



Co-op Academy
Nightingale

'Improving Safeguarding Practice'

Supervision: Policy and Guidance
September 2017

A Framework for Supervision

Introduction

Supervision is a fundamental task that managers will undertake to support the development of their staff's skills and practices in the safeguarding of children in their care. Following the inquiry of Victoria Climbié Lord Laming stated that:-

*“All staff working directly with children must be regularly supervised”
(Lord Laming Victoria Climbié Inquiry Report 2003)*

In 2011 the Education Service were involved in a Learning Lessons Review. The Learning Lessons Review recommended the development and implementation of a supervision policy and accountability framework for use in schools and clusters

This framework provides an understanding about the requirements and processes of supervision.

Supervision

There are different types of supervision, eg informal and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often on-going in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session. Significant issues discussed through informal supervision should be recorded properly the caseworker and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the named senior designated leader/officer for child protection in the school, or the identified appropriately trained lead for cluster staff.

The Key Functions of supervision are the 3 Ps

1. Performance Management

- Ensure that safeguarding children, performance and practice is competent, accountable and soundly based in research and practice knowledge
- Ensure that safeguarding children practice is consistent with the Leeds Safeguarding Children Board, West Yorkshire Consortium Procedures and organisational procedures.
- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning .

2. Professional Development

- Ensure that professional development needs with respect to safeguarding practice are considered and supported.

3. Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

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

DSL = Designated Safeguarding Lead

SDS = Senior Designated Staff

ADS = Additional Designated Staff

DSL – S. Woodland – to see external supervision as appropriate and lead / manage supervision for colleagues.

SDS - H Crispin, to be supervised by K Jones.

ADS – to be supervised by H Crispin.

SDS to receive Formal Supervision fortnightly.

ADS to be supervised as required depending on whether they are leading/holding a case.

Therapeutic Supervision is provided by Ann Dix through Dragon Fly Therapies – sessions to be arranged by Lead DSL and SDS as required.

At all formal supervision meetings, DSL's are to present 3 cases for auditing. They will use the audit tool at [Appendix 4](#) – actions from previous meetings will also be checked.

A. Roles and Responsibility

The Supervisor is responsible for:-

- Sharing the responsibility for making the supervisory relationship work
- Ensuring confidentiality, subject to service user and staff safety
- Creating an effective sensitive and supportive supervision
- Providing suitable time and location
- Agree the timescales within which supervision takes place.
- Eliminating interruptions
- Maintaining accurate and clear records
- Ensuring that the supervision contract has been agreed and reviewed annually.
- Ensuring the Organisation'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 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 and on time, participating actively and bringing their agenda.
- 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.
- Ensure that the contract has been agreed and reviewed annually.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the organisation's professional standards

Group supervision

In some cases it may be necessary or appropriate to conduct a group supervision session, where there may be several staff involved in direct work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

When a group supervision process is the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:-

- The group should clarify and agree the boundaries of confidentiality
- The records should reflect that this was a group supervision

B Contract

The contract between a supervisee and a supervisor should clearly outline's the responsibilities and expectations of both parties as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract should form part of the supervision records and should be reviewed annually. [\(See Appendix 2 for contract\)](#)

C Frequency of Supervision

The frequency of supervision is highlighted on the contract form under the section "supervisor's responsibilities". The frequency of supervision will be dependent on the role you play within the organisation, your skills, experiences, team requirements and Government guidelines. Good practice indicates that the sessions should be regular and frequent enough to provide the support and oversight needed. The minimum need is usually one hour every month for staff who are case holders or who manage complex cases.

The supervisor and supervisee should agree on the duration and frequency of supervision taking into account the experience of the supervisee and the complexity of work. It will be appropriate to arrange for more frequent supervision for staff who are newly qualified or new to Children's Services but also if there are particular pieces of work which need more time in supervision.

