



Child Protection Supervision POLICY

Document History	
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By:	Head Teacher / Safeguarding First Ltd
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Introduction:

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Children are best protected when professionals are clear about what is required of them individually, and how they need to work together. (Working Together 2015)

Working Together 2015, reminds all professionals of the following basic principles in Safeguarding:

- ❖ the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- ❖ all professionals who come into contact with children and families should remain alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- ❖ all professionals should share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- ❖ high quality professionals should use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child; □
- ❖ all professionals should contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.

Purpose and Aim:

Therefore Easterside Academy's whole school/setting supervision policy aims to provide clear direction and guidance for those who hold responsibility as Designated Safeguarding Leads or Nominated Deputies in Child Protection in receiving appropriate one to one, peer or group supervision in the area of Child Protection.

Supervision is required in the area of child protection to allow staff dealing with our most vulnerable and at risk children the opportunity to **reflect on the progress of the case**, the individual needs of the child and to seek support and direction in ensuring that there is **no drift or delay** in meeting agreed outcomes for the child or family in relation to the child protection process.

As stated depending on the safeguarding systems already set up within school/setting (See Whole School Child Protection Policy), Child Protection

Supervision can be set up as one to one, peer support or group supervision, dependent on the number of professionals who hold responsibility for Child Protection. In most cases it will be done at Easterside Academy through Group Supervision sessions.

Supervision is not solely for the purpose of individual case discussion and should not be task and action led. It should allow individuals working with highly complex and often heavy caseloads in the area of child protection an opportunity to reflect on their individual practice and be critical of the effect the child protection system is having on the child and family. Ultimately it should allow the professional 'time-out' to consider, with either a colleague/supervisor whether the outcomes set out for the child in the child protection process are being met and that the individual needs of the child are considered at every opportunity.

Types of Supervision

One to One Supervision:

This Supervision should be given in a one to one environment where there is clear seniority between the Supervisor and the Supervisee. Supervision is led by the senior person within the structure e.g. Designated Safeguarding Lead to Nominated Deputy, or Head teacher to Designated Safeguarding Lead/Nominated Deputy. The supervisee should discuss individual cases with the supervisor and formal records of the Supervision should be made and stored within the individual child's file of the case discussed. The Supervisor should take responsibility for ensuring that any agreed actions are undertaken by the Supervisee or in the event of escalation to the case being required they should undertake direct action themselves.

Peer Support Supervision:

This supervision should be shared between members of staff of the same designation e.g Designated Safeguarding Lead / Designated Safeguarding Lead or Designated Safeguarding Lead to Nominated Deputy if the role is shared equally. Peer support supervision involves both supervisees discussing individual cases that they are each managing, for discussion, support and action to be taken. Each Supervisee should make a formal record of their cases discussed and it should be stored within the individual child's file of the case discussed. Both Supervisees should take responsibility for ensuring that any discussed actions for individual cases are undertaken and that in the event of escalation to the case being required that they should inform the most senior person within the school / setting's structure.

Group Supervision:

This supervision should be shared between a number of members of staff of the same designation e.g. 4-5 named Designated Safeguarding Leads / Nominated Deputies. Individual cases may be too many to discuss (therefore smaller peer support sessions should be arranged) therefore the purpose of

this supervision is to discuss common themes/issues that may arise within Child Protection and the outlined scheme of work can be used to review and discuss such generic issues (See attached Scheme of Work).

Cluster Supervision:

Schools or Settings may wish to consider undertaking Supervision in a cluster arrangement e.g. joint shared cases between local primary and secondary schools or a cluster of primary and feeder secondaries coming together. This may be done in any of the above format but may strengthen the role of supervisor e.g. a Designated Safeguarding Lead who may be a head teacher and therefore the most senior in the setting may wish to seek supervision via another Head teacher/Designated Safeguarding Lead within the same cluster.

Standards of Supervision

Supervision should be managed within a clear set of minimum standards and recorded appropriately. Supervision records should be maintained confidentially and kept within the individual child's file.

The following are our Supervision Standards at Easterside Academy:

- 1) All Supervisory relationships should be declared in a written agreement: (See Appendix 1)
For example: clear roles of the Supervisor and Supervisee
The frequency of the Supervision
A standard Agenda
The recording of supervision
Confidentiality
Handling issues of Diversity
- 2) Supervision should be planned and purposeful.
- 3) Supervision sessions should be recorded promptly, competently and records should be stored securely.
- 4) Supervisors and Supervisees should be sufficiently skilled to carry out their role.
- 5) The Supervisor should ensure the Supervisee is ensuring the safety and well-being of the child (ren) involved at all times.
- 6) The Supervisor should ensure the safety and well-being of the Supervisee at all times.
- 7) Supervision should ensure that all families regardless of age, background, ethnicity, religion, language, gender, disability or sexual orientation are treated equally.

