

## **PARK SCHOOL – SUPERVISION FOR SAFEGUARDING & STAFF WELLBEING**

### **POLICY AND GUIDANCE**

#### **1. DEFINITION OF SAFEGUARDING AND WELLBEING SUPERVISION**

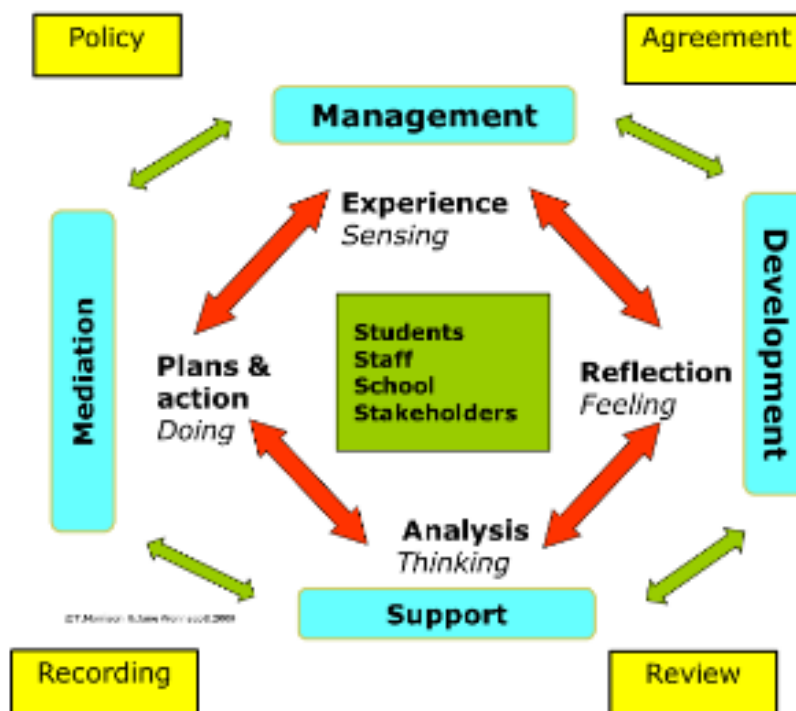
Supervision is a method of supporting staff so they can provide for the needs of their students. Safeguarding supervision is a regular, planned, accountable two-way process which should offer emotional support and develop the knowledge, skills and values of an individual, group or team. Its purpose is 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 by the school to work with another staff member in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for students.

These objectives and functions are:

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



#### **2. PURPOSE OF SAFEGUARDING & WELLBEING SUPERVISION**

The purpose of Safeguarding & Wellbeing 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
- celebrating 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
- 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 role in school

### **3. PRINCIPLES**

- Safeguarding & Wellbeing 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
- The supervisor may not sit hierarchically above the supervisee e.g. reciprocal arrangements, use of independent supervisor. However, where someone other than the DSL or Deputies provides supervision, the DSL 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 safeguarding supervision takes place across schools 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

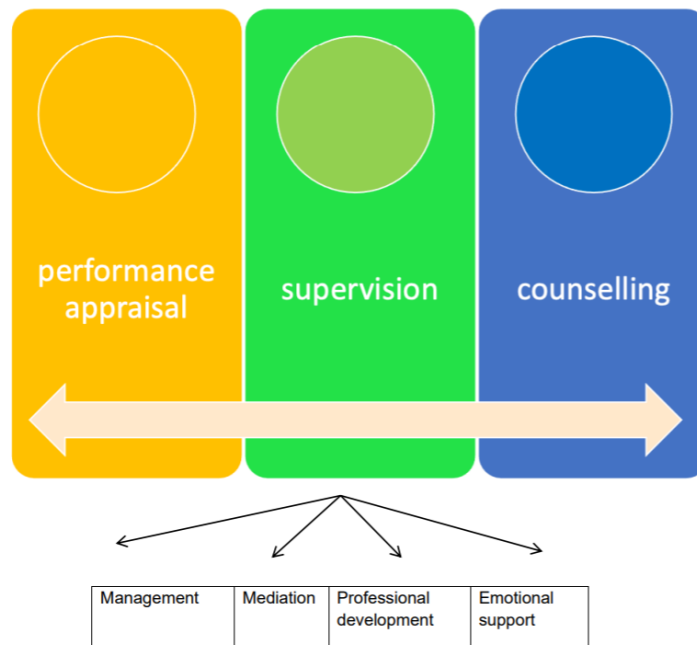
### **4. MODELS OF SUPERVISION AT PARK SCHOOL**

- DSL and Deputies meet each month (or more regularly if more actions are identified) to discuss staff needs and support and allocate supervisors to supervisees. The frequency of supervision meetings will also be reviewed and decided in these meetings.
- 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

## 5. DISCUSSION

To reflect on  
 the supervisor  
 to consider 4

- SENSE
- FEEL – was it
- THINK does
- DO – next? The



individual cases/scenarios, may find it useful aspects:

- the story, what happened? reflection, what like?
- Analysis, what this mean? Action plans, what (Morrison T 2005) Supervision Cycle

### THE SUPERVISION CYCLE



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

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

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

## Supervision Contract

Every supervisor should make a written contract / agreement with their supervisees taking into account:

- frequency and length of supervisions;
- 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. A Recording Sheet is provided at [Appendix C](#). For Safeguarding supervision 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 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

A contract is included at [Appendix A](#).

## 6. ENTITLEMENT TO SUPERVISION

It is important that safeguarding supervision is provided to the DSL and Deputies. It is important that wellbeing supervision is available for all staff in school.

If a DSL or Deputies do not receive 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 the Board Level Lead for Safeguarding (Jo Storey).

## APPENDIX A

### SUPERVISION CONTRACT

Supervision Contract			
<b>Supervisee:</b>	[Enter Name and Role]		
<b>Supervisor:</b>	[Enter Name and Role]		
<b>Agreed Date:</b>	/ /	<b>Review Date:</b>	/ /
<b>Supervision Agreement:</b>	<ul style="list-style-type: none"> <li>Supervision will be undertaken each half term (or sooner if requested and will be for 1 hour)</li> <li>Every effort will be made for supervision to take place in an uninterrupted environment. The venue will be Headteacher's office.</li> <li>The preparation for supervision will include identifying cases/issues to discuss and starting reflection on these</li> <li>Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement.</li> <li>If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the DSL or Deputy not involved in supervision will be consulted with the agreement of both parties. If the disagreement is with the DSL and Deputies, this should be referred to the Board Level Lead for Safeguarding (Jo Storey) with the aim of reaching a resolution</li> <li>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</li> <li>Notes and agreed actions will be recorded, signed, shared and kept securely in an agreed format</li> <li>Any decisions made on individual safeguarding cases and agreed by the DSL will be entered into an individual child's safeguarding record</li> </ul>		
<b>Supervisee:</b>	[Insert signature]	<b>Date:</b>	/ /
<b>Supervisor:</b>	[Insert signature]	<b>Date:</b>	/ /

## APPENDIX B

### SUPERVISION AGENDA

Supervision A G E N D A	
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

SUPERVISION NOTES AND ACTION TEMPLATE

Item	Notes	Agreed Action	By Whom	By Date
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /

Name	Role	Signature	Date Agreed
	Supervisee		/ /
	Supervisor		/ /