

# Safeguarding Supervision

## Working Together to Safeguard Children 2018

- Designated practitioner roles should always be explicitly defined in job descriptions.
- Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- appropriate supervision and support for staff, including undertaking safeguarding training (p59)

## Effective Supervision

- Provides support, coaching & training for the practitioner & promotes the interests of children.
- Should foster a culture of mutual support, teamwork & continuous improvement.
- Encourages the confidential discussion of sensitive issues.
- Should be a safe environment where trust and confidentiality are maintained (as appropriate)
- Promotes equal opportunities and anti-discriminatory practice

## Types of Supervision

### One to one supervision:

- The most common supervision method
- In private, pre-arranged time & agreed agenda
- Having the same supervisor develops trust, openness and honesty and confidentiality.

**However, other methods can complement, rather than replace, one to one supervision.**

### Group supervision:

- A group of staff involved in the same task, meeting together with supervisor to discuss work issues.
- May be done a regular team meeting or as a separate session to look at specific issues.

### Unplanned or “ad-hoc” supervision:

- Allows staff to discuss, obtain a decision or gain permission to do something quickly.
- Staff who work closely with their supervisor may communicate daily but will still need regular one to one supervision.

### Peer supervision:

- A systematic approach where colleagues discuss professional issues & key topics with one another.
- Should result in solutions that are helpful to the person who presented his or her problem

# Safeguarding Supervision

## Function of Supervision

### Management:

- Quality of performance
- Discussion of relevant policies & procedures
- Safeguarding roles and responsibilities
- Development and monitoring of workload.
- Specific case management.

### Learning and Development:

- Identifying learning style and barriers, development needs and learning opportunities
- Giving and receiving constructive feedback
- Reflective practice through case discussion

### Personal Support:

- Clarifying boundaries
- Allowing staff to express their feelings about the impact of their safeguarding work.
- Monitoring their health
- Obtaining appropriate health support when appropriate

### Mediation:

- ensuring that staff, the setting, the agency and other organisations are working together effectively.
- dealing sensitively with concerns
- consulting and briefing staff on changes and developments that affect their area of work.
- advocating between worker or team and other parts of the agency or with outside agencies

## Frequency

Supervision should be a minimum of every 6 weeks and reflect:

- The level of experience & competence (not necessarily length of service) of staff
- Circumstances e.g., demanding work, risk, personal & performance issues, levels of stress

Changes to supervision should be by agreement between the two parties and be clearly recorded.

Agency and temporary staff should receive supervision in the same way as permanent staff.

# Safeguarding Supervision

## Who needs supervision?

- Supervision should be offered to all staff whose work brings them into contact with children, young people and their families.
- Whilst the focus may be on the safeguarding team members, other staff will need support either on an ongoing or specific basis.
- Staff who are experiencing trauma, e.g., where they have been involved in providing information for a court case or Serious Case Review or coming to terms with serious injury or death of a child or young person. In these situations, staff may need extra support from their line manager, the setting's safeguarding team and Occupational Health.
- Staff should be aware that supervision is available and how they would access it.

## Formal recording of Supervision

This is the supervisor's responsibility & should:

- Allow an issue to be revisited later.
- Record all decisions, the reasons for them, agreed actions, who will take responsibility and the timescale for conducting these actions.
- Be typed where possible.
- Be signed and dated by both parties.
- Supervisee should receive a copy.
- Be access restricted.
- Record disagreement about the content of the record, both parties should record this.
- If a student is discussed, a summary of the discussion & agreed actions & timescales must be put in the student's safeguarding file.

## Who should provide formal Supervision

One of the purposes of safeguarding supervision is to provide specialist guidance and advice in relation to safeguarding and child protection matters.

- The person providing supervision needs to be fully trained and experienced in safeguarding children as well as being trained in providing supervision itself.
- This may mean that an education setting will need to use the supervision skills of people outside the setting, either across other areas of the organisation, or from private or independent organisations. If this is the case for your setting you must ensure that the supervisor follows appropriate confidentiality and data security processes.

# Safeguarding Supervision

## Useful Resources

- [Working together to safeguard children, DFE 2018](#)
- [Maintaining a Safe Culture: Supervision, section 4.2, SCSP Child Protection and Safeguarding Procedures Manual](#)
- [EYFS 2023](#)