Regularity and Timing of Supervision:

In order for Supervision to remain purposeful it should be held regularly and this may be dependent on the needs of the child. For example, highly

complex, high profile or extremely vulnerable cases may require more regular supervision than others and therefore supervision timescales can be difficult to standardise. The minimum recommendation for Child Protection Supervision in social care follows the current guidelines in reviewing Child Protection Cases, e.g. Core Groups are currently held once every 28 days so Supervision follows this pattern. For Child In Need or Looked After Children, reviews are held between 6 weeks- 3months depending on the status of the child and Supervision again follows these patterns. **The minimum supervision requirement for schools should be at least once per term so, in total six sessions per academic year.**

For quality supervision a minimum of at least 15-20 minutes should be spent discussing individual cases, again this will depend on the complexity or urgency of the case. Therefore the length of Supervision will depend on the complexity of the case and the number of cases to be discussed including any other additional issues outside of the individual cases.

Training for Supervision:

Training on Supervision may have to be sought externally for both supervisors and supervisees. In order for supervision to be effective and managed by experience it is recommended that anyone taking on the Supervisor Role has completed all of the necessary Child Protection Training Available e.g. Courses provided by the Local Safeguarding Children Board and have maintained the role of Designated Safeguarding Lead / Nominated Deputy for at least a consecutive period of 2 years. The Supervisor must also maintain regular updates to training every two years once all of the initial child protection courses have been completed.

Support for Supervision:

Supervisors and Supervisees need to consider external support regarding any aspects of Supervision. For example support and advice can be offered from local services including Education Services, Social Care, the police and the Local Safeguarding Board. The Local Safeguarding Children Board sets out clear procedures for Child Protection including what do in cases where there may be drift or delay or professional differences (see professional resolution processes from your Local Safeguarding Children Board). Local Safeguarding Children Boards also set out standards of supervision for all agencies in line with recommendations from a number of serious case reviews. If there are any unresolved issues from supervision it is imperative that external advice and support is received to prevent any further risk of significant harm to the child(ren). Supervisors should not delay in seeking advice at any stage which may increase risk to a child.

Recording Supervision:

Record Keeping is imperative for Supervision and any records made should be an accurate reflection of the individual case and issues discussed, including any agreed actions to be taken by either the Supervisee or

Supervisor. The record should follow an agreed standard (see appendix 2) and should be signed and dated by both the Supervisee and Supervisor as an accurate reflection of the case discussion. Therefore both the Supervisee and Supervisor must agree the content of the record. Records should be kept to indicate the regularity of supervision, to highlight the critical reflection of practice, to demonstrate a reviewing process in Child Protection and to support any further or future actions taken in the protection and safeguarding of the child. Such supervision records could, in the future, be used in court action to support social care decisions in safeguarding children and may also be used by Education professionals when undertaking professional challenge.

Records should be stored securely and confidentially on the individual child's case file. This should only be accessible by those professionals trained as Designated Safeguarding Leads or Nominated Deputies. If records are paper based they should be stored in secure and lockable filing cabinets. If records are stored electronically, the same security is required (e.g. password protected or only accessible to agreed members of staff who are involved in the role of child protection) so that confidentiality is not breached.

Confidentiality:

The confidential nature of Child Protection cases is clearly set out by Local Safeguarding Children Board's. In the process of supervision, confidentiality must be maintained for the protection and safeguarding of the child. For example, individual case discussion should only occur in agreed supervision sessions and between agreed members of staff. Supervisors and Supervisees should not have case discussion with other members of staff or family members/partners. As mentioned written records must be kept securely to minimise risk to confidentiality.

If either the Supervisor or Supervisee feels it is necessary and in the best interests of the child to seek further advice and support then this should firstly be sought by the child's social worker or the social worker's line manager (this is not a breach of confidentiality).

Appendix:

- 1) Contract / Written Agreement of Supervision:
- 2) Formal recording Procedure for Supervision:
- 3) Scheme of Work for Group Supervision.

***Timescales mentioned are in line with our local safeguarding children board procedures.**

Appendix 1: Contract/Written Agreement of Supervision

Purpose and Aim:

The purpose and Aim of the written agreement for supervision is to set out clear roles, responsibilities and guidelines to ensure that child protection supervision occurs in a safe and secure environment and the role of individual's is clearly defined. Child protection supervision has the purpose of offering the Supervisor and Supervisee the opportunity to critically reflect on child protection cases and issues with a view to seeking further appropriate action if necessary, in the best interests and safeguarding of any child discussed.

