the previous six month's records.

Supervision Arrangements at Loxdale Primary School

Safeguarding Supervision- Emotional Health and Well Being Leader

- J Paskin to meet half termly with the Strengthening Families Hub to discuss 'tricky' cases where issues have arisen.

Peer Supervision- Emotional Health and Well- Being Leader and Peer Member from Eastfield Primary School

- J Paskin to meet with peer colleague from Eastfield Primary as the need arises, to undertake informal supervision e.g procedures and practices, but not specific cases due to confidentiality. Any additional needs to be discussed as needed.

Headteacher Supervision- Headteacher to Headteacher

Any additional supervision needs to be undertaken between P Scott and S Hay (Headteacher Eastfield Primary School)- not individual cases

Safeguarding Team Supervision- Miss Paskin/ Mrs Mould/ Mrs Wright- Jones/ Mrs Scott/Mr Brookes

- As specifically requested, the Safeguarding Team will meet altogether, on a half- termly basis, to review any 'stuck' or 'tricky' cases.
- The team will also undertake analysis of their role, specific case reviews and professional development needs.
- The team will also be available for informal discussion and support for the rest of the team and other colleagues on a daily basis if required.
- Individual supervision is available at any time to discuss any difficult cases or issues. Staff are able to identify a 'preferred' supervisor as requested.

Confidentiality

There will be three levels relating to the need to breach confidentiality within supervision as set out below, this is provided so that all individuals receiving supervision within their employment are clear about what can and cannot remain confidential to supervision.

Issue	Response
Behaviour or activities which bring the school into disrepute. Harm to self or others Illegal activity Actions of gross Misconduct Activities where child protection and vulnerable adults policies apply	There is a duty as an employee to report/action through the appropriate channels.

Activities that may lead to disciplinary action being taken Actions relating to performance and capability regarding putting children's safety at risk	Items would need to be reported via line management structures
The information given by the supervisee will have significant impact on the organisation	Items may need to be reported via line management structures.

Starting supervision

- Preparing for formal supervision - All parties should prepare themselves for the meeting including:-
 - Review previous notes and agreed actions - ongoing 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.

Guidance notes

Each person in supervision will have their own style and approach: however, the following agenda has been discussed with the team and is provided as a checklist to ensure that all core items are covered.

Agenda:

- Welcome and informal opener
- Attendees
- Matters arising from previous meeting
- Key successes since the previous meeting
- Top three key frustrations in the role and what steps have been undertaken to overcome these?
- What support is needed from the team/ Governing Board to help you overcome these frustrations?
- Are there any concerns that need escalating to WSCB or Locality Teams?

- Are there any trends within school you are noticing and what actions can be undertaken to address these?
- Are there any concerns regarding staff not undertaking correct procedures for safeguarding or for recording concerns (CPOMS)
- Discussion of training attended and its effectiveness and any further training requirements for the team and other staff
- Do you feel you have enough support or is there anything extra/different that the team needs to do?
- Case file audit of two selected pupils. What are the particular strengths of the case and what key learning points need to be addressed?
- AOB
- Date of next meeting
- Signatures from all parties

Working guidelines for Good Practice

Creating the right environment is an important element but we must accept that this is not always possible within school, however we should 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 to keep to agreed starting and stopping times
- Consider the time of day supervision is scheduled.

Ground Rules

Boundaries:

- ❖ Ensure clear definition between supervision and performance management and supervision and support
- ❖ Establish record of confidentiality between the team

Accountability:

- ❖ Be open and honest

Expectations:

- ❖ Ensure a clear purpose of supervision, defined aims and goals within established scope and remit
- ❖ Establish a clear process for managing conflict

Function:

- ❖ Set expectations around recording of supervision sessions and the purpose of written records
- ❖ Establish expectations around the frequency and format of supervision and review

