TAME RIVER EDUCATIONAL TRUST

Great schools in which to learn, teach and belong.

Designated Safeguarding Lead (DSL) and Team in Schools Supervision Policy and Guidance

This is a Tame River Educational Trust. As an employer the Trust will ensure that at every level, in all our work and throughout all aspects of the Trust communities, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, socio-economic background and special educational needs. Our Trust will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our Trust communities. The Trust will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Review Cycle: Two Years
Next Review Date: October 2026
Person Responsible: Trust Lead: SABA
Approving Body: Trust Board

Definition of Safeguarding Supervision

Supervision is a method of supporting staff so they can provide for the needs of their students. 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 policies are followed and standards of practice are maintained therefore promoting a safe culture in our schools.

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 other members of staff in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for students. These objectives and functions are:

1. Competent accountable performance (managerial function)
2. Continuing professional development (developmental/formative function)
3. Personal support (supportive/restorative function)
4. Engaging the staff member with the school (mediation function)

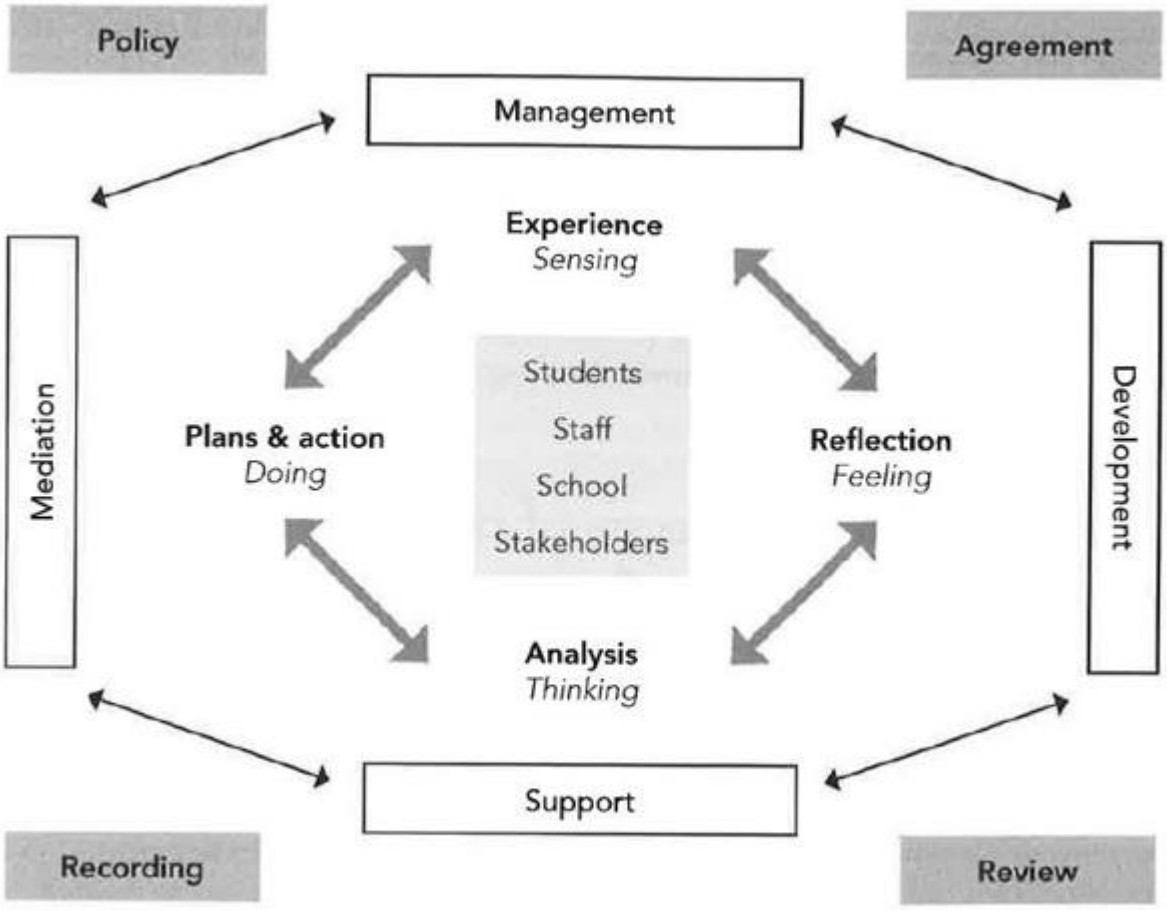


Figure 2.1: 4x4x4 model of supervision. Developed from Morrison T (2005) *Staff Supervision in Social Care* (3rd edition). Brighton: Pavilion Publishing and Media.

