

## Safeguarding Supervision Policy

This policy is prescribed by The Good Shepherd Trust and is statutory. All references to 'the trust', include all trust schools and subsidiary organisations.

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Approval:	Chief Education Officer	Author:	Head of Safeguarding
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## **1. Introduction**

This policy sets out the commitment by The Good Shepherd Trust (GST) to safeguarding supervision. The statutory guidance, 'Working Together to Safeguard Children, 2023,' states it is the responsibility of the organisation to provide appropriate supervision and support for staff.

The Good Shepherd Trust promotes an open culture of learning and development where good practice is celebrated and mistakes are used to learn and improve practice and therefore outcomes for pupils. A core strand of this is the provision of high-quality safeguarding supervision to all staff who require it.

This policy complies with our funding agreement and articles of association.

## **2. Definition of Safeguarding Supervision**

Supervision is a method of supporting staff so they can provide for the needs of their pupils. 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 to work with another staff member in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for pupils.'

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)

## **3. Purpose of Safeguarding Supervision**

Safeguarding Supervision should support practitioners to:

- ensure child centred practice
- ensure that safeguarding practice is consistent with national and local guidance and internal and multi-agency procedures
- embed supervision as part of the intervention process – that is, as a key part of the work with children and their families
- help to build purposeful relationships and to develop effective communication
- make sound professional judgements
- provide protected time to reflect, analyse and evaluate their practice, promoting critical thinking and analysis in safeguarding children practice
- develop integrated working practices
- develop the knowledge, skills and values required for their role
- identify and challenge practice, which is considered to be unsafe, unprofessional or unethical
- ensure staff take a more proactive and persistent approach including escalating concerns when indicated build confidence to challenge families and professionals appropriately and to operate within a framework of 'professional curiosity' which adopts an attitude of 'it could happen here'
- assist in dealing with the emotional impact of the work and provide support with emotional well-being, resilience and developing coping strategies
- identify achievements and good practice

## **4. Principles of Safeguarding Supervision**

- Safeguarding supervision is not related to and does not replace Performance Management but should 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 Trust, School Leaders and Trustees should see supervision as an important aspect of the professionals' work and ensure adequate time is provided.
- Decision making on a child's records should be signed off by the DSL who remains responsible.
- The supervisor should have attended supervision training and should also be receiving supervision themselves.

## 5. Models of Supervision

Models of supervision at The Good Shepherd Trust include:

- 1:1 supervision
- Group supervision
- Meeting of DSLs and DDSLs within a school setting

Most supervision will be planned but this may be supplemented by informal ad hoc supervision sessions e.g. in relation to a crisis or need to de-brief. The supervisor and supervisee share a joint responsibility for the supervisory relationship and for preparing for the session. For groups, this will involve shared responsibility of all participants, which should be based on mutual respect and trust and where all feel able to question and challenge assumptions and decisions.

## 6. Supervisor's Responsibilities

- To ensure that they have appropriate training to be a supervisor and have experience and competence with regards to integrated working and safeguarding, especially in delivering supervision.
- To keep up to date with messages from national and local child safeguarding practice reviews and research and to ensure that this informs case discussion in supervision.
- To develop and agree a Supervision Agreement between themselves and the supervisee(s) and to work at all times in accordance with the agreement.
- To prepare for supervision. This may include being aware of policies and procedures, reflecting on current progress and barriers to learning, identifying training needs and identifying relevant research and theory.
- To inform the line manager or other appropriate person if there are any difficulties within the supervision relationship or if the supervisee fails to engage with the Supervision.
- To maintain confidentiality of issues brought to supervision, but to be clear with the supervisee about the requirement to bring issues regarding potential or actual risk of harm to the immediate attention of the DSL and local authority, and to follow the appropriate policy.
- To maintain supervision records, as agreed in the Supervision Agreement

## 7. Supervisee's Responsibilities

- To attend all Supervision sessions in a prompt and well-prepared manner, in accordance with the Supervision Agreement
- To actively participate in supervision and engage in the supervision relationship, in accordance with the Supervision Agreement.
- To prepare for supervision. This may include being aware of policies and procedures, reflecting on current progress and barriers to learning, identifying training needs and identifying relevant research and theory.
- To raise appropriate issues (including practice, ethical and personal issues) for discussion with the supervisor.
- Issues of potential or actual risk of harm must be brought to the immediate attention of the DSL/local authority and must not be delayed until to the next Supervision or practice supervision session.
- To maintain Supervision including practice supervision records as agreed in the Supervision Agreement.
- To be aware of any further learning needs and discuss them with their line manager.
- To discuss any difficulties with the supervision relationship with the supervisor or line manager.

## 8. Intervals of Supervision

Each school will receive a minimum of one session of supervision per term led by The Head of Safeguarding. This will last approximately one hour. Priority schools will receive sessions at more frequent intervals, agreed between the DSL and Head of Safeguarding.

In-school supervision for pastoral staff will be determined by the setting and needs of staff.

Supervision will usually take place via Teams. Both Supervisor and Supervisee should ensure that they are in a private space where the conversation cannot be overheard.

