STEEL RIVER
ACADEMY TRUST

Supervision Policy

Date reviewed:	Sept 25
Reviewed by:	SM
Next review planned for:	Sept 2027
Policy ratified by the Trust Board:	

Supervision Policy

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:

Therefore the Steel River Academy 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 vulnerable children.

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

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 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

At Steel River Academy Trust we undertake Peer, Group and Live Supervision.

Peer Support Supervision:
This type of supervision is shared between members of staff of the same designation e.g. Designated Safeguarding Lead / Designated Safeguarding Lead or Designated Safeguarding Lead to Nominated Deputy if the role is shared equally. Peer support supervision involves both supervisees discussing individual cases that they are each managing, for discussion, support and action to be taken. Each Supervisee makes a formal record of their cases discussed and the record is stored within the individual child's file (written or electronic) of the case discussed. Both Supervisees 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 inform the most senior person within the school / setting's structure.

Group Supervision:
This type of supervision is 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 or one to one supervisions are arranged) therefore the purpose of this supervision is to discuss common themes/issues that may arise within the School/Setting or with particular families or areas of vulnerability. In other sessions the outlined scheme of work with case studies is used to review and discuss such generic issues.

Live Supervision:

This type of supervision would take place in agreement with all parties within the core group/multi agency meeting. Observations would be made around the sharing of information, professional challenge and the actions around the family.

At Steel River Academy Trust, we ensure appropriate guidelines on confidentiality are followed and individual information on children 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 Steel River Academy 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 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 Steel River Academy Trust Supervision is held at least every half term For a period of at least 2 hours. Within that timescale approximately 4 children's 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 Steel River Academy Trust our Designated Safeguarding Leads/Supervisor/Supervisees undertook training on Supervision on:
18th October 2019 – S Marsden
November 2021 – E Gatenby/C Mott

At Steel River Academy Trust our Designated Safeguarding Leads/Supervisors/Supervisees undertake training regularly – half termly in line with the trust training calendar.

At Steel River Academy Trust our Designated Safeguarding Leads/Supervisors/Supervisees will undertake formal training (Core Level 3) at least every two years (see individual school records).

Support for Supervision:

At Steel River Academy Trust Supervisors and Supervisees 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 Partnerships. The Local Safeguarding Partnership set out clear procedures for child protection including what do in cases where there may be drift or delay or professional differences (see resolving professional differences - escalation protocol from the Local Safeguarding Partnership Arrangements). Local Safeguarding Partnerships also set out standards of supervision for all agencies in line with recommendations from a number of serious case reviews.

At Steel River Academy 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), 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.

Recording Supervision:

A Steel River Academy 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 and any further or future actions taken in the protection and safeguarding of the child.

At Steel River Academy Trust we are clear that supervision records could, in the future, be used in court action to support social care decisions in safeguarding children and may also be used by our school 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.

At Steel River Academy Trust we have paper based records which are stored in secure and lockable filing cabinets and we also use CPOMS to 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 child protection) so that confidentiality is not breached.

Professional Confidentiality:

The confidential nature of child protection cases is clearly set out by Local Safeguarding Partnerships. In the process of supervision, confidentiality is maintained for the protection and safeguarding of the child.

At Steel River Academy 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 to seek further advice and support then this is firstly sought by the child'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.

This Policy should be read in conjunction with your School/setting's:
Child Protection Policy
Peer on Peer Abuse Policy
Staff Behaviour Policy/Code of Conduct

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 or 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/Supervisee. <delete as appropriate>

My role/position in the School/setting is…….

I …… agree to take on the role of Supervisor/Supervisee. <delete as appropriate>

My role/position in the School/Setting is……

We have agreed to the following individual terms:

Supervision to be held…….

Supervision to last a time period of approximately …….. minutes

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

……

……

……

Supervision to be attended by ……..

Supervision to be recorded by……

Supervision to be stored by…….

Supervision Contract to be reviewed on…….

In the event of any unresolved issues/changes to contract the following contingency plan will be put in place

……

……

……

……

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

Signed…… Supervisor/Supervisee

Date…….....

Signed…… Supervisor/Supervisee

Date……..

Appendix 2:

Record of Supervision (Generic)

Name of Supervisor:_____

Position of person in school: _____

Name of Supervisee: _____

Position of person in school/Name of external provider: _____

Name of school: _____

Date:_____

Agenda items to be discussed:

Items discussed including actions:

Individual case to be discussed (see individual proformas):

Actions to be taken and by whom:

Signed ……..…… (Supervisor)

Signed……..(Supervisee)

Appendix 3:

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)