2. Purpose of Safeguarding Supervision for Safeguarding teams

The purpose of Safeguarding Supervision is to:

- Provide protected time to reflect on practice
- Provide support with emotional well-being, resilience, picking up on demands and developing coping strategies
- Have an opportunity to off-load, talk about how they are feeling when dealing with distressed students and the impact on their own life. It should feel restorative and help build resilience
- Celebrating success
- Review workloads and time management
- Discuss and seek guidance on specific cases – review action plans, avoid drift. Provide a fresh eye, talk through intolerances, frustrations e.g. with other agencies/systems
- Provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered on areas for improvement
- Allow for issues relating to the work place and to working practices to be identified and discussed including safer working practice and professional boundaries
- Enable an opportunity for reflection, creative thinking and solution focused thinking
- Consider how their role fits with the rest of the school/other services and the community
- Identify achievements and good practice
- Consider appropriate CPD/training needs in relation to the safeguarding role

3. Principles

- Safeguarding supervision is not related to and does not replace appraisal, 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 school SLT/Governors see supervision as an important aspect of the professionals' work and ensure adequate time is provided
- The supervisor may not sit hierarchically above the supervisee e.g. reciprocal arrangements, use of independent supervisor. However, where someone other than the line manager provides supervision, the line manager still provides accountability for the work and should oversee direction of the plan and work for individual children
- Decision making on a child's records should be signed off by the DSL who remains responsible
- Where supervision takes place across schools, confidentiality of individual children and families must be maintained. Case discussions will therefore be anonymised
- The supervisor should have attended supervision training and also be receiving supervision themselves.

4. Models of Supervision at Tame River Education Trust include

- Group of DSL's/Deputies meet across an academy group or local group of schools
- Mixture of group and 1:1 supervision
- Most supervision will be planned but this may be supplemented by informal supervision sessions e.g. in relation to a crisis, need to de-brief after a session with a student

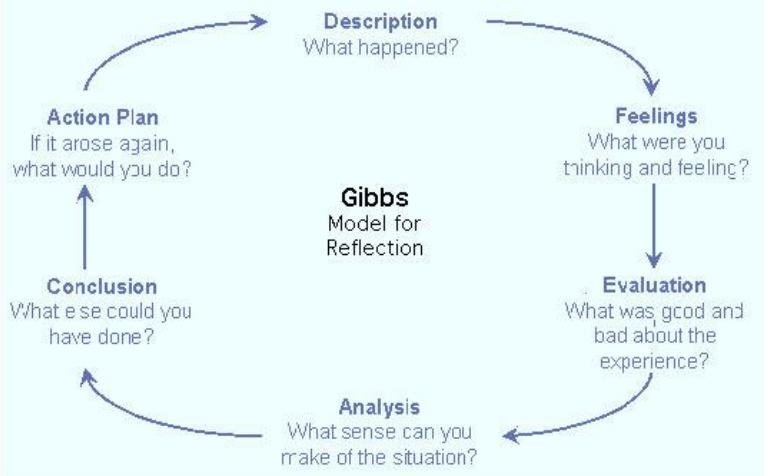
5. Discussion

To reflect on individual cases/scenarios, the supervisor may find it useful to use

- **T**ell me
- **E**xplain to me
- **D**escribe to me

And consider 4 aspects

- SENSE – the story, what happened?
- FEEL – reflection, what was it like?
- THINK – Analysis, what does this mean?
- DO – Action plans, what next?



(Morrison T 2005) The Supervision Cycle Supervision should enable the supervisee to consider the best way to support the pupil's current needs, reflecting on and adapting responses to achieve the best outcome for the pupil.

(Lists of possible questions for supervision can be found in Sturt and Rowe, using Supervision in Schools Appendix 2)

6. Safeguarding Supervision Contract

Every supervisor should agree the terms with their supervisees taking into account:

- Frequency and length of safeguarding supervision
- Location – supervision should take place in a private and uninterrupted space during the working day
- Recording – it is the supervisor's responsibility to record any actions and make sure they are made available to the Supervisee and filed. Both parties need to agree and sign that they are accurate. Records are kept securely. The records themselves must be kept in a format that suits both parties A Recording Sheet is provided at **Appendix C**. Case discussion with any changes in plan approved by the DSL are to go on a child's safeguarding record
- Confidentiality – in general, supervision is considered as confidential, however there will be occasions where confidentiality will be overridden, for example in the case of child protection issues relating to the Supervisee or if not sharing information with senior management could contribute in bringing the school into disrepute, there is a potential disciplinary matter or whistleblowing
- Preparation for supervision – supervisee should identify cases/issues to discuss and start to reflect on these

An agreement is included at **Appendix A**.

