

Supervision Policy

This policy supersedes all other **Supervision** policies

Approved by:	Board of Trustees
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1. 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. Fioretti Trust recognises that effective safeguarding supervision also contributes to staff wellbeing, professional resilience, retention, and safeguarding effectiveness. This policy supports the Trust's safeguarding duties under the most recent Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and the EYFS framework.

2. 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.

3. 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.

4. 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.

5. Promoting a Safeguarding Culture in 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.
- 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 they look after and fully adhere to child protection and safeguarding policies, and the guidance of KCSIE.
- 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.

6. Key Functions of Safeguarding Supervision

6.1. 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 Fioretti expectation is that safeguarding supervision is carried out at least termly, with additional sessions arranged according to need, complexity, or risk. External supervision will be offered to support the most complex cases.

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, 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 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, checking that our processes are fit for purpose. This includes triangulation of evidence bases and reviewing needs against thresholds.

6.2. Continuing Professional Development

To ensure that staff know how to apply correctly the thresholds and referral processes to support effective and accountable practice, so that:

- Safeguarding 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.



- Staff are aware of the thresholds guidance, know where to find it, and use it to support the making of high-quality, evidence-based referrals.
- Staff are aware of how to make appropriate referrals to all relevant agencies, including safeguarding referrals and out-of-hours services.
- Staff are clear about the requirement to obtain consent.
- Staff are aware of the need to receive feedback on a referral made and take action to pursue feedback where it is not received.
- Staff are aware of where to go for advice regarding a referral if they need clarification; when advice is sought, this is recorded on CPOMS.

6.3. Multi-Agency Working

To check 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.
- Staff are aware of, understand, and apply information sharing protocols.
- Staff 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.
- Staff are aware of dispute resolution procedures and use these effectively.

6.4. Voice of the Child

- Staff consider what life is like for the child.
- The child's wishes and feelings are gathered and considered in an age-appropriate way.
- Diversity and disability issues are appropriately identified, understood, addressed and recorded.

6.5. 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 staff to explore emotional blocks/barriers to their work.
- Create a safe climate for staff 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.

7. Benefits of Effective Supervision

Benefits of Effective Supervision	Impact of Poor Supervision
More accurate assessment and enhanced development of staff	Staff are less clear, more rigid
Staff are clear and confident in their role and task	Child, young person (CYP) or family less confident
Child/young person is confident in the staff, 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,	Assessment is weaker, less likely to be



reduced anxiety, stronger partnership	shared/agreed upon
Clearer assessment, more evidence-based; workers and CYP/family clearer about the work	Plans are less likely to be shared/agreed upon
Staff 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

8. Roles and Responsibilities

It is the responsibility of the Fioretti Trust's Head of Safeguarding to ensure supervision is taking place in each school, carry out supervision for the lead DSLs and oversee the facilitation of external supervision.

The Supervisor is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Ensuring confidentiality where appropriate. Confidentiality cannot be guaranteed where information indicates that a child or adult may be at risk of harm, or where information must be shared in line with safeguarding, disciplinary, or legal procedures.
- Creating an effective, sensitive, and supportive supervision.
- Providing a suitable time and location.
- Agreeing on timescales within which supervision takes place.
- Eliminating interruptions and 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 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.

Supervision Structure

Staff involved in child protection/early help casework	Who might provide safeguarding supervision?
Head of Trust, Head Teachers, Head of Safeguarding/Lead DSLs	External or Head of Safeguarding
Designated Safeguarding Leads (DSLs)	Head of Safeguarding
Deputy Designated Safeguarding Lead (DDSL)	Lead DSLs, Head of Safeguarding



Pastoral Team	Head of Safeguarding, Lead DSLs
CIC Lead	Head of Safeguarding, Lead DSLs
EYFS Staff	Lead DSLs
SENCO/LAC Co-ordinator	Lead DSL, DDSL
Class teachers	Lead DSL, DDSL, Pastoral Team
Teaching Assistants	Lead DSL, DDSL, Pastoral Team

9. 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 Statutory Framework for the Early Years Foundation Stage (EYFS) states that providers must put appropriate arrangements in place for the supervision of staff to:

- Discuss any issues - particularly concerning children's development or well-being.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness and overall safeguarding of the youngest and most vulnerable children.

Supervision is an individual meeting between 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.

10. 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 working with children who are subject to a child protection or child in need plan, children with social care involvement, children looked after (CIC), and children subject to early help support.

Trust Level Supervision

Usually 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 1-3). In both group and individual 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 1-3).

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 - Appendix 1). This can be carried out on a one-to-one basis or as part of group supervision sessions, 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 1).



