

**SAFEGUARDING**

**SUPERVISION POLICY**

**September 2023**

Date for Review: September 2024



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# Definition

# Safeguarding supervision is an activity that brings Designated Safeguarding Leads and Deputies, and their supervisors, together in order to reflect upon their practice. It aims to help DSLs to process, put in context and learn from their experiences in their role. It is not an inspection or critique of the work of an individual DSL but a mechanism to support good practice.

# Statement of purpose

# The James Montgomery Academy Trust believes that effective safeguarding supervision is an integral part of both our approach to keeping children safe and our need to address staff mental health and wellbeing. The role of Designated Safeguarding Lead can be an emotional and lonely burden to bear, particularly within the constraints of confidentiality, which often limits the opportunities to offload. The DSL role can be challenging which often involves having to make difficult decisions about the most vulnerable children in our school.

# With this in mind, the JMAT believes that effective safeguarding supervision will provide a safe space for those involved in safeguarding to discuss their concerns and/or worries, encourage critical reflection and curiosity, and leave safeguarding staff feeling more confident about their safeguarding work. Supervision also provides safeguarding staff with an opportunity to discuss cases and seek advice from different sources, which will enhance their knowledge and strengthen their safeguarding practice.

# Purpose of Safeguarding Supervision for DSLs/DDSLs

The purpose of Safeguarding Supervision is to:

* deal with the frustrations and possible vicarious trauma of their role
* have the strategies to deal with 'stuck' cases
* reflect on their own emotional response
* see things from a different point-of-view
* improve their mental health and well-being
* develop consistent approaches, practices and procedures
* promote strengths and build resilience
* increase confidence
* provide time to reflect on practice
* have an opportunity to off-load, talk about how they are feeling when dealing with distressed children and parents, and the impact on their own life.
* celebrate success
* provide a fresh eye, talk through intolerances, frustrations e.g. with other agencies/systems
* enable an opportunity for reflection, creative thinking and solution focussed thinking
* consider how their role fits with the rest of the school/other services and the community
* identify achievements and good practice
* consider appropriate CPD/training needs in relation to the safeguarding role, policy and procedures.

**Principles**

* Safeguarding supervision is not related to and does not replace appraisal, 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 school SLT/Governors should see supervision as an important aspect of the professionals’ work and ensure adequate time is provided
* Where supervision takes place across schools or with the Trust Lead, confidentiality of individual children and families must be maintained.
* The supervisor should have attended supervision training and also be receiving supervision themselves

**Types of supervision used across the JMAT**

Safeguarding supervision may take the following forms:

* Group supervision i.e. DSLs/DDSLs meet across trust or smaller/local group of schools
* Group supervision within school e.g. safeguarding team supervision meetings
* 1:1 supervision in school
* Formal (planned) and informal (related to a crisis, or de-briefing after a difficult session with a pupil)

**Safeguarding Supervision Contract (see Appendix 1)**

Every supervisor should make a written contract/agreement with their supervisees which includes:

* **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 and filed. Both 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 both parties however a summary sheet of actions will be completed during or immediately after the session. Case discussion with any changes in plan approved by the DSL are to go on a child’s safeguarding chronology on RecordMy.
* **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 whistleblowing
* **preparation for supervision** – supervisee should identify cases/issues to discuss and start to reflect on these

**Discussion in supervision**

Using the Kolb/Morrison models for effective supervision (four components - competent and accountable performance, CPD, personal support and engaging the supervisee with the Trust), the agenda will include:

* Discussion of child protection/safeguarding/early help cases
* ‘Offloading’ and considering the emotional impact of a case
* Reflecting on practice/what happened
* Critical thinking/next steps
* Managing concerns before they escalate
* Exploring policies and procedures to support practice

# Ad-Hoc or Informal Supervision

# It is expected that DSLs will seek informal supervision and conversations outside of formal supervision meetings. This may be within school from other members of the school safeguarding team, or with the Trust Safeguarding Lead in person or via phone call.

