



SUPERVISION POLICY

Approved on 30.11.2020 by the FGB

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, Holmwood School's 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 Holmwood School we undertake Peer Support and Group Supervision.

Members of the Safeguarding Team are

- Judy Wake – Designated Safeguarding Lead and Assistant Headteacher
- Dennis Ley – Deputy Designated Safeguarding Lead and Headteacher
- Denise Mooney - Deputy Designated Safeguarding Lead and Parent Support Adviser
- Helen Miller – SENCO, Deputy Designated Safeguarding Lead and Deputy Headteacher

Peer Support Supervision

This type of supervision is shared between members of staff of the same designation e.g. Designated Safeguarding Lead and Designated Deputy Safeguarding Leads. 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 CPOMS 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's structure.

At Holmwood, Peer Support Supervision will take place weekly on a designated day for one-hour sessions. This is a rolling programme:-

- Week 1 – Judy Wake and Denise Mooney
- Week 2 – Helen Miller and Dennis Ley
- Week 3 – Judy Wake and Helen Miller
- Week 4 – Dennis Ley and Denise Mooney
- Week 5 – Judy Wake and Dennis Ley
- Week 6 – Helen Miller and Denise Mooney

Group Supervision

Group Supervision will take place each half term with all members of the Safeguarding Team. Key cases of concern would be discussed. Individual cases may be too many to discuss, therefore the purpose of this supervision is to discuss common themes/issues that may arise within the School or with particular families or areas of vulnerability. A focus for each half term would be as followed. A member of the group will take a lead role as Supervisor and challenge and reflect upon practice.

Autumn Term	1	CP
Autumn Term	2	CLA
Spring Term	1	CiN, Early Help etc.
Spring Term	2	CP
Summer Term	1	CLA
Summer Term	2	CiN, Early Help etc.

At Holmwood School 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 Holmwood School 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 wellbeing 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 Holmwood School Peer Support Supervision is held every week for a period of one hour. Group Supervision is held in the last week of every half term for a period of at least two hours. Within that timescale approximately four children's cases are discussed and reviewed weekly in Peer Supervision and up to 6 cases are to be discussed in detail at 6 weekly intervals in Group Supervision. This is in line with Middlesbrough 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. At Holmwood due to the vulnerability of our pupils we have chosen to add additional weekly supervision sessions to keep fully updated and in the children's best interests

Training for Supervision

At Holmwood School Judy Wake and Denise Mooney, our Designated Safeguarding Leads undertook training on Supervision on 3rd July 2020

At Holmwood.School our Designated Safeguarding Leads/Supervisors/Supervisees undertake training regularly. Designated Leads attend termly Designated Lead Update Training in pairs each term through Safeguarding First.

- Judy Wake and Denise Mooney – 17th October 2019
- Judy Wake and Helen Miller – 2nd February 2020
- Dennis Ley – Summer Term training to be relocated to Autumn 2020 due to current situation with COVID

At Holmwood School our Designated Safeguarding Leads/Supervisors/Supervisees will undertake their next formal training, updated every two years.

- Judy Wake and Denise Mooney – last attended training 2nd June 2020
- Helen Miller and Dennis Let to attend training 2020/2021

Support for Supervision

At Holmwood School, 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 Middlesbrough MACH. Middlesbrough MACH 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 Middlesbrough MACH). Middlesbrough MACH also set out standards of supervision for all agencies in line with recommendations from a number of serious case reviews.

At Holmwood School 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 Middlesbrough MACH. Holmwood School also have the services of an attached Social Worker, Kay Waterhouse to seek support from where necessary Supervisors do not delay in seeking advice at any stage when seeking to prevent further harm to children.

Recording Supervision

At Holmwood School/setting, 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 Holmwood School 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. Holmwood School went to 100% paperless recording as of September 2020. 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 Holmwood School as we move to full paperless recording, we currently have some Archive records which are stored in secure and lockable filing cabinets.

At Holmwood School we use CPOMS and 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 Middlesbrough MACH. In the process of supervision, confidentiality is maintained for the protection and safeguarding of the child.

At Holmwood School, individual case discussion only occur 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/settings:-

Child Protection Policy
Peer on Peer Abuse 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/Supervisee.

My role/position in the School/setting is _____

I _____ agree to take on the role of Supervisor/Supervisee.

My role/position in the School/setting is _____

I _____ agree to take on the role of Supervisor/Supervisee.

My role/position in the School/setting is _____

We have agreed to the following individual terms:-

Peer Supervision to be held weekly
Supervision to last a time period of approximately 60 minutes

Group Supervision to be held Half Termly
Supervision to last a time period of approximately 120 minutes

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

- Update of case
- Actions taken already
- Actions to be taken by whom and by when

At each Supervision session the following will be decided

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

- Advice to be sought from whole Safeguarding Team
- Advice to be sought by Middlesbrough MACH

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

Signed _____ Supervisor/Supervisee

Date _____

Signed _____ Supervisor/Supervisee

Date _____

Signed _____ Supervisor/Supervisee

Date _____



Appendix 2:

Record of Supervision

Name of Supervisor: _____

Position of person in school: _____

Name of Supervisee: _____

Position of person in 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)