Frequency

Staff	Frequency
Newly qualified safeguarding team	Weekly with their Line Manager
All other safeguarding staff and staff in schools	Available as often as needed

Review Cycle: Two Years
Next Review Date: October 2026
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Approving Body: Trust Board

Appendix A

Supervision Agreement

Safeguarding Supervision Contract	
Supervision Agreement:	• Every effort will be made for supervision to take place in an uninterrupted environment • The venue will be TRET Training room, Droylsden Academy, or a mutually convenient location • The preparation for supervision will include identifying cases to discuss and starting reflection on these • If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the Headteacher will be consulted with the agreement of both parties. If the disagreement is with the Headteacher, this should be referred to the Trust CEO with the aim of reaching a resolution. • Supervisors will respect the confidentiality of the Supervisee in all areas except Child Protection – concerns about which need to be referred on or whether information is identified that could bring the organisation into disrepute which may need to be reported via line management, where there is a potential disciplinary matter or whistle blowing. • Any decisions made on individual cases and agreed by the DSL will be entered into an individual child's safeguarding record.

Appendix B

Supervision Agenda

Safeguarding Supervision **Sample Agenda**	
Date	/ /
Time	00:00
Introduction	1. Welcome
	2. Clarify roles and confidentiality
	3. Agreed expectations
Specific case discussions (when appropriate also put on child's safeguarding file)	4. Review notes of previous meeting
	5. Share Experience
	6. Reflections (feelings)
Reflection	7. Analysis – celebrate success and good practice as well as consider what could be improved
	8. Action Planning
	9. Impact of work on individuals professionally or personally and any additional support which may be necessary
	10. Professional practice issues e.g. new policies, quality of performance, safer working practice, professional boundaries, role within school
Development	11. CPD support and access to resources e.g. reflect on recent or forthcoming training development opportunities
Completion	12. Any Other Business (AOB)
	13. Date of Next Supervision

Appendix C

TRET Safeguarding Supervision Facilitators

- Trust Supervision Facilitators are any member of staff across Trust schools, who are DSL trained to a minimum of level 3 safeguarding.

- All staff are welcome to attend supervision

- Human resources can recommend a supervision session to any staff member

- Supervision can be sought from any of the facilitators to suit the preference of the supervisee and skill set of the supervisor

- To book supervision, staff members should contact facilitators directly to arrange an supervision meeting in accordance with this policy.

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Appendix D

Trust Executive Team Advisor – Safeguarding, Attendance, Behaviour and Attitudes

Remit

The Trust Advisor leads the Safeguarding, Attendance, Behaviour and Attitudes Guild.
In accordance with our approach to 'aligned autonomy', as set out in the Trust's Scheme of Delegation, the Safeguarding, Attendance, Behaviour and Attitudes Guild will work within our schools on two particular areas of interest:

1. Safeguarding (latest Ofsted and KCSiE compliance)
2. Attendance, Behaviour and Attitudes (establishing a strong learning culture where behaviour is well managed and students are safe, happy and able to learn)

Areas of Influence

- KCSiE (Keeping Children Safe in Education) compliance
- Development of safeguarding expertise within the Trust
- Supporting delivery of safeguarding training at all levels
- Supervision and guidance of safeguarding staff
- Development of behaviour management strategies
- Behaviour support and interventions
- Guidance and advice around suspensions, permanent exclusions, off-site direction and managed moves
- Strategic planning with the Department of Education (DfE), external agencies and the local authority
- SWIS (Social Workers in Schools) liaison, advice and guidance
- Scorecard 2 (Culture and Climate) accuracy and identification of patterns and areas for exploration
- Attendance – advice and guidance on systems, protocols and interventions
- Advice and guidance on safeguarding cases that reach legal level (court cases, police intervention, etc)

Trust Safeguarding, Attendance, Behaviour and Attitudes Members and Representatives – meeting half-termly

- School Senior Pastoral and Behaviour Lead(s)
- School Senior Designated Safeguarding Lead(s)
- School Senior SEND Lead(s)
- School Senior Attendance Lead(s)
- Other Trust colleagues, as invited
- The Chief Executive (or Headteachers), by prior arrangement with the Chair

Main Roles and Responsibilities of the Trust Lead – Safeguarding, Attendance, Behaviour and Attitudes

- Trust advisor to the Trust Executive Team, working with, and to, the Chief Executive, and advising on Trust-wide matters;
- Lead the Trust's Safeguarding, Attendance, Behaviour and Attitudes Guild and chair Guild meetings;
- Work with the Chief Executive, Chief Operating Officer, Finance Director, HR Managers and school Headteachers to shape the Trust's Safeguarding, Behaviour and Attitudes strategy;
- Work with key Trust leaders and representatives to secure well researched, innovative, high quality and compliant Trust-wide safeguarding practice and highly effective behaviour and support systems leading to very positive student attitudes;
- Lead highly effective partnership working to allow sharing of the latest guidance, research and best practice.