



# Lingfield Education Trust

## Supervision Policy

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## **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.

*Lead practitioners should have access to high quality supervision. Effective supervision can play a critical role in ensuring a clear focus on a child's welfare and support practitioners to reflect critically on the impact of their decisions on the child and their family. (Working Together 2023)*

Working Together 2023, 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 Child Safeguarding Practice 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:**

Lingfield Education Trust (LET) is committed to ensuring that all our staff members receive the best support possible to fulfil their roles and provide our pupils with high-quality welfare support and education. Therefore this 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. In the most part

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 should also include the discussion and recording of all cases where children are vulnerable.

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.

Within LET we undertake a range of Supervision, in order to ensure best practice and outcomes for vulnerable groups of pupils. Supervision can be both formal and informal. Informal can be a conversation with a colleague at the end of a busy day, with formal supervision planned and dedicated time, to review and reflect upon a specific case.

The policy ensures appropriate guidelines on confidentiality are followed and individual information on children is not taken outside of the school. This follows the expectations of the Data Protection Act and the General Data Protection Regulations.

### **Standards of External Supervision**

Supervision at James Cook Learning 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:**

Supervision at school level should take place at least half termly, where children's cases are discussed and reviewed. These sessions are classed as internal supervision. The approach taken to these sessions will depend on the context of the school.

All schools within the Trust receive at least two annual Trust led external supervision visits. Whilst this is the minimum expectation, there is an open offer of external supervision from Trust

Supervisors allowing School Leaders the opportunity to request supervision at any time in the year.

### **Training for Supervision:**

Staff are trained within the trust to carry out the external supervision offer. Training records are kept within individual schools.

### **Support for Supervision:**

Should there be any unresolved issues from supervision, external advice and support is sought 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.

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).

### **Recording Supervision:**

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 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 to be taken in the protection and safeguarding of the child.

LET uses CPOMS system 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. Records are stored securely and confidentially on the individual child's document vault (CPOMS). 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 the General Data Protection Regulation, 2018. A note will also be made within CPOMS as a new incident under a category of Supervision.

Following a child leaving school, we follow the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need-to-know basis.

It is reported on the LGB safeguarding report when external supervision has taken place, thus providing assurance to Governors that supervision has taken place

### **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.

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

### 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

The frequency of internal supervision should be set depending on the circumstances of the setting. The minimum recommendation for Supervision for schools is at least once per half term so, in total six sessions per academic year. All schools will receive a minimum of two external supervision sessions a year with the open offer of being able to request more if they so wish.

### 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 for External Supervision**

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 agenda will follow the standard agenda as shown in appendix 2 of policy (Supervision Record Form)

Supervision to be recorded by trained supervisor (HT / AHT)

Supervision to be stored by supervisor on CPOMS

Supervision Contract to be reviewed annually.

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

Signed..... Supervisor/Supervisee

Date.....

Signed..... Supervisor/Supervisee

Date.....

## Safeguarding Supervision Record Form

<b><u>Child / Family name:</u></b>		<b><u>Safeguarding category:</u></b>		
<b><u>Historical overview, relevant to session:</u></b>				
Is the case progressing? Yes / No (If no, record over as to why not)	Yes	No	If no please provide detail as to why not.	
What has happened since the last supervision/meeting attended?				
Have the concerns escalated, de-escalated or stayed the same?				
How effective is your role as part of the professional group working with the family?				
What professional challenges need to be made, if any, at the next meeting?				
What are the positives for the child at the present time?				
What are your current concerns for the child?				
What is it like to be the parent / carer, at the present time?				
<b>Actions to be taken:</b>				
Action:	Outcome for the child:	Date to be reviewed/timescale:		

Signed ..... Name..... (Supervisor)

Signed..... Name.....(Supervisee)

Staff Member:		<b><u>Safeguarding category / Incident:</u></b>	
<b><u>Historical / incident Overview:</u></b>			
Reflections of staff Member			
How effective was / is your role as part of the support for this child?			
Are there concerns following incident / approaches moving forward?			
What are the positives for the child / staff at the present time?			
What are your current concerns for the child / staff?			
What is it like to be that child, at the present time?			
How do staff feel as someone working with pupil / family?			
Any additional / revised support school can offer moving forward?			
<b>Actions to be taken:</b>			
Action:		Outcome for the child:	Date to be reviewed/timescale:

Signed ..... Name..... (Supervisor)

Signed..... Name.....(Supervisee)