

St John Bosco Catholic Primary School



Safer Supervision Policy

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Statement of intent

Safeguarding pupils is often complicated and challenging. Supervision can play a critical role in ensuring that employees are supported and feel confident with working with pupils and handling safeguarding concerns. Supervision can also indicate areas for improvement in school policies and the need for teacher training.

St John Bosco Catholic Primary School understands the importance of providing effective supervision to all its staff. By implementing this policy, and providing an effective supervision process, the school aims to ensure that staff are appropriately supported to cope with the demands of protecting pupils.

For the purposes of this policy, 'sessions' refer to a scheduled, one-to-one safeguarding supervision session, between a supervisor and their supervisee.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

- 1.1. This policy has been created with regard to the following statutory guidance:
 - DfE (2016) 'Keeping children safe in education'
 - DfE (2015) 'Working together to safeguard children'
- 1.2. 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)
- 1.3. This policy operates in conjunction with the following school policies:
 - **Child Protection and Safeguarding Policy**
 - **Complaints Procedures Policy**

2. Definitions

- 2.1. **Supervision:** this is a regular, planned, two-way process in which a team of experts, such as the designated safeguarding lead (DSL) and their deputy designated safeguarding lead (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 to, or group sessions; the type of supervision session will be established on a case-by-case basis.
- 2.2. It is likely that the lead supervisor for safeguarding will be the **DSL (Jacky Briscoe)**.
- 2.3. **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.

3. Roles and responsibilities

- 3.1. The **headteacher (Ed Masterson)** is responsible for:
 - The overall implementation of this policy.
 - Selecting an appropriate safeguarding supervision team, such as the **DSL**, the **DDSL** and **senior leaders**.

- Ensuring that all supervision meetings are scheduled appropriately and regularly, to ensure there are no interruptions and the 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, e.g. 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 the most effective strategies for staff to develop their skills.
- Respecting diversity, proactively providing opportunities for supervisees to raise any issues with regards to this.
- 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 date to review the action plans and outcomes.
- Attending a weekly SLT 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, making note of changes that may impact sessions, such as the release of new DfE guidance or updates to legislation.
- Above all, ensuring that pupil safety is the focus of supervision sessions.

3.3. The lead of the safeguarding supervision team 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 get serious, e.g. ensuring supervisees know the signs for emotional neglect as well as physical neglect, and communicating these to the full safeguarding supervision team for them to discuss with supervisees in upcoming sessions.
- Organising a weekly SLT meeting with the full safeguarding supervision team, to communicate potential areas of concern and discuss any other concerns the supervision team may have.
- Attending fortnightly meetings with the headteacher to discuss the progress of supervisees and the effectiveness of the supervision team.

3.4. The supervisee is responsible for:

- Cooperating with the targets set by their supervisor.
- Contributing to sessions by communicating their particular areas of concern.
- Attending the sessions that are scheduled for them.
- Raising areas of concern before they become problematic, such as uncertainty of how to deal with a concern of child neglect.
- Actioning upon 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.
- Communicating to their supervisor that they feel there is inadequate guidance and support being given to them.
- Communicating to the headteacher, where necessary, 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 being and have not been identified by the lead of the safeguarding supervision team.

4. Key principles

4.1. Supervision will:

- Be a shared school responsibility, with a clear supervision agreement between the headteacher, the supervisor and the supervisee.
- Have a pupil-centred approach and ensure that pupils' 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.
- Maintain professional standards, where 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 identify learning and development needs and promote the skills required to provide an effective education.
- Recognise the potential stresses in safeguarding practice and offer support appropriately.
- Establish clarity with regard to information sharing in the interests of pupils.

5. Effective supervising

- 5.1. The lead of the safeguarding supervision team and the headteacher will identify the staff 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. NQTs and new starters will receive one year of compulsory supervision.
- 5.4. NQTs 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 to maximum efficiency.
- 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 areas of concern that they have with regards to particular members of staff 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 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 this record in a secure location, such as a locked cabinet, with the records from an individual's previous sessions.

7. Confidentiality

- 7.1. The supervisor will communicate progress to the headteacher, but will not discuss specific details from the session, unless necessary.
- 7.2. Confidentiality is maintained at all times; 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. If a supervisee mentions a concern which indicates that pupils could be in danger, this will be communicated to the relevant people, such as the headteacher and parents, if appropriate.
- 7.3. Confidentiality procedures, as outlined within the school's Child Protection and Safeguarding Policy, are maintained at all times.
- 7.4. 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. NQTs and new starters will have fortnightly 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.
- 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.
- 8.5. While supervisees will arrange sessions with their supervisor to meet their needs, a session will be held at least every six weeks.

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 pupils and making the appropriate adjustments, such as undertaking further training.
- 9.3. As appraisals and performance management overlap, in terms of their remit, with supervision, 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 developing 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, like key performance indicators.
 - Staff-wellbeing resources.
 - A clear disciplinary code.

10. Monitoring and review

- 10.1. This policy is reviewed **annually** by the **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 **February 2020**.