





Fioretti Trust

Name of Policy

Supervision

(Safeguarding Supervision for DSLs)

<u>Supervision</u>	<u>Written By</u>	<u>Committee Responsible</u>	<u>Regularity of review</u>	STATUTORY	
<u>Policy</u>	Sarah Campbell-Swords - Head of Safeguarding	Trust Board	Annual; or more frequent if required		
<u>Version</u>	<u>Date Proposed</u>	<u>Date Accepted</u>	<u>Date of next review</u>	<u>Signature</u> <u>(Chair of Trust)</u>	<u>Reason for revision</u>
Version 0.01	01.12.2020	08.12.2020	Autumn Term 2021		First agreed Supervision Policy for the trust.
Version 0.02	30.11.21	07.12.2021	December 2022		Updates: KCSIE
Version 0.03	29.11.22	06.12.2022	December 2023		No updates
Version 0.04	28.11.23	05.12.2023	December 2024		KCSIE 2024

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Version 0.05	4/7/24		Summer 2 2025		Addition of external supervision
Version 0.05	16/09/2025		Autumn 1 2026		KCSIE 2025

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Introduction:

The Fioretti Trust highly values the work that its staff undertake to safeguard and protect the children within our schools. It is acknowledged that these responsibilities can have a lasting and detrimental impact on the staff if they are not provided with the correct level of support. Regarding safeguarding, this support comes in the form of supervision; a key strategy to ensure our staff are healthy, feel supported, and can achieve the best outcomes for all our pupils. The following policy sets out expectations for supervision within our schools.

Definition

Supervision is an accountable process that 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 Trust, local, and school 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

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 for our trust.

Supervision will promote and model the following indicators of a safe school:

- 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

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- Any learning (school, trust, national, local, or organisation) is acted upon through a review of policy and procedures and the undertaking of appropriate training
- Leaders model appropriate behaviour.
- 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 of Keeping Children Safe in Education
- Staff are aware that abusers may already be in the employment of the organisation, and are clear on the management of 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
- 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 meets statutory expectations of at least being carried out termly.
- 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 about adhering to local policies, protocols, and procedures, and promotes timely progression of the case.
- The supervision process checks that 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 to analyse ongoing 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 the workplace and working practices can be identified and discussed, checking that our processes are fit for purpose. This includes triangulation of evidence bases and reviewing needs against thresholds.

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

- Safeguarding children's performance and practice is competent, accountable, and soundly based in research and practice knowledge; and that staff fully understand their roles, 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 threshold's 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 need clarification; when advice is sought, this is recorded.
- **Multi-agency working:** to check out the quality of information sharing, including core group work, MASH, 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 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.

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- Diversity and disability issues are appropriately identified, understood, addressed and recorded.

Personal Support

- To provide reflective space for the supervisee(s) 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(s) to explore emotional blocks/barriers to their work.
- Create a safe climate for the worker(s) 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(s)	Worker(s) are less clear, more rigid
Worker(s) are clear and confident in their role and task	Child, young person (CYP) or family less confident
User is confident in the worker(s), and good relationships have been built	CYP or family are less open, have less information, and poorer relationships are built
Increased capacity, trust, and openness, reduced anxiety, stronger partnership	Assessment is weaker, less likely to be shared/agreed upon
Clearer assessment, more evidence-based, workers and CYP/family clearer about the work being carried out	Plans are less likely to be shared/agreed upon
Worker(s) communicate better with other agencies	Poorer links with other agencies/danger of drift, and delay
Plans are more informed, owned, implemented, and reviewed	CYP and families may be less open, more dependent

Roles and Responsibilities

It is the responsibility of the trust's Head of safeguarding to ensure supervision is taking place in each school, carry out supervision for the lead DSL's and oversee the facilitation of external supervision.

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 a suitable time and location.
- Agreeing on timescales within which supervision takes place.
- Eliminating interruptions.
- Protecting the time needed to carry out supervision.
- Maintaining accurate and clear records.
- 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(s)' 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 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?
Head of Trust, Head Teachers, Head of Safeguarding/ Lead DSLs	External Supervision by Emma Lewry Ltd
Designated Safeguarding Leads (DSL)	Head of Safeguarding – Sarah Campbell-Swords
Deputy Designated Safeguarding Lead (DDSL)	Lead DSLs, Head of Safeguarding, Sarah Campbell-Swords
Pastoral Team	External supervision, Head of SG, Lead DSLs
LAC Lead	Head of Safeguarding, Lead DSLs

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EYFS Staff	Lead DSL's,
SENCO/LAC Co-ordinator	Lead DSL, DDSL,
Class teachers	Lead DSL, DDSL, Pastoral Team
Teaching Assistants	Lead DSL, DDSL, Pastoral Team

Supervision in EYFS

Fioretti Trust aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality of learning and development experiences they offer for children.

The Early Years Foundation Stage (**EYFS**) Welfare Requirements, April 2017, states:

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness.

(EYFS 3.22)

Supervision is an individual meeting between a manager and staff members, including teaching assistants, in order to support their roles as key persons working with children and their families.

EYFS supervision will take place termly on an individual or group basis. In addition, ad-hoc supervision sessions will take place as needed. The supervisor will be the lead DSL for each school.

Supervision Strategies

Supervision should be undertaken with designated staff responsible for or working with identified vulnerable children and/or their families. It should include all staff

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working with children who are subject to a child protection or child in need plan, children with social care involvement, children looked after (LAC), and children subject to early help support through case work and/or early help assessment at thresholds 1, 2, or 3.

Supervision is an ongoing process that takes place in various ways.

Trust Level Supervision:

This will usually be carried out by Sarah Campbell-Swords, Head of Safeguarding for the trust. This is a formal process and will include the lead DSLs and Safeguarding Teams from all schools within the trust. It will be an individual or group session and recorded using the trust supervision paperwork (see Appendix B).

In both group and individual supervision sessions, the roles and responsibilities of the supervisor and supervisee(s) should be the same, with the added principles:

- The group should clarify and agree on the boundaries of confidentiality
- The records should reflect that this was a group supervision (Appendix B)

Internal Supervision: Usually carried out by the DSL of the school and is a formal process with an agreed agenda and approach (using the same paperwork to record Appendix B). This can be carried out on a one-to-one basis or as part of group supervision sessions.

In both group and individual supervision sessions, the roles and responsibilities of the supervisor and supervisee(s) should be the same, with the added principles:

- The group should clarify and agree on the boundaries of confidentiality
- The records should reflect that this was a group supervision Appendix B).

External Supervision: The trust has employed an external supervisor to carry out supervision with the Head of Safeguarding and any members of staff within the trust who need additional supervision. The trust recognises that External supervision can provide a fresh perspective, guidance, and support to individuals in their work, helping them to improve their skills and avoid burnout. It can also help to ensure accountability and maintain professional standards. Through this model, the trust can ensure that all members of staff are provided with supervision in line with guidance.

Unplanned or “ad-hoc” supervision: The pace of work and change and the frequency of supervision means that staff often have to 'check something out' with a supervisor, obtain a decision, or gain permission to do something in between formal supervision sessions. In addition, staff who work in schools where there are a lot of child protection concerns will be working closely with their supervisor and

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often communicating daily about thresholds, decision making, disagreements between agencies, etc.

This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However, the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- Any decisions made about a child or family should be clearly recorded on the child's records as appropriate.
- Where supervisee(s) and supervisors work closely together, this does not negate the need for private one-to-one time together regularly. The focus of these sessions is wholly on the individual, their development, performance, and any issues arising from their work that do not arise on a day-to-day basis. These supervision meetings should
- All 'ad-hoc' supervision will be recorded on CPOMS under the tab Ad-Hoc Supervision.

Frequency of Safeguarding Supervision

The frequency of supervision will be dependent on the role the supervisee(s) play within the organisation, their skills, experiences, team requirements, and Government guidelines. The expectation in schools is that all those who require supervision will have this **at least once a term**.

The supervisor and supervisee(s) should agree on the duration and frequency of supervision, considering individual experience and the complexity of individual cases. It will be appropriate to arrange for more frequent or additional support for staff who are newly qualified, and also if there are specific circumstances such as personal difficulties or relationships, performance issues, or levels of stress. Further staff support could include:

- Stress Risk Assessment undertaken by the line manager.
- Use of the external supervision service.
- Referral to Occupational Health for one-to-one counselling.

Supervision Agreement: A sample supervision contract is provided in Appendix A. By the end of the *THIRD* session, it is expected that a supervision contract has been discussed by both parties, signed, and copied to the file. These agreements reinforce the shared responsibility for the success and implementation of supervision.

Preparing for supervision: All parties should prepare themselves for the meeting, including:

- Review previous notes and agreed actions – on-going between sessions.

- Hold any preparatory discussions if needed, to ensure the meeting has maximum impact.
- Alert each other if there are new big agenda items.

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.

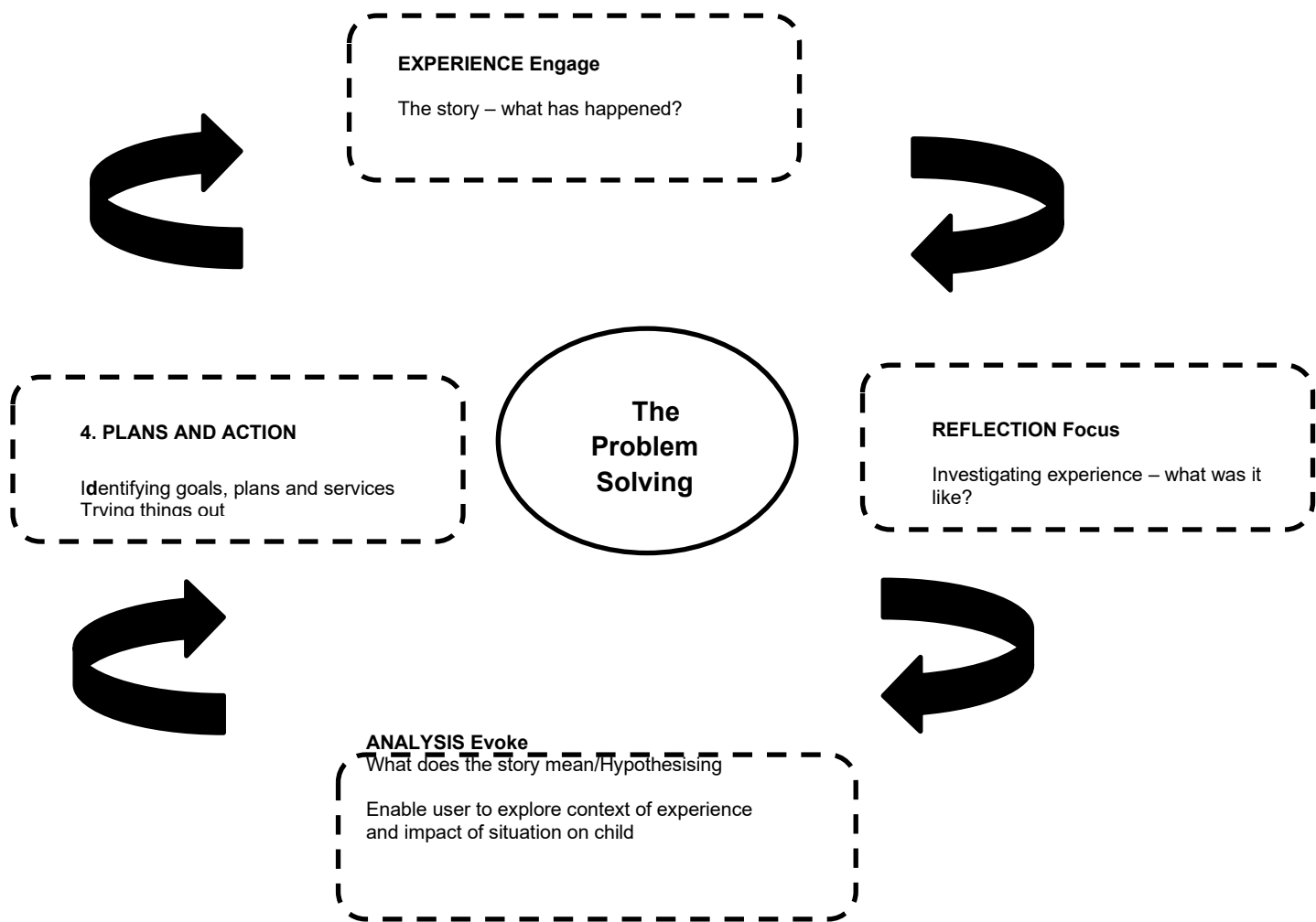
- Welcome
- Clarify role and confidentiality
- Agreed Expectations
- Review Notes of previous meeting
- Share Experience
- Reflections (feelings)
- Analysis –celebrate success and good practice as well as consider what could be improved
- Action Plan
- Impact of work on individuals professionally or personally, and any additional support which may be necessary
- Professional practice issues, e.g., new policies, quality of performance, safer working practice, professional boundaries, role within school.
- CPD support and access to resources, e.g., reflect on recent or forthcoming training development opportunities
- Any Other Business
- Date of next supervision

Location/environment: Creating the right environment is an important element, but we must accept that this is not always possible within school; however, we should strive to:

- Have a quiet private space to allow for open discussion.
- Keep the time needed as sacred with no interruptions (where possible).
- Ensure a relaxed atmosphere, possibly with refreshments (where possible)
- Try to avoid telephone interruptions.
- Prioritise this time and avoid interruptions.
- Make sure you keep to the agreed-upon starting and stopping times.
- Consider the time of day supervision is scheduled.

The problem-solving cycle

The following model is included to provide a method to ensure reflection and analysis of 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.



Recording

Recording should follow the principle that:-

- All supervision sessions must be recorded Appendix B).
- Records of supervision should be signed and dated by the supervisor and supervisee(s). 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 through supervision are recorded in the individual child's CP file and referenced on the child's individual chronology.

Training

All managers who provide supervision should be appropriately trained in order that they can recognise and assess any safeguarding issues. Practitioners should be provided with support and/or training in order to ensure that supervision is effective. In addition, supervisors should receive regular supervisor supervision, either one-to-one or as a group.

Entitlement

It is important that safeguarding supervision is provided. If an individual is not receiving safeguarding supervision at the required frequency during the year, they should:

- In the first instance supervisee(s) should always discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process.
- If a solution is not agreed, the supervisee(s) should raise the issue with the Safeguarding Champion and continue to escalate to the Head of Trust within the organisation until resolved.

Appendix A

Supervision Contract

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Safeguarding Supervision Contract			
Supervisee:	[Enter Name and Role]		
Supervisor:	[Enter Name and Role]		
Agreed Date:	/ /	Review Date:	/ /
Supervision Agreement:	<ul style="list-style-type: none"> • Safeguarding supervision will be undertaken each half term. or sooner if requested, and will be for 1 hour. • Every effort will be made for supervision to take place in an uninterrupted environment. The venue will be... • The preparation for supervision will include identifying cases to discuss and starting a reflection on these • Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement. • If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the principal will be consulted with the agreement of both parties. If the disagreement is with the Principal, 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. • Notes and agreed actions will be recorded, signed, shared, and kept securely in an agreed format • Any decisions made on individual cases and agreed by the DSL will be entered into an individual child's safeguarding record 		
Supervisee:	[Insert signature]	Date:	/ /
Supervisor:	[Insert signature]	Date:	/ /

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Appendix B

Supervision Agenda

Designated Safeguarding Lead (DSL) – Safeguarding Supervision	
A G E N D A	
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

Safeguarding Supervision Notes and Action
Template

Item	Notes	Agreed Action	By Whom	By Date
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /

Name	Role	Signature	Date Agreed
	Supervisee(s)		/ /
	Supervisor		/ /