

Supervision Policy

Ellesmere Port Catholic High School



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Statement of intent

Safeguarding students is often complicated and challenging. Effective supervision can play a critical role in ensuring that employees are supported and feel confident when working with students and handling safeguarding concerns. Supervision can also indicate areas for improvement in school policies and help to identify the need for staff training.

At **EPCHS**, we understand the importance of providing effective supervision to support staff working with vulnerable children where there may be safeguarding issues and concerns. By implementing this policy and providing an effective supervision process, the school aims to ensure that staff are appropriately supported to cope the demands of protecting students.

1. Legal framework

1.1. This policy has been created with regard to the following statutory guidance:

- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

1.1.1. This policy has due regard to legislation including, but not limited to, the following:

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The Data Protection Act 2018
- The General Data Protection Regulation (GDPR)

1.1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Data Protection Policy

2. Definitions

- 2.1. **Supervision:** This is a regular, planned, two-way process in which a team of experts, such as the DSL and their deputy DSL (DDSL), will support and develop the knowledge, skills and values of an individual staff member or group of staff members. Supervision will be conducted in a variety of ways, e.g. one-to-one scheduled sessions, 'drop-in' sessions where the supervision team will be available to talk, or group sessions; the type of supervision session will be established on a case-by-case basis.
- 2.2. **Critical reflection:** Refers to the process of monitoring, reviewing and developing current practices. This interlinks with supervision as supervising employees allows the supervisor and the employee to critically reflect upon the performance of the employee, provide feedback and advice, and implement plans for improvement, such as staff training.
- 2.3. **Sessions:** Refers to a scheduled, one-to-one safeguarding supervision session between a supervisor and their supervisee.
- 2.4. The lead of the safeguarding supervision team is the DSL, supported by the DDSL.

3. Roles and responsibilities

3.1. The **headteacher** is responsible for:

- The overall implementation of this policy.
- Selecting an appropriate safeguarding supervision team, such as the **DSL**, the **DDSL**, **SENDco**, **Business manager (SCR, staff recruitment)**.
- Ensuring that all supervision meetings are scheduled appropriately and regularly, to ensure there are no interruptions and sessions are productive.
- Liaising with the safeguarding supervision team to monitor the progress of supervisees.
- Ensuring that employees understand and act in accordance with this policy.
- Monitoring the effectiveness of the safeguarding supervision team.
- Handling any complaints that are filed against the safeguarding supervision team or the supervisees, in accordance with the Complaints Procedures Policy.

3.2. The safeguarding supervision team is responsible for:

- Acting in accordance with this policy at all times.
- Scheduling the frequency of sessions on a case-by-case basis.
- Setting the duration of the sessions.
- Setting the location of the sessions.
- Setting the main areas for discussion in each session.
- Maintaining rigorous and up-to-date records of the sessions.
- Preserving confidentiality, where possible.
- Creating an effective and supportive supervision schedule that accounts for the needs of individual supervisees.
- Eliminating interruptions to sessions – scheduling sessions effectively will ensure that sessions do not clash with each other.
- Ensuring that the school's safeguarding standards and requirements are met by implementing effective strategies for staff to develop their skills.
- Respecting diversity and proactively providing opportunities for supervisees to raise any diversity issues.
- Clarifying the tasks and areas of development that they expect the supervisee to complete.
- Being constructive, offering balanced feedback and focussing on the positives as well as challenges.
- Setting clear targets with actions and timescales, recording these and including a review date.
- Attending a **fortnightly** meeting, where the full safeguarding supervision team is present, to communicate potential areas of concern and discuss any other concerns the supervision team may have.
- Maintaining the expected level of professionalism at all times.

- Maintaining an up-to-date knowledge base with regards to safeguarding and making note of changes that may impact sessions, such as the release of new DfE guidance or updates to legislation.
- Ensuring regular updates on safeguarding legislation and local or national initiatives are communicated to the staff as a whole and to students and parents where appropriate.
- Above all, ensuring that pupil safety is the focus of supervision sessions.