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. Fioretti 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.

Unplanned or Ad-Hoc Supervision

The pace of work 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. This form of supervision is a normal and acceptable part of the staff/supervisor relationship. The following points should be kept in mind:

- Any decisions made about a child or family should be clearly recorded on the child's records (CPOMS) as appropriate.
- Where supervisee(s) and supervisors work closely together, this does not negate the need for private one-to-one time together regularly.
- All 'ad-hoc' supervision will be recorded on CPOMS under the tab Ad-Hoc Supervision.

11. 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, 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.

12. Preparing for Supervision

All parties should prepare themselves for the meeting, including:

- Completing the pre-supervision questionnaire (Appendix 2).
- Reviewing previous notes and agreed actions - on-going between sessions.
- Holding any preparatory discussions if needed, to ensure the meeting has maximum impact.
- Alerting each other if there are new big agenda items.

13. Supervision Agenda

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

14. Location and Environment

Creating the right environment is an important element. 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.
- Make sure you keep to the agreed-upon starting and stopping times.
- Consider the time of day supervision is scheduled.

15. The Problem-Solving Cycle

The following model is included to provide a method to ensure reflection and analysis of cases. Often the tendency is to jump directly from experience to plans and action, bypassing the reflection and analysis stages.

Stage	Description
1. EXPERIENCE (Engage)	The story - what has happened?
2. REFLECTION (Focus)	Investigating experience - what was it like?
3. ANALYSIS (Evoke)	What does the story mean? Enable the user to explore context of experience and impact on the child.
4. PLANS AND ACTION	Identifying goals, plans and services - trying things out.

16. Recording

Recording should follow the principle that:

- All supervision sessions must be recorded (Appendix 1-3).
- 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.

17. 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.



18. 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 1: DSL Safeguarding Supervision & Reflection Record

Trust / School:	
DSL Name:	
Supervisor:	
Date:	
Time:	
Next supervision date:	

1. DSL Wellbeing Check-In

How are you managing the safeguarding workload currently?

Are there any cases that have had an emotional impact?

What support or guidance would help you right now?

Notes:

2. Safeguarding Caseload Snapshot

Child Protection Plans:

Children in Need:

Early Help cases:

Looked After Children:

Open social care involvement:

Other safeguarding concerns:

Patterns across year groups, families or themes:

3. Case Reflection

Child initials / reference:

Summary of concern:

Actions taken so far:

What is the child's lived experience?

Professional reflection - what worries you most? What might be missing?

Next steps:



4. Safeguarding Systems and Compliance Review

Quality of safeguarding recording:

Chronologies and patterns:

Staff reporting confidence:

Attendance and persistent absence:

Information sharing with external agencies:

Training compliance:

Notes:

5. Emerging Safeguarding Themes

Online safety concerns:

Child-on-child abuse:

Domestic abuse:

Mental health concerns:

Neglect:

Exploitation risks:

Notes:

6. Professional Reflection and Learning

Most challenging safeguarding decision recently:

What professional judgement informed that decision?

What might you do differently next time?

Training or development needs:



7. Agreed Actions

Action	Responsible	Deadline

8. Supervisor Notes

Additional reflections or guidance:

DSL Signature: _____ Supervisor Signature: _____

9. Trust-Wide Trend Analysis (Head of Safeguarding only)

Section 9 is only for the Head of Safeguarding

Are similar safeguarding themes appearing across multiple schools?

Are referral thresholds applied consistently?

Training needs across DSL teams:

Trust actions:



Appendix 2: Pre-Supervision Questionnaire

I am going to ask you to take a little time to reflect on what challenges you are currently facing. Please think of at least one challenge that you are facing or incident that you have dealt with.

Try to record your challenge as one sentence. This will help you to focus in on what the challenges are in the incident/issue that you are currently dealing with.

Challenge in 1 sentence:

What is impacted by the challenge?

What would the impact be if the challenge was resolved?

Thank you.

Please complete a second challenge below if applicable:

Challenge in 1 sentence:

What is impacted by the challenge?

What would the impact be if the challenge was resolved?



Appendix 3: Supervision Evaluation

Thank you for attending today's supervision session. It would be very helpful if you could provide me with some feedback.

Name:	Date:
Location:	Session Title:
Time started:	Time ended:

1. Did you find today's supervision session useful for supporting you with your workload?
Please explain your answer.
2. Did the supervisor achieve the objectives of the session?
3. Did you feel that it was a safe and secure environment to share challenges and concerns in your current practice?
4. Please provide any further feedback to support the supervisor in carrying out their sessions in the future.

