



Safeguarding Supervision

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Safeguarding Children and Vulnerable Adults: Supervision Policy **Ascent Academies Trust**

Introduction:

Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified. Everyone who comes into contact with children and families has a role to play.

Effective safeguarding is achieved by putting children at the centre of the system and by every individual and agency playing their full part. (Working Together 2018)

Working Together 2018, advises all professionals of following a child centred approach to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

All practitioners should follow the principles of the Children Acts 1989 and 2004 – where it states that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

A number of Serious Case Reviews, involving the death and serious injuries of children have continually made the recommendation that all agencies have in place effective and purposeful supervision to ensure the safety and well-being of all vulnerable children. This includes effective discussion, decision

making, recording and demonstration of the achievement of positive outcomes for those children who are vulnerable or who are accessing services.

Purpose and Aim:

Ascent Academies Whole Trust Supervision Policy aims to provide clear direction and guidance for those who hold responsibility as Designated Safeguarding Leads or Nominated Deputies in child protection in receiving appropriate one to one, supervision in the area of safeguarding children and vulnerable adults.

Supervision is required in the area of safeguarding to allow staff dealing with our most vulnerable and at-risk children and young people the opportunity to reflect on the progress of the case, the individual needs of the child or the vulnerable adult and to seek support and direction in ensuring that there is no drift or delay in meeting agreed outcomes for the child, young person or family in relation to the safeguarding process. Although child protection cases should be given the highest priority, best practice includes the discussion and recording of all cases where children or young people are vulnerable.

Supervision can be set up as one to one, peer support or group supervision, dependent on the number of professionals who hold responsibility for Safeguarding in our individual Academies across Ascent Academy Trust.

Supervision is not solely for the purpose of individual case discussion and is not task and action led. It allows individuals working with highly complex and often heavy caseloads in the area of child protection an opportunity to reflect on their individual practice and be critical of the effect the child protection system is having on the child/young person and family. Ultimately it allows the professional 'time-out' to consider, with either a colleague/supervisor whether the outcomes set out for the child in the child protection process are being met and that the individual needs of the child are considered at every opportunity.

Types of Supervision

Ascent Academies Whole Trust undertakes the following types of supervision:

One to One Supervision:

This Supervision should be given in a one to one environment where there is clear seniority, in terms of experience, between the Supervisor and the Supervisee. Supervision is led by the most experienced person within the structure e.g. Designated Safeguarding Lead to Nominated Deputy, or Ascent Safeguarding Lead to Designated Safeguarding Lead/Nominated Deputy. The supervisee should discuss individual cases with the supervisor and

formal records of the Supervision should be made and stored on CPOMS within the individual file of the case discussed. The Supervisor should take responsibility for ensuring that any agreed actions are undertaken by the Supervisee or in the event of escalation to the case being required they should undertake direct action themselves. These are summarised in a supervision action sheet following the supervision session.

Peer Support Supervision:

This supervision should be shared between members of staff of the same designation e.g. Designated Safeguarding Leads from Ascent Academies.

Peer support supervision involves both supervisees discussing individual cases that they are each managing, for discussion, support and action to be taken. Each Supervisee should make a formal record of their cases discussed and it should be stored on CPOMS within the individual file of the case discussed. Both Supervisees should take responsibility for ensuring that any discussed actions for individual cases are undertaken and that in the event of escalation to the case being required that they should inform the most senior person within the Academy structure.

Group Supervision:

This supervision should be shared between a number of members of staff of the same designation e.g. 4-5 named Designated Safeguarding Leads / Nominated Deputies. Individual cases may be too many to discuss (therefore smaller peer support sessions should be arranged). The purpose of this supervision is to discuss common themes/issues that may arise within Safeguarding. The Ascent Safeguarding Lead will generally support these sessions, which take place termly between the Designated Safeguarding Leads following attendance at the DSL briefings.

The Ascent Academies Whole Trust ensures that appropriate guidelines on confidentiality are followed and individual information on children/young adult is not taken outside of school. This follows the expectations of the Data Protection Act and the General Data Protection Regulations 2018.

Standards of Supervision

Supervision at The Ascent Academies Whole Trust is managed within a clear set of minimum standards and recorded appropriately. Supervision records are maintained confidentially and kept within the individual child's/young adult's file/electronic record.

The following supervision standards are in place:

- 1) All supervisory relationships are declared in a written agreement: (See Appendix 1)

For example: Clear roles of the Supervisor and Supervisee
The frequency of the Supervision
A standard agenda

The recording of supervision
Confidentiality
Handling issues of diversity

- 2) Supervision is planned and purposeful.
- 3) Supervision sessions are recorded promptly, competently and records are stored securely.
- 4) Supervisors and Supervisees are sufficiently skilled to carry out their role.
- 5) The Supervisor ensures the Supervisee is ensuring the safety and well being of the child(ren) involved at all times.
- 6) The Supervisor ensures the safety and well being of the Supervisee at all times.
- 7) Supervision ensures that all families regardless of age, background, ethnicity, religion, language, gender, disability or sexual orientation are treated equally.

Regularity and Timing of Supervision:

At The Ascent Academies Whole Trust Supervision is held every half term for a period of at least one hour. Within that timescale approximately six cases are discussed and reviewed. This is in line with our local safeguarding children board recommendations*** and local safeguarding children procedures. The minimum supervision requirement for schools is at least once per half term so, in total six sessions per academic year.

Training for Supervision:

At The Ascent Academies Whole Trust, the Trust Safeguarding Lead undertook training on Supervision on 29.03.19.

At The Ascent Academies Whole Trust our Designated Safeguarding Leads undertake training regularly through Safeguarding First briefings, on line courses and LA provided courses. Termly briefings are attended by all those with safeguarding responsibility.

At The Ascent Academies Whole Trust our Designated Safeguarding Leads will undertake their next formal training, updated every two years:

Ash Trees DSL: January 2021
Barbara Priestman DSL: September 2020
Hopewood DSL: July 2020
Portland DSL: March 2021

Support for Supervision:

At The Ascent Academies Whole Trust, the Trust Safeguarding Lead receive external support regarding all aspects of Supervision. Support and advice is

offered from local services including Education Services, Social Care, the Police and the Local Safeguarding Board/Safeguarding Partners. The Local Safeguarding Children Board/Safeguarding Partners set out clear procedures for child protection including what to do in cases where there may be drift or delay or professional differences (see resolving professional differences - escalation protocol from the Local Safeguarding Children Board/Safeguarding Partner Arrangements). Local Safeguarding Children Boards/Safeguarding Partners also set out standards of supervision for all agencies in line with recommendations from a number of serious case reviews.

At The Ascent Academies Whole Trust if there are any unresolved issues from supervision, external advice and support is received immediately to prevent any further risk of significant harm to the child(ren) and young adults, through local front door social care services. Supervisors do not delay in seeking advice at any stage when seeking to prevent further harm to children/young people.

Recording Supervision:

At The Ascent Academies Whole Trust, record keeping is imperative for Supervision and any records made are an accurate reflection of the individual case and issues discussed, including any agreed actions to be taken by either the Supervisee or Supervisor. The record follows an agreed standard (see appendix 2/3) and is signed and dated by both the Supervisee and Supervisor as an accurate reflection of the case discussion. Therefore, both the Supervisee and Supervisor agree the content of the record. The records kept indicate the regularity of supervision, the critical reflection of practice, the reviewing process of vulnerable children or young adults and any further or future actions taken in the protection and safeguarding of the child/young adult.

At The Ascent Academies Whole Trust we are clear that supervision records could, in the future, be used in court action to support social care decisions in safeguarding children or young adult and may also be used by our academies when undertaking professional challenge.

Records are stored securely and confidentially on the individual child's case file (either written or electronic). This is only accessible by those professionals trained as Designated Safeguarding Leads or Nominated Deputies. This is in line with the Data Protection Act and General Data Protection Regulations, 2018.

