

Supervision Policy

Hill View Primary



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Contents

Section	Title	Page
1	Introduction	3
3	Definition of Safeguarding Supervision	3
4	Purpose of Safeguarding Supervision for DSLs	4
5	Safeguarding Supervision Contract	5
6	Entitlement to Safeguarding Supervision	5
Appendix A	Supervision Contract	7
Appendix B	Supervision Agenda	8
Appendix C	Supervision Notes and Action Points Template	9
Appendix D	References and Useful Links	10

1. Introduction

Ofsted recommends that as one sign of successful safeguarding arrangements that 'There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.' (Inspecting safeguarding in early years, education and skills settings May 2019 in Section 13, 17th bullet point).

The statutory framework for EYFS states: *'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to: • discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns • identify solutions to address issues as they arise • receive coaching to improve their personal effectiveness'*

The document, Working Together to Safeguarding Children HM Government, 2018, states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training" and "professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively" (Chapter 2, Section 3). Whereas this part of the guidance is not directed specifically at education settings as it relates to organisations listed in Section 11 of the Children Act 2004, it is good practice for all taking on agency lead roles in safeguarding.

2. Definition of Safeguarding 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. This will relate to Teaching Standards. This may be part of supervision or can take place separately especially where supervision is not given by the line manager/DSL.

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:

1. Competent accountable performance (managerial function)
2. Continuing professional development (developmental/formative function)
3. Personal support (supportive/restorative function)
4. Engaging the staff member with the school (mediation function)'

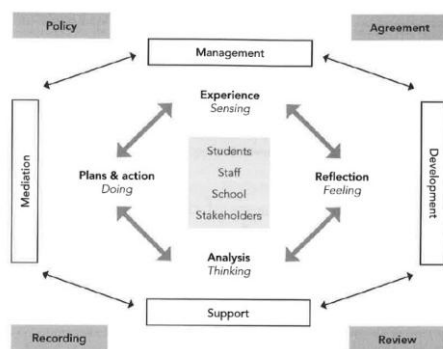


Figure 2.1: 4x4 model of supervision. Developed from Morrison T (2005) *Staff Supervision in Social Care* (3rd edition). Brighton: Pavilion Publishing and Media.

3. Purpose of Safeguarding Supervision for DSLs

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
- 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 workplace 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 the safeguarding role

4. Principles

- Safeguarding supervision is not related to, and does not replace appraisal but could 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 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 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 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

5. Models of Supervision may include

- Group of DSL's/Deputies meet across a school or an academy group
- 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

6. Approaches in Supervision

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

6. Tell me
7. Explain to me
8. Describe 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 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)

7. Safeguarding Supervision Contract

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

- 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. A Recording Sheet is provided at **Appendix C**.
- 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** which can be adapted as required. It is good practice to review the contract and the supervision arrangement annually to ensure that it is meeting the learning needs of the DSL and having a positive impact on their practice. There are tools and

templates available from the Pan Dorset Safeguarding Children Partnership website to support the review and evaluation process.

8. 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 Head Teacher

9. School Management Team Considerations

- Supervision will generally be provided on a 1:1 basis, through half-termly diarised meetings. Sometimes there may need to be supervision more frequently or as a group.
- All discussions will be recorded as Appendices B (Agenda) and C (Recording)
- The Supervision Policy will be shared with staff and Governors
- Training for Supervisors will be provided through Pan Dorset Safeguarding Children Partnership
- All individuals who deal with the safeguarding of children on a regular basis and all individuals whose main job role is to support children with a range of additional needs will receive pre-planned 1:1 Supervision
- There will be an annual evaluation of the process – this will involve the Headteacher and the Supervisor
- The Supervisor will be supervised by the Headteacher who has also received supervision training – the same protocols will be followed.
- Supervision functions should be agreed – these could be divided in to four headings; Support, Management, Development and Mediation
(See Sturt and Rowe using Supervision in Schools Appendix 1 for comprehensive lists in these categories)

10. Signs of Safety

Discussion includes what's working well, safety and other scales, "what are we worried about", danger, safety goals, review and next steps. For more information see www.signsofsafety.net.

Supervision Contract (Example)

Safeguarding Supervision Contract			
Supervisee:	[Enter Name and Role]		
Supervisor:	[Enter Name and Role]		
Agreed Date:	/ /	Review Date:	/ /
Supervision Agreement:	<ul style="list-style-type: none"> Safeguarding supervision will be undertaken (agreed time interval e.g. each half term) or sooner if requested and will be for (insert time period e.g. 1 ½ hours) Every effort will be made for supervision to take place in an uninterrupted environment. The venue will be... The preparation for supervision will include e.g. 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. The availability of supervisors for adhoc discussions between formal sessions is If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the Head Teacher will be consulted with the agreement of both parties. If the disagreement is with the Headteacher this should be referred to the Academy CEO or Chair of Governors/Trustee 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 		
Supervisee:	[Insert signature]	Date:	/ /
Supervisor:	[Insert signature]	Date:	/ /

Supervision Agenda

Designated Safeguarding Lead (DSL) – Safeguarding 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

Safeguarding Supervision Notes and Action Template

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

Name	Role	Signature	Date Agreed
	Supervisee		/ /
	Supervisor		/ /

References and Useful Links

- Keeping children safe in education – Statutory guidance for schools and colleges, Department for Education, September 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Working together to safeguard children, HM Government, July 2018

<http://www.workingtogetheronline.co.uk/index.html>

- Using Supervision in Schools

Penny Sturt and Jo Rowe

Pavilion 2018

- Morrison T (2005) Staff Supervision in Social Care (3rd Edition)