D Recording

Recording should follow the principle that:-

- The contract is the initial record of agreement between both parties
- All supervision sessions must be recorded by the Supervisor ([Extended notes are recorded on Appendix 1 and this forms the basis of the supervision record](#)).
- Records of supervision should be signed off 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 case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation ([See Appendix 1 for decision record](#)), hand written records must be legible.
- The standard format supplied in the appendices should be used as a framework for recording purposes. It is available as an electronic version on Infobase Child Protection Team documents page or electronically from the Integrated Safeguarding Unit Early Help and Education team on 0113 395 1211.

E Quality Assurance

There is a critical link between good quality regular supervision and good outcomes for service users

- Supervision files will be subject to inspection and audit which may include checking your file to ensure that supervision is taking place.

F Entitlement

It is important that supervision is provided. If you are a member of staff who is not receiving supervision at the required frequency during the year they should:-

- In the first instance arrange a one to one with their supervisor to discuss and resolve, where possible.
- If they are unable to find a solution, school staff should request a three way meeting between their supervisor, line manager or the head teacher/ head of service(or in the instance that the head teacher is also the supervisor a governor) and supervisee. The difficulties should be discussed and outcomes agreed.
- If the matter is not resolved for cluster staff, they should request a three way meeting between their supervisor, line manager /or if appropriate Cluster Chair or Targeted services leader. The difficulties should be discussed and outcomes agreed.

NB this entitlement should be clearly agreed and defined in the supervision contract agreed by both parties at the start of the supervision process. ([See Appendix 2 supervision contract2](#)).

G Capacity to deliver supervision

Workers who are providing casework and child protection support need to be provided with supervision relevant to their role. If such expertise is not available within agency then there are two avenues for support. Training is available from the Integrating safeguarding team on a regular basis. If someone is interested in looking at other ways of providing supervision e.g. peer supervision please contact the family support and parenting team on 0113 224 3696.

Appendix 1: Supervision decision record to go on individual child file.

Nightingale Primary Academy

Supervision Decision Record – Individual CYP/Family record

Name of Child /Young Person/Family: d.o.b. of child

Supervision Date:

Supervisee:

Supervisor/Manager:

Brief synopsis of safeguarding history if appropriate:

Concerns:

Actions agreed: (to be completed post session).

Signature of Manager/Supervisor and date :

Nightingale Primary Academy

Purpose of supervision

1. Supervisors statement

Supervision is a way of ensuring accountable decision making and safe outcomes for children. The supervisor's role is to ensure that staff and those directly involved in casework and child protection are coping both physically and emotionally with the demands of the role and are handling the work suitably and professionally. It also provides the worker with a forum to reflect on the content, process and progress of their work. The supervision record will identify agreed action points and we will review these at each supervision session.

Supervision should be undertaken on a regular basis, with designated staff responsible for or working with identified vulnerable children and/or their families. It should include cases with children who are subject to a child protection care plan, children with social care involvement, children giving cause for concern, children looked after (LAC) and children subject to a CAF or where staff are case holders for a family support and parenting service and plan or the case has been de-escalated from social care .

2. Supervision for school/cluster staff

Should take place at a minimum interval of every four weeks. This may increase if there is a need, supervision should last approx. an hour.

Supervisor's responsibilities and expectations

- The Supervisor will meet with the supervisee a minimum of every four weeks these will commence.....& will be located in a confidential space which is appropriate and free from distraction.
- To undertake an open and honest discussion re cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies including the cluster guidance and support meetings.
- Discussion will focus on any current identified child protection cases, social care de-escalations and any identified vulnerable child /family where there are general safeguarding issues, or a CAF in place, or a family support plan or casework is being undertaken .
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work & training will be included.

Supervisee's responsibilities

- Open and honest discussion re cases that the staff are working with and have responsibility for.
- Implement actions to be taken to protect any child where there is reason to believe a child is at risk of harm.
- Implement actions to meet agreed outcomes for the child /family.
- Agree to inform other professionals where they are involved with families of any information that may impact on a child's safety. Discuss the appropriate referral to other agencies including the cluster guidance and support meetings.
- To ensure all relevant information is recorded within the child/family file.
- To ensure that the child/family action plan sheet is completed, per case at each supervision and stored in the child/family file

In the event of a Serious Case Review (SCR) these records will be used as evidence as part of Internal Management Review (IMR).