# DSLs may want to do this in order to check out their thinking, or ask for advice. This discussion/advice when pertaining to a child, will be recorded on the child’s chronology as a ‘Professional’s Meeting.’

# Monitoring, Evaluation and Policy review

The policy will be promoted and implemented throughout the JMAT schools.

This policy will be assessed for its implementation and effectiveness **annually** by theStrategic Safeguarding Lead for the Trust.

The scheduled review date for this policy is **September 2024.**

**Appendix 1**

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| **DSL Supervision Contract** | | |
| The purpose of supervision is to reach a balance between personal support and guidance and  case management analysis, encouraging reflection upon good practice. | | |
| Name of Supervisee: | | Role: |
| Name of Supervisor: | | Role: |
| Agreed Date: | Review Date: | |
| **Supervision Agreement**  Safeguarding supervision will be undertaken each half term, or sooner if requested, and will be for  no less than an hour each time.  Every effort will be made for supervision to take place as arranged in an uninterrupted  environment.  The preparation for supervision will include identifying cases to discuss and starting reflection on  these.  All participants will enter into discussions, value the opinions of others and actively listen.  Each party in the agreement has the responsibility to notify the other in the event of cancellation  Or postponement.  If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be  resolved, the Deputy CEO will be consulted with the agreement of both parties. If the  disagreement is with the Deputy CEO, this should be referred to the Trust CEO with the aim of  reaching a resolution  Supervisors will respect the confidentiality of the Supervisee in all areas except Child Protection –  concerns about which need to be referred on or whether information is identified that could bring  the School or Trust into disrepute which may need to be reported via line management, where  there is a potential disciplinary matter or whistle blowing.  Notes and agreed actions will be recorded, signed, shared and kept securely in an agreed format  (see JMAT DSL Supervision Record).  Any decisions made on individual cases and agreed by the DSL will be entered into an individual  child’s safeguarding record on RecordMy. | | |
| Supervisee Signature:  …………………………………………………… | Supervisor Signature:  …………………………………………………………. | |

**Appendix 2**

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| **DSL Supervision Record** |
| The purpose of supervision is to reach a balance between personal support and guidance, managerial  review and case management analysis, encouraging reflection upon good practice. |
| Name of DSL: |
| Name of Supervisor: |
| Date: |
| When is your DSL training due to be renewed? |
| How many children in the school are on the ‘vulnerable list’? |
| Any trends arising within RecordMy? |
| Actions you feel are needed to address these developing trends: |
| Any concerns about staff who are not completing RecordMy notifications? |
| Any concerns about the quality, consistency, etc of recording concerns on RecordMy by staff? |
| **Case Reviews**  What have been the key success stories since the last supervision session? |
| **Safeguarding Concerns**  Give two safeguarding cases of concern you have coordinated on behalf of the school and what  needs to happen to have a positive impact on the child?  Case 1 (analysis of current situation for the child)  Reflection – what was this like?  What needs to happen?  Case 2 (analysis of current situation for the child)  Reflection – what was this like?  What needs to happen? |
| What have been the top two key frustrations in your DSL role since the last supervision session? |
| 1    2 |
| What steps have you taken to resolve these? |
| Are there any professional practice issues to consider? E.g., new policy/procedure, quality of performance,  safer working practice, professional boundaries, role within school, etc. |
| What support do you need from the Senior Leadership Team or Trust leadership to support you in resolving  these frustrations? |
| Do you have any contextual safeguarding concerns, for example a new risk has come to light? How are you  going to share this? |
| **Professional Development**  What training/briefings have you attended since the last supervision session?  What did you learn that can be applied within your practice or school? |
| What further training do you feel you need to undertake to develop the DSL role? |
| In the DSL role you’re exposed upsetting, frustrating and tragic situations – what coping strategies and  sources of support do you have?  What are your plans for self-care? (both personal and professional) |
| Review of the supervision meeting and process:  Is supervision meeting your needs?  Does anything need changing or adding? |
| Date of next supervision session: |
| **Supervisor Signature: …………………………………………………………….. Date: ………………………**  **Supervisee Signature: ……………………………………………………………. Date: ………………………** |