3.3. The **DSL** is responsible for:

- Identifying which members of staff require supervision.
- Effectively delegating supervision responsibilities, such as allocating supervisees to supervisors.
- Liaising with the headteacher with regards to any complaints that have been filed in relation to the sessions.
- Inspecting the safeguarding supervision team's session scheduling, ensuring effective time management.
- Anticipating potential areas of concern before they become serious, e.g. ensuring supervisees know the signs of neglect both emotional and physical neglect and communicating these to the full safeguarding supervision team for them to discuss with supervisees in upcoming sessions.
- Organising a **fortnightly** meeting with the full safeguarding supervision team to communicate potential areas of concern and discuss any other concerns the supervision team may have.
- Attending half termly meetings with the **headteacher** to discuss the progress of supervisees and the effectiveness of the supervision team.

3.4. **Supervisees** are responsible for:

- Cooperating with the targets set by their supervisor.
- Contributing to sessions by communicating their areas of concern.
- Attending the sessions that are scheduled for them.
- Raising areas of concern before they become problematic, such as uncertainty over how to deal with a concern of child neglect.
- Acting on the targets that their supervisor sets them.
- Taking responsibility for their own learning and professional development, ensuring they keep up to date with developments in safeguarding through training programmes and identifying their training with their line manager.
- Communicating to their supervisor if they feel there is inadequate guidance and support being given to them. Either internally or from external agencies.
- If necessary, communicating to the **headteacher** that they feel there is inadequate guidance and support being given to them.

3.5. **Staff** are responsible for:

- Identifying whether they need to be supervised, if they are not already and have not been identified by the lead of the safeguarding supervision team and seeking support from the supervision team in this area.

4. Key principles

4.1. Supervision will:

- Be a shared responsibility, with a clear supervision agreement between the headteacher, the supervisor and the supervisee.
- Have a pupil-centred approach and ensure that students' daily experiences are discussed and understood.
- Be an opportunity for reflective learning leading to informed actions.
- Be seen as an essential part of safeguarding practice and not as an optional activity.
- Meet professional standards – safeguarding requirements are met, and sessions are conducted in a professional manner.
- Ensure supervisees understand their roles and responsibilities, the scope of their professional discretion and authority, and their accountability in safeguarding.
- Help to identify learning and development needs and promote the skills required to provide an effective education.
- Recognise the potential stresses in safeguarding practice and offer appropriate support.
- Establish clarity regarding information sharing in the interests of students.

5. Effective supervising

- 5.1. The lead of the safeguarding supervision team and the **headteacher** will identify staff members who require supervision sessions by monitoring appraisals, complaints and incidents that arise.
- 5.2. All staff will also be responsible for identifying whether they require supervision sessions. If a staff member is not receiving supervision sessions, they will contact the lead of the safeguarding supervision team, who will arrange a meeting with the member of staff to discuss organising sessions.
- 5.3. ECT's and new starters will receive **one year** of compulsory supervision.
- 5.4. ECT's and new starters will consult their mentor with general safeguarding queries, such as an explanation of the Prevent duty, before questioning their supervisor. This ensures that supervision sessions are used effectively.
- 5.5. All members of staff will be reviewed by the full safeguarding supervision team **annually**, in order to determine if any staff members require supervision.

- 5.6. After an appraisal, the **headteacher** will communicate any safeguarding concerns about the staff member to the lead of the safeguarding supervision team, who will establish, in a meeting with the individual, whether they require safeguarding supervision.
- 5.7. Supervisees will be honest and open in sessions so that supervisors are able to support them effectively.
- 5.8. In addition to scheduled appointments, supervisors will organise drop-in sessions where they have no scheduled appointments and they are free to be contacted by their supervisees.
- 5.9. Supervisors will be clear and concise when setting targets and giving guidance to supervisees, to ensure that communication is effective, and targets are understood.
- 5.10. If a supervisee does not understand their targets or any guidance given to them by their supervisor, they will seek clarification from their supervisor.
- 5.11. Supervisors will use supervision sessions as a way of monitoring progress made by supervisees.
- 5.12. Supervisors will ensure that their safeguarding knowledge is accurate and up to date by continually attending training days and monitoring sector updates.
- 5.13. Supervisors will plan the agenda for each session, outlining any issues that they wish to discuss with their supervisee, to ensure the session is focussed.
- 5.14. Supervisees will also plan their agenda for each supervision session, outlining the areas in which they require guidance, have concerns about or feel they could improve upon.