In the event that there is unresolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together with _____ to ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

Supervisee signed.....Date

Supervisor signed.....Date

This contract should be reviewed on an annual basis

Date of review of contract

Signed.....

Appendix 3: Supervision record

NB: This pro-forma can be altered to reflect individual and organisational needs and be adapted to the setting.

Name of Supervisee: Name of Supervisor

Date:.....

Details of holidays, sickness absence and training undertaken since last supervision

.....

Please indicate if the cases discussed represent ALL current cases or a sample

.....

Agenda Items

1. Review of agreed action points from last meeting/matters arising
2. Supervision notes- Child record
- 3 Team/General issues impacting safeguarding practice: including training, development, wellbeing
4. AOB & date of next meeting

PART A (for completion by the worker)

Family name:

.....

Children's names:

.....

.....

Ages:

.....

Current Status (eg: CIN, CPP, LAC, CAF etc):

Details of any change in status and date:

.....

Summary of events since last supervision:

.....

.....

.....

Your Actions taken:

.....
.....
.....

Identified Risks/Issues:

.....
.....
.....

Safety/Protective Factors:

.....
.....
.....

Strengths/Positives:

.....
.....
.....

What is your role with this family?

.....

PART B – Supervisors Supervision Case discussion: for completion by supervisor

Actions agreed:

.....
.....

Delivery plans discussed:

.....
.....

Any outstanding actions?

.....
.....

AOB :

.....

Name of Supervisor:

.....

Date:

Date of Next Meeting.....

Supervisee's signature.....

Supervisor's signature.....



NIGHTINGALE PRIMARY ACADEMY

Safeguarding Supervision - Case File Audit Tool

Section 1: Key Information of Audit

<p>Child's/young person's UPN No:</p>	<p>Date of audit:</p>
<p>Child's/young person's Name:</p>	<p>Child's/young person's DOB:</p>
<p>Safeguarding Supervisor/Lead Auditor:</p>	<p>Safeguarding Supervisee/Auditor:</p>
<p>Records reviewed:</p>	<p>Corrective actions: Have corrective actions been recommended during the audit? Yes / No</p>

eg: CP file

Final date for completed actions been agreed? **Yes / No**

Section 2: Documentation/information to check and evidence:

	Documentation/information to check	Evidence	Corrective Actions (if necessary)	Final date for corrective actions to be completed
1	Are records stored securely with limited access?			
2	Evidence of an up to date chronology sheet in the file?			
3	Evidence of the information /documents contained within the file are in chronological order?			
4	Evidence of the information provided format/language that can be easily understood by others? Eg, other des. CP staff or Ed & Early Start Safeguarding Team			
5	Records show effective identification and management of risk of harm?			

6	Evidence that CP concerns are followed up appropriately and in a timely manner to the safeguard the child?			
7	Evidence that cause for concern forms are fully completed, signed dated in full and outcome recorded?			
8	Evidence of support of the child? eg, IEPs, IBPs, CAFs)			
9	Evidence of multi agency work?			
10	Evidence that any requests for service to Social Care were made in a timely manner?			
11	Evidence of school attendance at CP conferences and reviews?			
12	Records of any serious behavioural incidents? This should also include follow up actions and outcomes eg, any sanctions put in place or any contact with parents			
13	Evidence of work with the family ? eg, parent's views sought regarding case decisions?			
14	Evidence that the child's feelings			

	and views were sought?			
15	Evidence of action taken to address any attendance issues?			
16	In cases where the child has had a fixed term exclusion, is there evidence of a multi agency risk assessment meeting being held? (inline with local procedures to safeguard the child)			
17	Records for a child with medical needs are appropriate and up to date?			

Section 8:

General Comments:

Section 9:

Please make a judgement based on your audit findings and your overall view of the records (Please indicate 1, 2 or 3).

1. Records are poor
2. Records are satisfactory
3. Records are good

Next Stage:

Any issues identified on the corrective action column should be discussed with supervisee and ensure a process put in place to review the same supervisee's records within an identified timeframe.