

Safeguarding Supervision

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Safeguarding Supervision Policy

1 Introduction

Safeguarding children and young people - the action we take to promote the welfare of children and vulnerable adults and protect them from harm - is everyone's responsibility. Everyone who comes into contact with young people and their families has a role to play.

Children are best protected when professionals are clear about what is required of them individually, and how they need to work together (Working Together 2015).

Working Together 2015, advises all professionals of the following basic principles in Safeguarding:

- the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- all professionals who come into contact with children and families should remain alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- all professionals should share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- high quality professionals should use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- all professionals should contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.

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.

2 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 receiving appropriate one to one, supervision in the area of vulnerable children and young people.

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 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 child protection process. Whilst Child Protection cases should be given the highest priority, best practice includes the discussion and recording of all cases where children are vulnerable and there is cause for concern.

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. All types of Supervision may be utilised depending on the nature of current caseload and in response to the needs of the individual and their team.

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

3 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.

Standards of Supervision

Supervision should be managed within a clear set of minimum standards and recorded appropriately. Supervision records should be maintained confidentially and kept within the individual case file where individual cases have been discussed.

The following Supervision Standards should be considered:

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

4 Regularity and Timing of Supervision:

In order for Supervision to remain purposeful it should be held regularly and this may be dependent on the needs of the case. For example, highly complex, high profile or extremely vulnerable cases may require more regular supervision than others and therefore supervision timescales can be difficult to standardise. The minimum recommendation for Child Protection Supervision in social care follows the current guidelines in reviewing Child Protection Cases, e.g. Core Groups are currently held once every 28 days so Supervision follows this pattern. For Child In Need or Looked After Children, reviews are held between 6 weeks- 3months depending on the status of the child and Supervision again follows these patterns. The minimum supervision requirement for the Trust should be at least once per half-term so, in total six sessions per academic year.

For quality supervision a minimum of at least 15-20 minutes should be spent discussing individual cases, again depending on the complexity or urgency of the case. The length of Supervision will depend on the complexity of the case and the number of cases to be discussed, including any other additional issues outside of the individual cases.

5 Training for Supervision

At Ascent, our Trust Safeguarding Lead, Sharon Brown, undertook training in Supervision (Safeguarding First Ltd.) on 3rd December 2014. She undertakes regular Designated Lead training (last attended 12.10.17) refreshed every 2 years and updated termly.

Training on Supervision may have to be sought externally for both supervisors and supervisees. In order for supervision to be effective and managed by experience it is recommended that anyone taking on the Supervisor Role has completed all of the necessary Child Protection Training Available e.g. Courses provided by the Local Safeguarding Children Board and have maintained the role of Designated Safeguarding Lead / Nominated Deputy for at least a consecutive period of 2 years. The Supervisor must also maintain regular updates to training every two years once all of the initial child protection courses have been completed (please see Appendix for names of staff trained in Supervision across Ascent Academies' Trust).

6 Support for Supervision

Within Ascent Academies' 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 Board. The Local Safeguarding Children Board sets out clear procedures for Child Protection including what to do in cases where there may be drift or delay or professional differences (see professional resolution processes from the Local Safeguarding Children Board). Local Safeguarding Children Boards also set out standards of supervision for all agencies in line with recommendations from a number of serious case reviews.

At Ascent Academies' Trust if there are any unresolved issues from supervision, external advice and support is sought immediately to prevent any

further risk of significant harm to the child/ young person 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.

7 Recording Supervision

At Ascent Academies' Trust, record keeping is an integral part of 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 should follow an agreed standard (see appendix 2) and should be signed and dated by both the Supervisee and Supervisor as an accurate reflection of the case discussion. Both the Supervisee and Supervisor must agree the content of the record. Records kept indicate the regularity of supervision, the critical reflection of practice, the reviewing process required for vulnerable children and any further or future actions taken in the protection and safeguarding of the child or young person.

At Ascent Academies' 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 young people and may also be used by our Academies when undertaking professional challenge.

Records are stored securely and confidentially on CPOMS on the individual case file where applicable. This is only accessible by those professionals trained as Designated Safeguarding Leads or Nominated Deputies.

At Ascent Academies' Trust we hold electronic records on an online system, CPOMS. Access to the system is restricted an password protected password protected so that confidentiality is not breached.

8 Confidentiality

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

At Ascent Academies' 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 person to seek further advice and support then this, in the first instance, is sought through the child's social worker or the social worker's line manager (this is not a breach of confidentiality).

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. Safeguarding 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 or young person 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 Safeguarding and should 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 should support the Supervisee in critical thinking, reflection and challenge and be approachable and flexible to additional support that may be required for the Supervisee. The Supervisor should ensure that the record made of the Supervision is an accurate reflection of the discussion and ensure 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 an individual. 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 should bring to Supervision any other additional issues to be discussed for the Supervision Agenda, e.g. any personal conflict or time management issues. The Supervisee should ensure 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 Safeguarding Supervision for Academies in Ascent Academies' Trust is at least once per term so, in total six sessions per academic year.

For Peer/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 should bring items to be discussed to the agenda including any personal issues, health and safety issues or generic Safeguarding 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 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 should 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 should be taken to discuss the impact of any diversity or equality issues regarding any child, young person or adult in cases discussed and extra time and research should be given to address any such issues which may further impact on the safety and protection of any child discussed.

Resolving Individual Issues:

It is imperative that for Supervision to work effectively both the Supervisor/ Supervisee 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 approximately minutes.

Supervision Agenda will have the following Standard Items to be discussed:

1. Caseload/Workload
2. Reconsideration or Escalation
3. Team Distribution
4. CPD
5. Health & Well-being
6. Matters 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

Formal Recording of Supervision

Record of Supervision

Name of Supervisor: _____

Position of person in Academy: _____

Name of Supervisee: _____

Position of person in Academy: _____

Name of Academy: _____

Date: _____

Agenda Items to be discussed:

1. **Caseload/Workload**
2. **Reconsideration or Escalation**
3. **Team Distribution**
4. **CPD**
5. **Health & Well-being**
6. **Matters Arising**

Advice/Guidance given:

Actions to be taken:

Signed (**Supervisor**) Date.....

Signed..... (**Supervisee**) Date.....

Record of Supervision: Individual Case Review

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:	Date/Timescale:	Outcome for the child:	

Signed (Supervisor) Date.....

Signed..... (Supervisee) Date.....

Record of Supervision Actions

Supervisor:	
Supervisee:	
Date and Duration:	

<p>Actions Arising:</p> <div style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg); font-family: sans-serif;"> FINAL </div>
<p>Date and Location of next Supervision:</p>

Signed (Supervisor) Date.....

Signed..... (Supervisee) Date.....

Ascent Designated Safeguarding Leads

Staff Name	Designation	Site	Trained in Supervision
Sharon Brown	Ascent Safeguarding Lead	Ascent Academies' Trust	✓
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
Carolyn Bird	DS Deputy	Hope Wood	x
Sally Walton	DS Deputy	Hope Wood	x
Anne Marshall	DS Deputy	Hope Wood	x
Nina McDougal	DSL	The New Bridge	x
David Rylance	DS Deputy	The New Bridge	✓
Beth Chadwick	DS Deputy	The New Bridge	x
Chris Kemp	DSL	Portland Academy	x
Sharon Common	DS Deputy	Portland Academy	x
Martin Hope	DS Deputy	Portland Academy	x
Karen Hart	DS Deputy	Portland Academy	x