The Ascent Academies Whole Trust use the CPOMS system and hold electronic records. The same security is required (e.g. password protected or only accessible to agreed members of staff who are involved in the role of safeguarding) so that confidentiality is not breached.

Professional Confidentiality:

The confidential nature of child protection cases is clearly set out by Local Safeguarding Children Board's. In the process of supervision, confidentiality is maintained for the protection and safeguarding of the child/young adult.

At The Ascent Academies Whole Trust, individual case discussion only occurs in agreed supervision sessions and between agreed members of staff. Supervisors and Supervisees do not have case discussion with other members of staff or family members/partners.

If either the Supervisor or Supervisee feels it is necessary and in the best interests of the child/young adult to seek further advice and support then this is firstly sought by the child's or young adult's social worker or the social worker's line manager (this is not a breach of confidentiality)

Appendix:

- 1) Contract / Written Agreement of Supervision:
- 2) Formal recording Procedure for Supervision/Record of Supervision (generic):
- 3) Record of Supervision: Individual Proforma.

*****Please ensure that any timescales mentioned are in line with your Local Safeguarding Children Board/Safeguarding Partner procedures.**

This Policy should be read in conjunction with your School/setting's:

Child Protection Policy
Safeguarding Adults Policy
Staff Behaviour Policy

All of these policies are updated annually.

Appendix 1: Contract/Written Agreement of Supervision

Purpose and Aim:

The purpose and Aim of the written agreement for supervision is to set out clear roles, responsibilities and guidelines to ensure that supervision occurs in a safe and secure environment and the role of individual's is clearly defined. Supervision has the purpose of offering the Supervisor and Supervisee the opportunity to critically reflect on child protection cases and issues with a view to seeking further appropriate action if necessary, in the best interests and safeguarding of any child discussed.

The role of the Supervisor

The role of the supervisor is to ensure that Supervision occurs regularly, is purposeful and is recorded and stored confidentially. The Supervisor is responsible for ensuring that any discussion and actions agreed, occurs within an agreed timescale and is the most senior person within the supervision, taking ultimate responsible for any outlined or agreed tasks occurring. The Supervisor should have more experience and knowledge in the area of child protection and be able to support and advise the supervisee in clear direction on cases, e.g. where to go to for additional advice and support and how to progress individual matters with key agencies. The Supervisor supports the Supervisee in critical thinking, reflection and challenge and is approachable and flexible to additional support that may be required for the Supervisee. The Supervisor ensures that the record made of the Supervision is an accurate reflection of the discussion and ensures both parties sign and date it.

The Role of the Supervisee

The role of the Supervisee is to ensure that Supervision is occurring regularly and to make any additional requests for support at any time when required in the protection of a child. The Supervisee is responsible for providing an up to date and accurate reflection of the current situation regarding individual cases so that discussion and decision making can occur with all of the most relevant factors considered. The Supervisee brings to Supervision any other additional issues to be discussed for the Supervision Agenda, e.g. any personal conflict or time management issues. The Supervisee ensures that the record made of the Supervision is an accurate reflection of the discussion before signing and dating it.

The frequency of Supervision

Frequency of Supervision should be set depending on the circumstances of the setting and the type of supervision. The minimum recommendation for Supervision for schools is at least once per half term so, in total six sessions per academic year. For Peer Supervision and Group Supervision it is recommended that this should occur at least once per term with a longer timescale permitted where individual cases are not being discussed (e.g. group supervision)

The Agenda:

Both the Supervisor and Supervisee bring items to be discussed to the agenda including any personal issues, health and safety issues or generic child protection issues including policy and procedures. Supervision is not solely for the purpose of discussing individual cases but rather the opportunity to critically and personally reflect on any issues regarding child protection and the safety and well-being of young people.

The Record-Keeping:

As highlighted in the Supervision Policy by adhering to this written agreement/contract both the Supervisor and Supervisee agree to ensure that accurate record keeping is made and stored securely.

Confidentiality:

As highlighted in the Supervision Policy by adhering to this written agreement/contract both the Supervisor and Supervisee agree to ensure that confidentiality is maintained.

Diversity and Equality:

Both the Supervisor and Supervisee ensure that any issues regarding diversity and equality are embedded into the practice of Supervision, for example ethnicity, race, religion, vulnerability, gender and disability to name a few. Care is taken to discuss the impact of any diversity or equality issues regarding any child or adult in cases discussed and extra time and research is given to address any such issues which may further impact on the safety and protection of any child discussed.

Resolving Individual Issues:

For Supervision to work effectively both the Supervisor/Supervisee need to feel safe and confident within the structure and process. In the event that there may be a difference of opinion or challenge between either party it is important that an agreed contingency plan is in place. For example, this could be alternative arrangements between Supervisor or Supervisee or an external opinion may be sought to resolve any outstanding issues.

Contract of Agreement:

I..... agree to take on the role of **Supervisor**

My role/position in the Academy is.....

I agree to take on the role of **Supervisee**.

My role/position in the Academy is.....

We have agreed to the following individual terms:

Supervision to be held: Twice Termly

Supervision to last a time period of approximately 60 minutes

Supervision agenda will have the following standard items to be discussed:

- Update from previous Actions
- Caseload/Workload
- Reconsideration/Escalation
- Team Distribution
- CPD
- Health & Wellbeing
- Matters Arising
- Actions Arising:

Supervision to be attended by

Supervision to be recorded by.....

Supervision to be stored by.....

Supervision Contract to be reviewed annually or sooner if change in policy requires it.

In the event of any unresolved issues or changes to the contract, the Supervisee/Supervisor can request that Supervision is reviewed and another Supervisor allocated.

“I have read and agreed to the above written contract including our individual terms of agreement”:

Signed Supervisor
Date

Signed Supervisee
Date

Appendix 2:

Ascent Academies' Trust

Supervision



Supervisor	
Supervisee	
Date and Duration	

Update from previous Actions dated:

Caseload/Workload:

Reconsideration/Escalation

Team Distribution

CPD

Health & Wellbeing

Matters Arising

Actions Arising:

Date and Location of next Supervision:

Signed:

Date:

Signed:

Date:

Appendix 3: Example to inform discussion – recorded on CPOMS under supervision

Record of Supervision: Individual Case Proforma:

Name of child to be discussed:	Brief synopsis of case history:	Review of previous actions:
Current situation using the below prompts:		
What has happened since the last supervision/meeting attended?		
Is the case progressing? If so, how? If not, why?		
Have the concerns escalated, de-escalated or stayed the same?		
What is the impact for the child?		
What is your role as part of the core group and how effective is it?		
What challenges need to be made if any at the next meeting?		
What is it like to be that child, living in that home being parented by those parents?		
Actions to be taken:		
Action:	Outcome for the child:	Date to be reviewed/timescale:

Signed (Supervisor)

Signed.....(Supervisee)

Appendix 4

Staff Name	Designation	Site	Trained in Supervision
Jackie May	DSL	Ash Trees	x
Wendy Coates	DS Deputy	Ash Trees	x
Graeme Musson	DS Deputy	Ash Trees	x
Sarah Jane Hart	DS Deputy	Ash Trees	x
Rebecca Blyth	DSL	Barbara Priestman	x
Jodie Anderson	DS Deputy	Barbara Priestman	x
Denise Murray	DS Deputy	Barbara Priestman	x
Sam Little	DSL Deputy	Hope Wood	x
	DS Deputy	Hope Wood	x
Sally Walton	DS Deputy	Hope Wood	x
Anne Marshall	DS Deputy	Hope Wood	x
Chris Kemp	DSL	Portland Academy	x
Sharon Common	Ascent Safeguarding Lead	Portland Academy	✓
Martin Hope	DS Deputy	Portland Academy	x
Karen Hart	DS Deputy	Portland Academy	x