6. Recording

- 6.1. Records of sessions will be kept to:
 - Account for what was discussed and what actions were agreed.
 - Account for any disagreements.
 - Benchmark and audit the quality of supervision.
 - Monitor the performance of supervisees.
- 6.2. The supervisor will make a record of each session.
- 6.3. Records will be signed and dated by both the supervisor and supervisee.
- 6.4. The supervisor will keep the record in a secure location, such as a locked cabinet, with the records from the supervisee's previous sessions.

- 6.5. Records will only be held for as long as necessary and kept in line with the Data Protection Policy.

7. Confidentiality

- 7.1. The supervisor will communicate progress to the **headteacher** but will not discuss specific details from the session unless it is necessary.
- 7.2. Confidentiality is always maintained; however, due to the nature of safeguarding, total confidentiality may not always be possible as there may be a concern over a pupil's wellbeing.
- 7.3. If a supervisee mentions a concern which indicates that students could be in danger, this will be communicated to the relevant people, such as the DSL, headteacher and parents, if appropriate.
- 7.4. Confidentiality procedures, as outlined within the school's Child Protection and Safeguarding Policy, will always be maintained.
- 7.5. Security measures, protecting records of sessions, will be implemented to ensure confidentiality is maintained.

8. Frequency

- 8.1. The frequency of sessions will depend upon the individual supervisee and their needs.
- 8.2. ECT's and new starters will have half termly sessions with their supervisor.
- 8.3. Other members of staff will liaise with their supervisor, who will arrange a session to meet their specific needs – a session will be held at least every six weeks.
- 8.4. Sessions will be arranged sufficiently often, on a case-by-case basis, to allow the supervision to be a meaningful experience that benefits the supervisee.

9. Critical reflection

- 9.1. Critical reflection will be used to enable members of staff to establish the most effective methods in safeguarding practice, by evaluating the areas of improvement and adjusting the relevant policies and procedures accordingly.
- 9.2. Supervisees will use sessions to critically reflect upon their understanding and application of knowledge, theory and skills, considering how these impact students and making the appropriate adjustments, such as undertaking further training.
- 9.3. As appraisals and performance management overlap, in terms of their remit, sessions and the progress made due to them will be considered during appraisals.

- 9.4. Supervisors will monitor recurring areas of concern and will address these matters as a full safeguarding supervision team, ensuring that the school's practices are effective.
- 9.5. Any practices that require development will be communicated by the lead of the safeguarding supervision team to the **headteacher** and the **governing board**.
- 9.6. As the **headteacher** and the **governing board** are responsible for reviewing and developing any practices, they will decide, considering the plans suggested by the full safeguarding supervision team, what action should be taken.
- 9.7. Supervision will be used as part of a wider performance management framework, which will include:
 - The recruitment and selection process.
 - Effective induction to the school and its ethos.
 - Clear policies, practices and the corresponding guidance.
 - Clear school standards.
 - Training which is based on workforce planning.
 - Regular appraisals.
 - The staff capability framework, e.g. key performance indicators.
 - Staff-wellbeing resources.
 - A clear disciplinary code and staff code of conduct.

10. Monitoring and review

- 10.1. This policy is reviewed **annually** by the **DSL, headteacher** and the **governing board**.
- 10.2. Any changes made to this policy will be communicated to all members of staff and the full supervising team.
- 10.3. All members of staff are required to familiarise themselves with this policy.
- 10.4. The scheduled review date for this policy is July 2024.