



# ASPIRATIONS

Livingstone Academy Bournemouth

## SAFEGUARDING

### SUPERVISION POLICY & GUIDANCE

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October 2020	New Policy

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## Contents

<b>Definition of safeguarding supervision</b>	<b>2</b>
<b>Purpose of safeguarding supervision for safeguarding teams</b>	<b>3</b>
<b>Principles</b>	<b>3</b>
<b>Models of supervision at Aspirations Academies Trust</b>	<b>4</b>
<b>Discussion</b>	<b>4</b>
<b>Safeguarding supervision agreement</b>	<b>4</b>
<b>Entitlement to safeguarding supervision</b>	<b>5</b>
<b>Appendices</b>	
Appendix A – Supervision agreement	6
Appendix B – Safeguarding supervision agenda	9
Appendix C – Safeguarding supervision note, action and record	10

## Definition of safeguarding supervision

**“Supervision in education is a non-judgemental, collaborative process where education practitioners are supported to reflect on their practice, relationships, the emotional demands of their work and the impact of these and the wider education system on their psychological wellbeing. Through dialogue, new meaning emerges and learning is co-created, forming new pathways for action which can contribute to best practice, effective relationships, enhanced wellbeing and professional and personal development.”**  
(R Briggs, 2020)

Within Aspirations, supervision is a method of supporting staff so they can effectively provide for the needs of their students. It places particular emphasis on how our feelings, thoughts, values and attitudes – *ourselves* in-role as practitioners – influence what we do at work.

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 support professional practice and to help staff to improve the quality of the work they do, thereby improving outcomes for children. Supervision also provides an opportunity to ensure that the Academy’s codes of conduct and standards of practice are maintained, therefore promoting a safe culture.

## Promoting a safeguarding culture in the Academy

Supervision will support and strengthen the safeguarding culture we are committed to for our academies. Supervision will promote and model the following indicators of a safe Academy:

- Staff are respectful to all adults as well as children and their parents.
- Staff are open about discussing good and poor practice.
- Any breach of safeguarding policy or procedure is acted on appropriately.
- Any learning (national, local or organisation) is acted upon through a review of policy and procedures and the undertaking of appropriate training.
- Leaders model appropriate behaviour (being mindful of the staff code of conduct).
- Staff are knowledgeable about the vulnerability of the children that are in their care and fully adhere to child protection and safeguarding policies, and the guidance in part 1 of Keeping Children Safe in Education (2020).
- Staff are aware that abusers may already be in the employment of the organisation, and are clear on the managing allegations procedures.
- Children are listened to.
- Staff are empowered to challenge poor practice and behaviour.
- Whistle-blowing policy and procedures (and other relevant procedures) are in place and staff know how to use them.

## Purpose of safeguarding supervision for safeguarding teams

The purpose of safeguarding supervision is to:

- Provide protected time to reflect on practice.
- Provide support with emotional well-being, resilience, picking up on demands and developing coping strategies.
- Have an opportunity to off-load, talk about how they are feeling when dealing with distressed students and the impact on their own life. It should feel restorative and help build resilience.
- Celebrate success.
- Review workloads and time management.
- Discuss and seek guidance on specific cases – review action plans, avoid drift.
- Provide a fresh eye, talk through intolerances, frustrations, e.g. with other agencies/systems.
- Provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered on areas for improvement.
- Allow for issues relating to the work place and to working practices to be identified and discussed including safer working practice and professional boundaries.
- Enable an opportunity for reflection, creative thinking and solution-focussed thinking.
- Enable the staff member to consider how their role fits with the rest of the Academy/other services and the community.
- Identify achievements and good practice.
- Consider appropriate CPD/training needs in relation to the safeguarding role.

## Principles

Supervision must:

- Focus on the child.
- Ensure consistency with LSCP, local authority and Aspirations Academies Trust procedures.
- Provide a safe environment for reflection and professional challenge.
- Acknowledge the emotional impact of the work.
- Recognise and manage feelings and beliefs which may affect the safeguarding of children.

Safeguarding supervision is not related to and does not replace appraisal, but should complement 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 Academy's SLT and Governors should see supervision as an important aspect of the professionals' work and ensure adequate time is provided.
- The supervisor may not sit hierarchically above the supervisee e.g. reciprocal arrangements, use of independent supervisor. However where someone other than the line manager provides supervision, the line manager still provides accountability for the work and should oversee direction of the plan and work for individual children.
- Decision making on a child's records should be signed off by the DSL who remains responsible.
- Where supervision takes place across academies or with an independent person, confidentiality of individual children and families must be maintained. Case discussions will therefore be anonymised.
- The supervisor should have attended supervision training and also be receiving supervision themselves

## Models of supervision at Aspirations Academies Trust

A group of DSLs/DDSLs meet across a region or local group of academies.  
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, need to de-brief after a session with a student.*

A suggested agenda for the supervision meeting is found in **Appendix B**.

## Discussion

To reflect on individual cases/scenarios, the supervisor may find it useful to use:

**T**ell me  
**E**xplain to me  
**D**escribe to me

And consider 4 aspects:

**SENSE** – the story, what happened?  
**FEEL** – reflection, what was it like?  
**THINK** – Analysis, what does this mean?  
**DO** – Action plans, what next?

(Morrison T 2005) The Supervision Cycle

Supervision should enable the supervisee to consider the best way to support the student's current needs, reflecting on and adapting responses to achieve the best outcome for the student.

(Lists of possible questions for supervision can be found in Sturt and Rowe, using Supervision in Schools, Appendix 2)

## Safeguarding supervision agreement

The supervision agreement is the working agreement between the supervisor and the supervisee and examples are provided in **Appendix A**. It should be seen as a positive document that ensures transparency and security in supervision. A different agreement should be written with each supervisee and the agreement should be reviewed and amended regularly.

Every supervisor should make a written agreement with their supervisee taking into account:

- The responsibilities of both parties and their shared responsibility for the process.
- Expectations of supervision.
- Boundaries and how confidentiality will be addressed.
- How difficulties might be handled.
- Practical arrangements.
- 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 may be completed during or immediately after the session. A Recording Sheet is provided at **Appendix C**. Case discussion with any changes in plan approved by the DSL are to go on a child's safeguarding record.

- 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 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.

## Entitlement to safeguarding supervision

It is important that safeguarding supervision is provided to the DSL. If a DSL is not receiving safeguarding supervision at the required frequency during the year they should:

- In the first instance discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process; or
- If a solution is not agreed, the supervisee should raise the issue with their Executive Director of Learning.

Evaluation of supervision should take place by SLT and the DSL at least once a year. A Google Form is provided on the Safeguarding Google Drive to support this process.

Questions to be considered as part of the evaluation process are:

- What new knowledge has been learnt that wasn't known before supervision took place?
- What new skills have been applied as a result of supervision?
- How has provision for students developed?
- What are the implications for practitioner wellbeing?

Supervision should be provided by the DSL to all DDSLs and other members of the Safeguarding team who request it.

**Appendices**  
**Appendix A – Supervision agreement**

**(EXAMPLE 1)**

<b>Safeguarding Supervision Agreement</b>			
<b>Supervisee:</b>	[Enter name and role]		
<b>Supervisor:</b>	[Enter name and role]		
<b>Agreed Date:</b>	/ /	<b>Review Date:</b>	/ /

**Supervision Agreement:**

- Safeguarding supervision will be undertaken each half term, or sooner if requested and will be for 45 mins.
- Every effort will be made for supervision to take place in an uninterrupted environment.
- The venue will be XXXXXXXXXX.
- The preparation for supervision will include identifying cases to discuss and starting reflection on these.
- 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 Executive Director of Learning will be consulted with the agreement of both parties. If the disagreement is with the Executive Director of Learning, this should be referred to the Regional 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 organisation 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
- Any decisions made on individual cases and agreed by the DSL will be entered into an individual child's safeguarding record

<b>Supervisee:</b>	[Insert signature]	<b>Date:</b>	/ /
<b>Supervisor:</b>	[Insert signature]	<b>Date:</b>	/ /

(EXAMPLE 2)

<b>Supervision Agreement between</b>	<b>and</b>
<p>This agreement is designed to be a working tool to underpin the development and maintenance of a good supervisory relationship. The agreement should be:</p> <ul style="list-style-type: none"><li>• Completed at the start of a new supervisory relationship.</li><li>• Reviewed at least once a term.</li></ul> <p>The expectations of the provision regarding supervision are set out in the Supervision Policy, are non-negotiable and provide the framework for this agreement.</p> <p>This agreement should be completed after a discussion between supervisor and supervisee of the issues and referred to during sessions.</p>	
<b>Practical Arrangements</b>	
Frequency of 1to1 / group supervision:	
Duration:	
Venue:	
Arrangements if either party need to cancel:	
Availability of the supervisor for ad hoc discussions between sessions will be:	
<b>Content</b>	
The process for agreeing the agenda will be:	
Preparation for supervision will include:	
Priority areas to be discussed regularly:	
<b>Making Supervision Work</b>	
What does the supervisee bring to this relationship (e.g. previous work experience, preferred learning style)?	

What are the supervisee's expectations of the supervisor?
What are the supervisor's expectations of the supervisee?
Are there any factors to acknowledge as relevant to the development of the supervisory relationship (e.g. race, gender, sexual orientation, religious requirements, impairment)?
Agreed 'permissions' e.g. is it ok for the supervisor not to know all the answers / for the supervisee to say they are stuck, etc
How will we recognise when the supervisory relationship is not working effectively?
What methods will be used to resolve any difficulties in working together?
Any other relevant issues for this agreement?
Date agreement due to be reviewed:
Signed (supervisor)                      Date:
Signed (supervisee)                      Date:

**Appendix B – Safeguarding supervision agenda**

**Safeguarding Supervision AGENDA**

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

Appendix C – Safeguarding supervision note, action and record

Safeguarding Supervision Notes and Action (EXAMPLE 1)

Item	Notes	Agreed Action	By Whom	By Date
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /
Name	Role	Signature	Date agreed	
	Supervisee			
	Supervisor			

### Record of Supervision (EXAMPLE 2 – GENERAL)

Supervisee:	Supervisor:
	Date:

<b>Agenda Item</b>	<b>Summary of Discussion</b>	<b>Decisions / Actions</b>	<b>Responsible Person</b>	<b>Timescale</b>
Things relating to staff development, e.g. development opportunities				
Things relating to staff support, e.g. wellbeing, stressors				
Things relating to professional practice, e.g. impact of organisational expectations, policies, performance				
Other				

Signed (supervisor)	Date:
Signed (supervisee)	Date:

A copy to be given to supervisee and a copy retained securely by the supervisor

### Record of Supervision (EXAMPLE 3 – STUDENT)

Supervisee:	Supervisor:
Name of Student discussed:	Date:

<b>Agenda Item</b>	<b>Summary of Discussion</b>	<b>Decisions / Actions</b>	<b>Responsible Person</b>	<b>Timescale</b>
Experience /information discussed				
Reflections (feelings)				
Analysis (how understanding of the issues was reached)				
Action Plan				

Signed (supervisor)	Date:
Signed (supervisee)	Date:

A copy to be given to supervisee and a copy added to student's Safeguarding record