



# Christchurch Infant School

## Designated Safeguarding Lead (DSL) In Schools Supervision Policy and Guidance

<b>Approved by Board of Governors:</b>	<b>October 2022</b>
<b>Next Review Date:</b>	<b>October 2023</b>

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## **Definition of Safeguarding Supervision**

Supervision is a method of supporting staff, so they can provide for the needs of their children. 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. The 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 provides an opportunity to ensure that the schools code of conduct and standards of practice, including teachers standards, are maintained, therefore promoting a safe culture for all. This may be part of supervision, or can take place separately especially where supervision is not given by a DSL.

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 by the school to work with another staff member in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for children. 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)

## **Purpose of Safeguarding Supervision for DSLs**

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, plan forthcoming actions.
- provide another perspective, 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 focussed 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

## Principles

- Safeguarding supervision is not related to and does not replace appraisal, but should compliment 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 should 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 or with an independent person, 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

## Models of Supervision at Christchurch Infant School

- Attendance at DSL forums
- Group and/or 1:1 supervision
- Supervision will be planned regularly for DSL's, 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
- Discussion

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

### 4x4x4 Supervision cycle (Morrison T 2005)

- SENSE – the experience or story, what happened?
- FEEL – reflection, what was it like/emotions felt?
- THINK – Analysis, what does this mean/perspective?
- DO – Action plans, what next?

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)

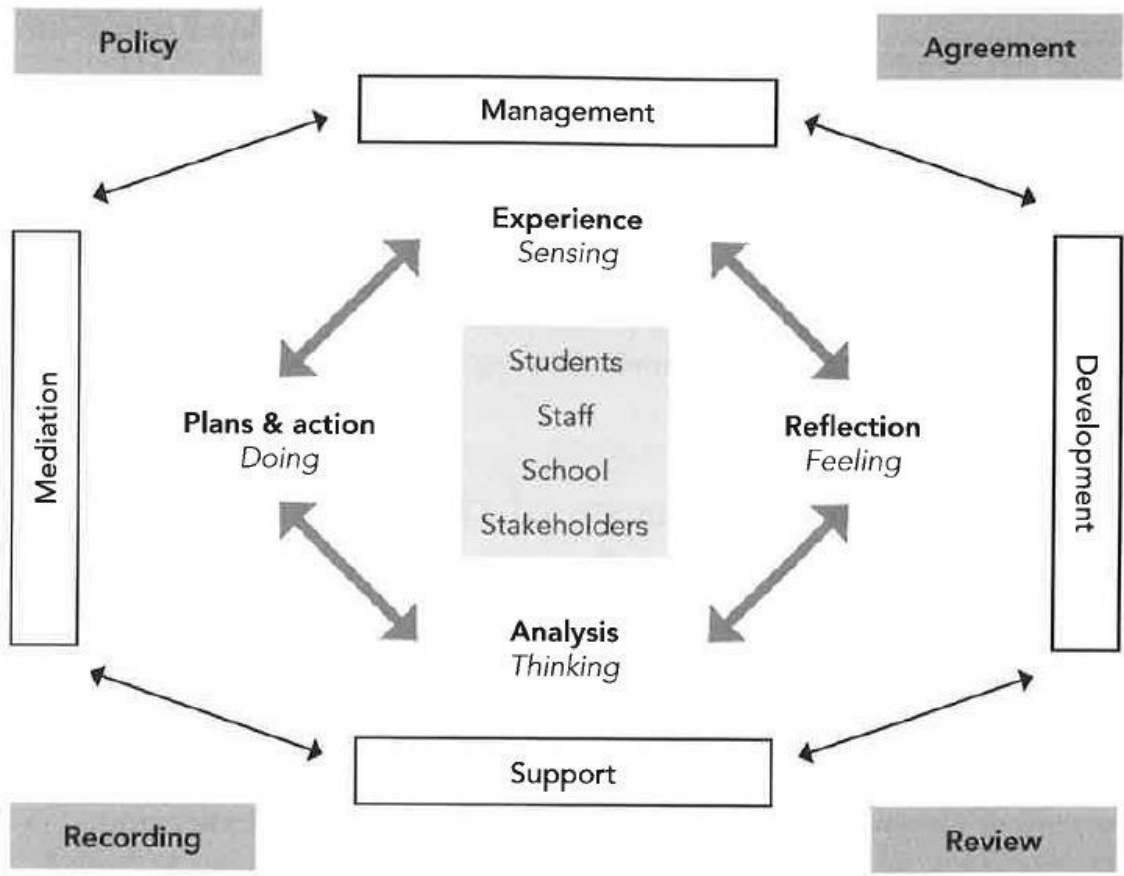


Figure 2.1: 4x4x4 model of supervision. Developed from Morrison T (2005) *Staff Supervision in Social Care* (3rd edition). Brighton: Pavilion Publishing and Media.

## Safeguarding Supervision Contract

Every supervisor should make a written contract / agreement 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 take notes and make sure they are made available to the Supervisee and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties however a summary sheet of actions will be completed during or immediately after the session. A Recording Sheet is provided at **Appendix B**. 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 school 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

A contract is included at **Appendix A**.

## Entitlement to Safeguarding Supervision

It is important that safeguarding supervision is provided to the DSLs. If a DSL is not receiving safeguarding supervision at the required frequency during the year they should:

- in the first instance discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process; or
- if a solution is not agreed, the supervisee should raise the issue with their Principal.



## Supervision Contract

Appendix A

Safeguarding Supervision Contract			
<b>Supervisee:</b>	[Enter Name and Role]		
<b>Supervisor:</b>	[Enter Name and Role]		
<b>Agreed Date:</b>	/ /	<b>Review Date:</b>	/ /
<b>Supervision Agreement:</b>	<ul style="list-style-type: none"> <li>Safeguarding supervision will be undertaken each halfterm) or sooner if requested and will be for 1 hour)</li> <li>Every effort will be made for supervision to take place in an uninterrupted environment. The venue will be in the DSL's own office or off site.</li> <li>The preparation for supervision will include identifying cases to discuss and starting reflection on these</li> <li>Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement.</li> <li>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 Chair of Governors with the aim of reaching a resolution</li> <li>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</li> <li>Notes and agreed actions will be recorded, signed, shared and kept securely in an agreed format</li> <li>Any decisions made on individual cases and agreed by the DSL will be entered into an individual child's safeguarding record</li> </ul>		
<b>Supervisee:</b>	[Insert signature]	<b>Date:</b>	/ /
<b>Supervisor:</b>	[Insert signature]	<b>Date:</b>	/ /



Supervision Agenda

Designated Safeguarding Lead (DSL) – Safeguarding Supervision			
A G E N D A			
Date: / /		Time:	
Introduction	Welcome		
	Clarify roles and confidentiality		
	Agreed expectations		
Specific case discussions (when appropriate also put on Myconcern)	Review notes of previous meeting		
	Share Experience		
	Reflections (feelings)		
Reflection	Analysis – celebrate success/ good practice/ improvements		
	Action Planning	Action	Completion Date
	Impact of work professionally or personally and additional support which may be necessary		
	Professional practice issues e.g. new policies, quality of performance, safer working practice, professional boundaries, role within school		
Development	CPD support and access to resources		
Completion	Date of Next Supervision		