Supervision should be uninterrupted time that is a priority for both the supervisor and supervisee – or supervision group. Dates and times should be planned in advance and should not be changed or cancelled without an alternative time being made immediately.

## **10. Content and recording of safeguarding supervision sessions**

Safeguarding supervision should be child focused with a clear agenda set and followed. It should result in clear agreement about who will now do what in relation to the child to safeguard and promote their welfare.

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 that they are accurate. Records will be held securely via GST Sharepoint. Case discussion with any changes in plan approved by the DSL should be added to a child's safeguarding record on CPOMS promptly following the meeting.

## **11. Supervision Agreement**

For one-to-one supervision there should be a written supervision agreement signed and dated by supervisee and supervisor, for group supervision this should be a group agreement. The agreement confers importance and status to supervision and will detail the frequency and duration of supervision, practical arrangements, agendas, content and dates for review.

## **12. Confidentiality**

Discussions in safeguarding supervision should be confidential unless:

- a child may be at risk of significant harm
- there is unsafe practice placing people at risk
- there is illegal activity

Other issues, such as concerns about practice, should not be taken outside of supervision without advising the supervisor/supervisee first. Supervision records are the property of the **Trust**, and the **Trust** has access to Supervision records for audit or inspection purposes.

## **13. Complaints and professional disagreements**

The complaint or disagreement should be discussed, agreed and recorded with the supervisee. This will usually involve an agreement to involve the supervisor's line manager in a 3-way discussion to resolve any issue that the worker and supervisor cannot resolve themselves. Such discussions should take place with reference, as needed, grievance process or other policies as necessary.

## Appendix 1: Safeguarding Supervision Agreement

Safeguarding Supervision Agreement			
<b>Supervisee:</b>	[Enter Name and Role]		
<b>Supervisor:</b>	[Enter Name and Role]		
<b>Date Agreement Made:</b>	/ /	<b>Review Date:</b>	/ /
<b>Supervision Agreement</b>	<p>This agreement covers the arrangements for safeguarding supervision as described within the Trust's policy. As such, it constitutes a contract for supervision, which will be mutually binding, and subject to regular review.</p> <p>In signing this agreement, the supervisor and supervisee share a joint responsibility for the supervisory relationship and for preparing for the sessions. This means that both parties fully commit to the development of an open and mutually trusting supervisory relationship where the supervisee is empowered to share and develop practice in the best interests of children, and disagreement or difficulties are identified and resolved as soon as possible.</p>		
<b>Length and frequency of supervision</b>	Supervision will take place once a term via Teams and will last for one hour.		
	Supervision dates will be mutually agreed in advance.		
	If supervision must be cancelled for any reason, it is the responsibility of both parties to rearrange as soon as possible.		
	Additional ad-hoc supervision will be available as and when required. Any decisions made during such supervision will be recorded and sent to the supervisee to add to student file.		
<b>Recording</b>	A written record will be kept of supervision discussions and will be stored electronically on GST sharepoint. The record will be shared with the supervisee.		
	Child-related discussions and decisions will be recorded separately. This record will be shared with the supervisee to be uploaded onto CPOMS within 24 hours. The names of the children (but not the detail) will be noted on the personal supervision record.		
	Supervision records are the property of the Trust and the Trust may be provided with access to supervision records for audit, inspection, or other employer purposes.		
<b>Content of supervision</b>	Safeguarding supervision should be child focused and should result in clear agreement about who will now do what in relation to the child to safeguard and promote their welfare.		

	<p>A joint agenda will be prepared at the start of each supervision session. Both parties are expected to prepare and bring relevant issues for discussion and agree at the start how the agenda will be prioritised.</p>		
<b>Confidentiality</b>	<p>The supervisor and supervisee will ensure that the supervision time is uninterrupted (barring emergencies) and that privacy can be maintained.</p>		
	<p>Discussions in safeguarding supervision will be confidential unless:</p> <ol style="list-style-type: none"> <li>1. A child may be at risk of significant harm</li> <li>2. There is unsafe practice placing people at risk</li> <li>3. There is illegal activity</li> </ol>		
	<p>Other issues, such as concerns about practice, training needs, etc., will not be taken outside of supervision without advising the supervisor/supervisee first.</p>		
<b>Complaints and disagreements with regards to supervision</b>	<p>Any complaint or disagreement will be discussed, agreed and recorded, prior to any other action being taken, or the issue being discussed with the line manager/Headteacher/Trust Executive/LADO/Children's Services, as above, in the view of the supervisor this may place a child at risk of harm.</p>		
<b>Supervisee:</b>	[Insert signature]	<b>Date:</b>	/ /
<b>Supervisor:</b>	[Insert signature]	<b>Date:</b>	/ /
<b>Reviewed Arrangements</b>	To be reviewed annually	<b>Date:</b>	

## Appendix 2: Example Safeguarding Supervision Agenda

<b>Date and time</b>	
<b>School</b>	
<b>Supervisor</b>	
<b>Supervisee</b>	
<b>What is going well?</b> (The DSL reports ...)	
<b>What are the challenges?</b>	
<b>Compliance check:</b> CPOMS SENSO Workplan Allegations/LLC	
<b>Case study discussion</b>	
<b>Training and development needs?</b>	
<b>Agreed Actions</b>	