

White Laith Primary School

Supervision Policy

This policy is based on the Leeds City Council, Children's Services Policy and Guidance July 2013. This policy was adopted in 2013 and reviewed in February 2019.

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values

Introduction

Supervision is a fundamental task that managers will undertake to support the development of their staff's skills and practices in the safeguarding of children in their care. Following the inquiry of Victoria Climbié Lord Laming stated that:-

"All staff working directly with children must be regularly supervised"

(Lord Laming Victoria Climbié Inquiry Report 2003)

Supervision

There are different types of supervision, eg informal and formal.

Informal supervision is often on-going in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

Significant issues discussed through informal supervision should be recorded properly by the caseworker and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the named senior designated leader/officer for child protection in the school, or the identified appropriately trained lead for cluster staff.

The Key Functions of supervision are the 3 Ps

1. Performance Management

- Ensure that safeguarding children, performance and practice is competent, accountable and soundly based in research and practice knowledge
- Ensure that safeguarding children practice is consistent with the Leeds Safeguarding Children Board, West Yorkshire Consortium Procedures and organisational procedures.

- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning

2. Professional Development

- Ensure that professional development needs with respect to safeguarding practice are considered and supported.

3. Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

Roles and Responsibility

The Supervisor is responsible for:-

- Sharing the responsibility for making the supervisory relationship work
- Ensuring confidentiality, subject to service user and staff safety
- Creating an effective sensitive and supportive supervision
- Providing suitable time and location
- Agree the timescales within which supervision takes place.
- Eliminating interruptions
- Maintaining accurate and clear records
- Ensuring that the supervision contract has been agreed and reviewed annually.
- Ensuring the Organisation'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 opportunity for staff to raise issues about their experience and diversity.

The supervisee is responsible for:-

- Sharing the responsibility for making the supervisory relationship work
- Attending regularly and on time, participating actively and bringing their agenda.
- 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.
- Ensure that the contract has been agreed and reviewed annually.
- Actively participating in an effective sensitive and supportive supervision.

Aiming to meet the organisation's professional standards

B Contract

The contract between a supervisee and a supervisor should clearly outline's the responsibilities and expectations of both parties as outlined above. This is discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract will be reviewed annually. (See Appendix)

C Frequency of Supervision

Good practice indicates that the sessions should be regular and frequent enough to provide the support and oversight needed. The minimum need is usually one hour every month for staff who are case holders or who manage complex cases.

D Recording

Recording should follow the principle that:-

- The contract is the initial record of agreement between both parties
- Records should ensure case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation.
- Supervision discussion will be logged on CPoms system and will record **concerns** and **agreed actions**.

Supervision Contract – White Laith Primary School

Purpose of supervision

1. Supervisors statement

Supervision is a way of ensuring accountable decision making and safe outcomes for children. The supervisor's role is to ensure that staff and those directly involved in casework and child protection are coping both physically and emotionally with the demands of the role and are handling the work suitably and professionally. It also provides the worker with a forum to reflect on the content, process and progress of their work. The supervision record will identify agreed action points and we will review these at each supervision session.

Supervision should be undertaken on a regular basis, with designated staff responsible for or working with identified vulnerable children and/or their families. It should include cases with children who are subject to a child protection care plan, children with social care involvement, children giving cause for concern, children looked after (LAC) and children subject to a EHP or where staff are case holders for a family support and parenting service and plan or the case has been de-escalated from social care.

Supervision for school staff

Supervision should take place at a minimum interval of every four weeks. This may increase if there is a need.

Supervisor's responsibilities and expectations

- The Supervisor will meet with the supervisee a minimum of every four weeks these will commence..... and will be located in a confidential space which is appropriate and free from distraction.
- To undertake an open and honest discussion re cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies including the cluster guidance and support meetings.
- Discussion will focus on any current identified child protection cases, social care de-escalations and any identified vulnerable child /family where there are general safeguarding issues, or a CAF in place, or a family support plan or casework is being undertaken .
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work & training will be included.

Supervisee's responsibilities

- Open and honest discussion re cases that the staff are working with and have responsibility for.
- Implement actions to be taken to protect any child where there is reason to believe a child is at risk of harm.
- Implement actions to meet agreed outcomes for the child /family.
- Agree to inform other professionals where they are involved with families of any information that may impact on a child's safety.
- Discuss the appropriate referral to other agencies including the cluster guidance and support meetings.
- To ensure all relevant information is recorded within the child/family file.

In the event of a Serious Case Review (SCR) these records will be used as evidence as part of Internal Management Review (IMR).

In the event that there is unresolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together with the Safeguarding governor to ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

Supervisee signed.....Date

Supervisor signed.....Date

This contract should be reviewed on an annual basis

Date of review of contract