The role of the Supervisor

The role of the supervisor is to ensure that Supervision occurs regularly, is purposeful and is recorded and stored confidentially. The Supervisor is responsible for ensuring that any discussion and actions agreed occurs within an agreed timescale and is the most senior person within the supervision, taking ultimate responsible for any outlined or agreed tasks occurring. The Supervisor should have more experience and knowledge in the area of Child Protection and should be able to support and advise the supervisee in clear direction on cases, e.g. where to go to for additional advice and support and how to progress individual matters with key agencies. The Supervisor should support the Supervisee in critical thinking, reflection and challenge and be approachable and flexible to additional support that may be required for the Supervisee. The Supervisor should ensure that the record made of the Supervision is an accurate reflection of the discussion and ensure both parties sign and date it.

The role of the Supervisee

The role of the Supervisee is to ensure that Supervision is occurring regularly and to make any additional requests for support at any time when required in the protection of a child. The Supervisee is responsible for providing an up to date and accurate reflection of the current situation regarding individual cases so that discussion and decision making can occur with all of the most relevant factors considered. The Supervisee should bring to Supervision any other additional issues to be discussed for the Supervision Agenda, e.g. any personal conflict or time management issues. The Supervisee should ensure that the record made of the Supervision is an accurate reflection of the discussion before signing and dating it.

The frequency of Supervision

Frequency of Supervision should be set depending on the circumstances of the setting and the type of supervision. The minimum recommendation for Child Protection Supervision for schools should be at least once per term so, in total six sessions per academic year. For Peer Supervision and Group Supervision it is recommended that this should occur at least once per term

with a longer timescale permitted where individual cases are not being discussed (e.g. group supervision)

The Agenda:

Both the Supervisor and Supervisee should bring items to be discussed to the agenda including any personal issues, health and safety issues or generic child protection issues including policy and procedures. Supervision is not solely for the purpose of discussing individual cases but rather the opportunity to critically and personally reflect on any issues regarding child protection and the safety and well being of young people.

The Record-Keeping:

As highlighted in the Supervision Policy by adhering to this written agreement /contract both the Supervisor and Supervisee agree to ensure that accurate record keeping is made and stored securely.

Confidentiality:

As highlighted in the Supervision Policy by adhering to this written agreement / contract both the Supervisor and Supervisee agree to ensure that Confidentiality is maintained.

Diversity and Equality:

Both the Supervisor and Supervisee should ensure that any issues regarding diversity and equality are embedded into the practice of Supervision, for example ethnicity, race, religion, vulnerability, gender and disability to name a few. Care should be taken to discuss the impact of any diversity or equality issues regarding any child or adult in cases discussed and extra time and research should be given to address any such issues which may further impact on the safety and protection of any child discussed.

Resolving Individual Issues:

It is imperative that for Supervision to work effectively both the Supervisor/ Supervisee feel safe and confident within the structure and process. In the event that there may be a difference or opinion or challenge between either party it is important that an agreed contingency plan is in place. For example this could be alternative arrangements between Supervisor or Supervisee or an external opinion may be sought to resolve any outstanding issues.

Contract of Agreement:

I..... agree to take on the role of Supervisor /
Supervisee. <delete as appropriate>

My role / position in the School / Setting is.....

I agree to take on the role of Supervisor /
Supervisee. <delete as appropriate>

My role / position in the School / Setting is.....

We have agreed to the following individual terms:

Supervision to be held.....

Supervision to last a time period of approximately minutes

Supervision Agenda will have the following Standard Items to be discussed...

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

Supervision to be attended by

Supervision to be recorded by.....

Supervision to be stored by.....

Supervision Contract to be reviewed on.....

In the event of any unresolved issues / changes to Contract the following
Contingency Plan will be put in place

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

.....

I have read and agreed to the above written contract including our individual terms of agreement:

Signed..... Supervisor/Supervisee

Date.....

Signed..... Supervisor/Supervisee

Date.....

Appendix 2:

Formal Recording of Supervision

Name/s of Supervisor/s: Delyth Linacre / Tracy Sharp

Position of person in school: Head Teacher / Pupil Well-Being Leader

Name of Supervisee: Rosanna Roffe / Lorraine Carter / Joanne Brewster

Position of Person/s in school: PSA

Date:

AGENDA

(Items and cases to be discussed)

- 1.
- 2.
- 3.
- 4.

Item	Main Points Discussed	Action Agreed and By Who
1.		
2.		
3.		
4.		

INDIVIDUAL CASES

Individual Case / Background:
Advice / Guidance Given:

Actions to be taken:

Signed Supervisor/s:

Signed Supervisee/s: