



RAINFORD HIGH

PART OF RAINFORD ACADEMIES TRUST

Rainford High

Safeguarding and Welfare Supervision Policy

Everyone Matters

We expect our community to be polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Guidance Owner	Principal
Scope of the Policy	Rainford Academies Trust
Policy responsibility	Safeguarding Lead
Date initially approved	December 2020
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Next review due	December 2021
Summary of key changes	N/A

Definition

Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team; undertaken by suitably trained professionals.

Purpose

The purpose is for professionals to:

- Reflect on practice.
- Improve the quality of their work.
- Increase understanding of professional issues.
- Achieve agreed objectives and outcomes.

Principles

Supervision must:

- Focus on the child.
- Ensure consistency with St Helens Safeguarding partnership and school/college procedures.
- Provide a safe environment for reflection and professional challenge.
- Acknowledge the emotional impact of the work.
- Recognise and manage feelings and beliefs which may affect the safeguarding of children.
- Identify when a case needs to be escalated using St Helens safeguarding escalation procedures, due to concerns about case progress or other aspects of case management, including ineffective multi-agency working.

Types of Supervision

Supervision will take part in three forms:

- Formal supervision meeting
- Case discussion – this will likely be an unplanned reactive discussion
- Case strategy discussion – this will be when we discuss a safeguarding concern and decide actions

Safeguarding supervision will always keep a focus on the best interests of the children in the school and promote their safety and well-being.

Promoting a safeguarding culture in the school

Supervision will support and strengthen the safeguarding culture we are committed to at Rainford High. Supervision will promote and model the following indicators of a safe Rainford:

- Staff are respectful to all employees as well as children and their parents
- Staff are open about discussing good and poor practice
- Any breach of safeguarding policy or procedure is acted on appropriately
- Any learning (national, local or organisation) is acted upon through a review of policy and procedures and the undertaking of appropriate training
- Leaders model appropriate behaviour (being mindful of the staff code of conduct)
- Staff are knowledgeable about the vulnerability of the children that they look after and fully adhere to child protection and safeguarding policies, and the guidance in part 1 of Keeping Children Safe in Education (2020)
- Staff are aware that abusers may already be in the employment of the organisation, and are clear on the managing allegations procedures
- Children are listened to
- Staff are empowered to challenge poor practice and behaviour
- Whistle-blowing policy and procedures (and other relevant procedures) are in place and staff know how to use them
- St Helens Safeguarding partnership professional dispute resolution procedures are followed where there is professional disagreement.

The Key Functions of safeguarding supervision are:

Management Oversight and Accountability

- The child is central to all decision making activity within the supervision process, so that children receive child focused services that meet their needs.
- The frequency of supervision sessions will be at least once per half term for a formal supervision meeting.
- Practitioners experience supervision as providing an opportunity to reflect, to receive professional challenge and to be supported in providing challenge to others.
- The supervision process evidences management oversight and support that assesses practitioners' compliance, and, professional competence/confidence with regard to adhering to local policies, protocols and procedures, and promotes timely progression of the case.
- The supervision process checks interventions are working effectively to improve outcomes for children:
 - Intervention plans are adhered to, and staff contribute to any reassessment of the plan, so that they have a positive impact on the child, and address the diverse needs of children and young people, including effective communication (particularly EAL and disabilities).
 - Swift, effective action is taken when plans are not working or a deterioration is recognised, and potential vulnerabilities are identified and countered.
 - Parental non-compliance and/or disguised compliance is recognised and acted upon, reported to children's social work appropriately and recorded.
- To provide reflective space to offload in order to analyse on-going concerns and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.
- To review workloads and issues relating to workplace and working practices can be identified and discussed; checking out that our processes are fit for purpose. This includes triangulation of evidence bases, and reviewing needs against thresholds.

Continuing Professional Development: so that practitioners have the knowledge to apply correctly the thresholds and referral processes to support effective and accountable practice, so that:

- Safeguarding children performance and practice is competent, accountable and soundly based in research and practice knowledge; and that staff fully understand their roles, and responsibilities and the scope of their professional and statutory duties.
- Professional development needs with respect to safeguarding practice are considered and supported, including learning from serious case reviews.
- Practitioners are aware of the thresholds guidance, know where to find it and use it to support the making of high quality, evidence based referrals.
- Practitioners are aware of how to make appropriate referrals to all relevant agencies, including safeguarding referrals and out of hours' services.
- Practitioners are clear about the requirement to obtain consent.
- Practitioners are aware of the need to receive feedback on a referral made, and take action to pursue feedback where it is not received.
- Practitioners are aware of where to go for advice regarding a referral if he/she needs clarification; where advice is sought this is recorded.

Multi-agency working: to check out the quality of information sharing including core group work, MASH referrals, early help and other appropriate multi-agency meetings so that:

- There is appropriate involvement and engagement in cases.
- Practitioners are aware of, understand and apply information sharing protocols.
- Practitioners review the evidence, prepare reports (using relevant templates) and actively contribute to multi-agency meetings.
- Records of multi-agency meetings are obtained, relevant actions are followed through and reported on as necessary.
- Practitioners are aware of the St Helens Safeguarding partnership dispute resolution procedures and use these effectively.

Voice of the Child

- Professionals consider what life is like for the child.
- The child's wishes and feelings are gathered and considered in an age appropriate way.
- Diversity and disability issues are appropriately identified, understood, addressed and recorded.

Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of the safeguarding role and responsibilities. This includes support to address the emotional impact of the work where required.
- Clarify boundaries between support, counselling, consultation and confidentiality in supervision.
- Help the worker to explore emotional blocks/barriers to their work.
- Create a safe climate for the worker to look at their practice and the impact it has on them as a person.

Good supervision involves a balance between all five key functions, not always within one session, but certainly over the entire supervision process.

Benefits of Effective Supervision	Impact of Poor Supervision
More accurate assessment and enhanced development of worker	Worker less clear, more rigid
Worker clear and confident in role and task	Child, young person (CYP) or family less confident
User confident in the worker, good relationships built	CYP or family less open, less information given, poorer relationships built
Increased capacity, trust and openness, reduced anxiety, stronger partnership	Assessment weaker, less likely to be shared/agreed
Clearer assessment, more evidenced based, worker and CYP/family clearer about the work being carried out	Plans less likely to be shared/agreed
Worker communicates better with other agencies	Poorer links with other agencies/danger of drift and delay
Plans more informed, owned, implemented and reviewed	CYP and families may be less open, more dependent

Roles and Responsibilities

The 'supervisor' is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Ensuring confidentiality, subject to child and staff safety.
- Creating an effective, sensitive and supportive supervision.
- Providing suitable time and location.
- Agreeing timescales within which supervision takes place.
- Eliminating interruptions.
- Maintaining accurate and clear records.
- Recording supervision on the child protection file.
- Ensuring the school's professional standards are met.
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide an opportunity for staff to raise issues about their experience and diversity.

The 'supervisee' is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Attending regularly, on time and participating actively; being open and honest, raising concerns and seeking support where needed.
- Accepting the mandate to be supervised, and being accountable for any actions.
- Preparing appropriately for supervision sessions.
- Ensuring the recording of supervision is reflective of the particular meeting.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the school's professional standards.

Staff involved in child protection casework, and early help casework, who might need safeguarding supervision	Who might provide safeguarding supervision
Designated Safeguarding Lead (DSL)	Headteacher
Deputy Designated Safeguarding Lead (DDSL)	DSL
Year Heads	DSL, DDSL
Pastoral Leads	DSL, DDSL
SENCO & LAC Co-ordinator	DSL, DDSL
Class teachers	DSL, DDSL, DSO
Teaching Assistants	DSL, DDSL, DSO

Supervision Agenda: Each person in supervision will have their own style and approach, the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener.
- Setting agenda – both parties to input.
- General offload and information sharing.
- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed.
- Check core group meetings etc. attended, minutes received. Any drift and delay? Has this been acted upon? Step down arrangements in place and being monitored?
- Problem solving and finding solutions.
- Recognise and celebrate achievement.
- Job related resource and support needs.
- AOB.

Recording

Recording should follow the principle that:-

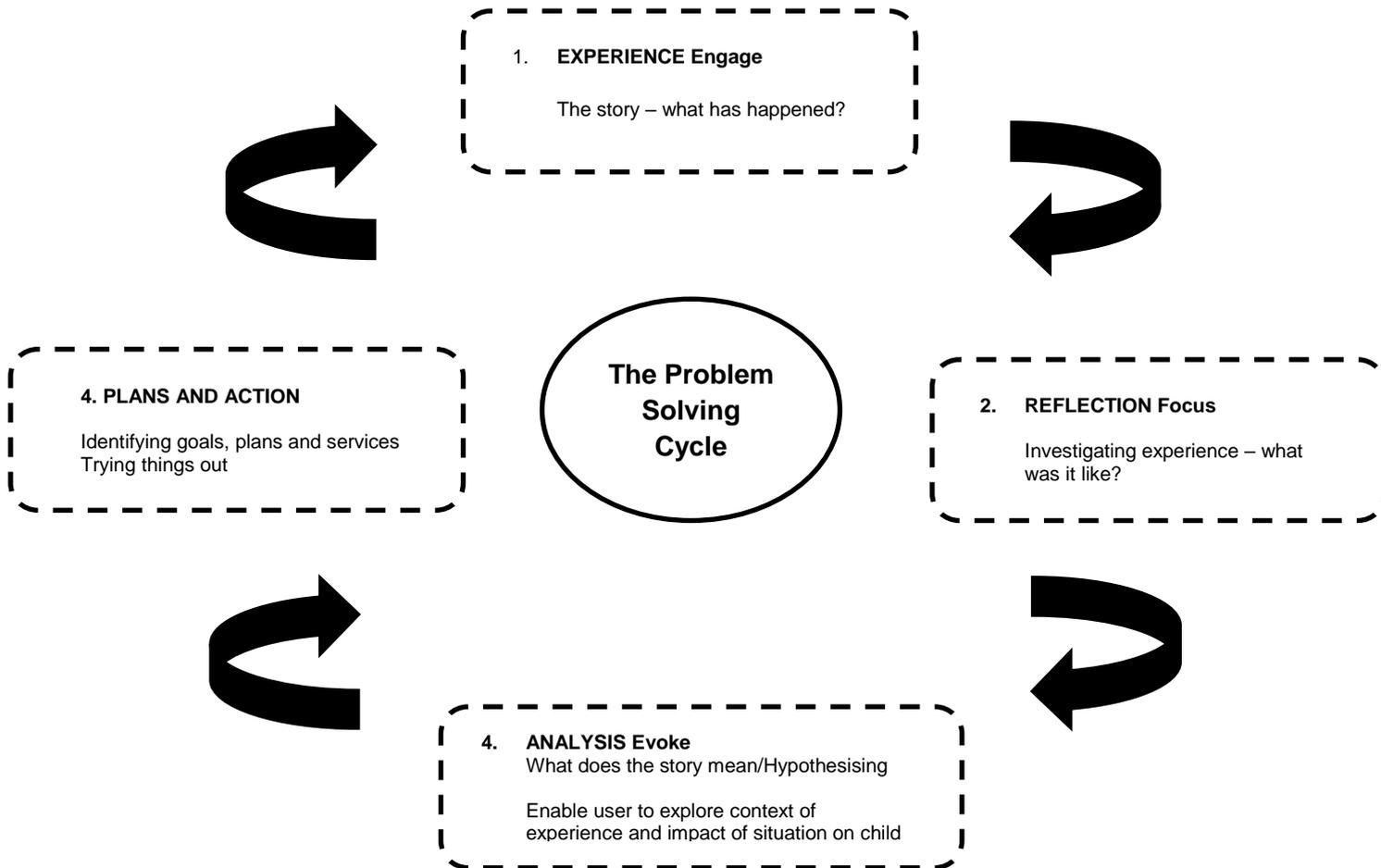
- All supervision sessions must be recorded by the supervisor.
- Records of supervision should be signed and dated by supervisor and supervisee. All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure management decisions of individual cases (CPOMS) through supervision are recorded in the individual child's CP file and referenced on the child's individual chronology (CPOMS).

Quality Assurance

Supervision files will be subject to audit by the trustee for safeguarding. Multi-agency case file audits undertaken by St Helens local authority.

The problem solving cycle

The following model is included to provide a method to ensure reflection and analysis on cases. Often the stages of reflection and analysis are not included and the tendency is to jump directly from the experience to plans and action.



Appendix 2: Example of a supervision agreement

Sample Supervision Agreement

This is an Agreement between and which outlines the agreement for the two-way supervision process.

1. Formal supervision will take place every ... weeks for a maximum of 2 hours. The venue will normally be at
2. Additional ad-hoc supervision will be available as and when required. Any decisions made during such supervision will be recorded on the child or provider's record.
3. Supervision dates will be mutually agreed in advance.

If supervision has to be cancelled for any reason, it is the responsibility of both parties to rearrange as soon as possible.

..... and will try and ensure that the supervision time is uninterrupted (barring emergencies) and that privacy can be maintained.

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.

A record will be kept of supervision discussions. The record of the worker's personal supervision (i.e. worker specific and non-child-related discussions about Professional Development, Personal and Performance matters) will be stored electronically in the designated secure drive. The management supervision template will be used for this. Child-related discussions and decisions will be recorded on student files and a record kept centrally.

Designated Safeguarding Lead Supervision Recording Individual CYP/Family Record

Record of Case Supervision

Name of CYP/Family			
D.O.B. of CYP			
Supervision Date			
Supervisee			
Supervisor/Manager			
Comment about the case			
Concerns (include establishing what the concerns are, and if the case is not moving forward ('stuck') or drift/delay)			
Actions agreed	Yes	No	Not applicable
Actions completed	Yes	No	Not applicable
Concerns referred to supervisor's manager?	Yes	No	Not applicable
This form stored in supervisee's supervision file.	Yes	No	Not applicable
Copy of form placed on child's child protection record.	Yes	No	Not applicable
Entry of supervision recorded on chronology in pupil child protection record	Yes	No	Not applicable

Signature of Supervisor:

.....

Signature of Supervisee:

.....

Appendix 3: Example of supervision record

Record of Safeguarding Supervision

Supervisee	
Supervisor	
Date	

Agenda Items

1. Review of agreed action points from last meeting/matters arising
2. Supervision Prompt Sheet
3. Discussion under 3 key functions
4. AOB and date of next meeting

Review of previous supervision session	
Progress on actions	
Notes of discussion	
Management e.g. <ul style="list-style-type: none"> • Reviewing performance in relation to safeguarding practice • Application of safeguarding policies and procedures • Safeguarding roles and responsibilities • Development and monitoring of action plans • Monitoring safeguarding workload 	
Professional Development e.g. <ul style="list-style-type: none"> • Identifying preferred learning style and barriers to learning • Assessing development needs and identifying learning opportunities • Giving and receiving constructive feedback on performance • Reflecting on learning opportunities undertaken and applying that learning to the workplace 	
Support e.g. <ul style="list-style-type: none"> • Enabling and empowering expression of feelings in relation to the work role 	

<ul style="list-style-type: none"> • Discussion of personal issues impacting on performance at work • Health and safety 			
Names of individual children discussed <i>The details of a discussion of an individual child should be recorded in the child's individual record</i>			
Actions agreed			
Management	Agreed Actions	By whom	By when
Professional Development	Agreed Actions	By whom	By when
Support	Agreed Actions	By whom	By when

Supervisee's signature

Supervisor's signature

Date of Next Meeting

Designated Safeguarding Lead Safeguarding Supervision Prompt Sheet

Supervisor			
Supervisee			
Date			
	Yes	No	Date/Action
Are all concerns logged on schools' child protection concern forms in line with school child protection policy?			
Are DSL concerns and decision making recorded on the child protection concern forms, including identification of threshold of need?			
Are referrals to MASH timely? Is feedback on MASH decisions within 24 hours recorded and acted on, and pursued where response not received? Is the threshold clear?			
Are concerns about open cases (CP/CIN/LAC) shared directly with the social worker allocated to the case? Is this recorded on the file and any actions followed up?			
Do all CP files contain a front sheet including chronology which is up to date and accurate?			
Are audits of CP files undertaken and any issues acted upon?			
Are all Domestic violence notifications recorded appropriately on child protection concerns forms, and appropriate actions taken and recorded?			
CP initial/review conferences, strategy meetings, core group meetings, CIN meetings, LAC meetings, Early Help meetings attended?			
Is there clear oversight of pupils at risk, by threshold, which is up to date? Are all pupils receiving the required intervention/support relevant to the risk? Impact?			
Is drift and delay noted and acted upon? Are challenges both within the organization and to other agencies made in accordance with the St Helens escalation policy.			
All training requirements up to date? (Induction, whole staff, safeguarding leads, governors) Impact?			
Any training needs identified? Any personal support needs identified?			