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| Review Date:  | December 2021 |





**SUPERVISION IN EDUCATION GUIDANCE AND TRAINING**

#### 1. INTRODUCTION

The purpose of this guidance is to make explicit a framework for providing safeguarding supervision to staff in educational settings including teachers, teaching assistants, pastoral staff and child protection coordinators.

#### 2. THE PURPOSE OF SUPERVISION WITHIN EDUCATION

**SUPERVISION CAN BE DEFINED AS:**

‘’an accountable process that supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes”

**KEY ELEMENTS AND PRINCIPLES OF SUPERVISION**

* It is a means to maintaining and developing the quality of practice
* People work best when they have clear targets & goals and have support to achieve these
* Performance can be improved if areas for development are identified and worked on collaboratively
* Professional advice and direction is core to analysis and decision-making in safeguarding situations
* Serious Case Review (SCR) learning shows that dangerous practice and risk to children is increased through a lack of supervision and people working and making decisions in isolation

‘Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively’. ([*Working Together 2018, Chapter 2:Organisational Responsibilities*](http://www.workingtogetheronline.co.uk/chapters/chapter_two.html)*).*

2015

#### 3. KEY FUNCTIONS OF EDUCATIONAL SUPERVISION

* Management (ensuring competent and accountable performance/practice).
* Development (continuing professional development).
* Support (supportive/restorative function)

For all practitioners involved in day-to-day work with children and families, effective supervision is central to promoting good standards of practice and to supporting individual staff members’.

Supervision should aim to:

* Help ensure that practice is soundly based and consistent with SCP and organisational procedures.
* Ensure that practitioners fully understand their roles, responsibilities and the scope of their professional discretion and authority.
* Enable discussion of safeguarding children concerns/ child protection cases and appropriate sign posting/ referrals based on assessment of child’s needs and concerns.
* Provide a record of discussion and actions agreed by the supervisor/ supervisee.

#### 4. BENEFITS OF EFFECTIVE SUPERVSION

Good quality supervision allows all staff, whether teaching or non-teaching staff to:

* Keep a focus on the child and the changing levels of need and risk.
* Avoid drift and delay in taking action.
* Maintain a degree of objectivity and challenge fixed views.
* Test and assess the evidence base for assessment, analysis and decision-making.
* Address the emotional impact of work and reduce the stress and anxiety associated with safeguarding.
* Monitor progress or deterioration of children’s circumstances and ensure remedial action is timely.

Supervisors should act as a source of advice and expertise for staff, sometimes acting as joint decision-maker

endorsing judgments at key points in time and ensuring these are documented within case records.

On occasions e.g. during enquiries about complex abuse or allegations against colleagues, agencies must consider the provision of additional individual or group staff support. Managers must develop local policies and systems to maximise staff safety including the need to carry out risk assessments as appropriate.

#### 5. THE SUPERVISION CONTRACT

*See Appendix 1*

Supervision makes explicit the objectives of safeguarding work that include ensuring:

* Professional competence, accountable performance, and safe practice.
* Access to and provision of personal support and professional guidance.
* Safeguarding children concerns are managed and escalated appropriately.
* Engagement between individuals with the organisation and agency and SCP procedures are followed.

**FREQUENCY OF SUPERVISION:**

To be determined on a case by case basis, but ideally as a minimum half termly (6 weeks)

**DURATION OF SUPERVISION:**

As agreed between supervisor and supervisee

**LOCATION:**

As agreed between supervisor and supervisee but ideally a suitably private and uninterrupted environment

**GROUND RULES/PARAMETERS: should include:**

* Confidentiality statement and the conditions under which this would be invalid or breached.
* Commitment to attending supervision by both parties.
* What information can be shared –where, why, who with and what will happen as a result.
* Respect for one another and a restorative approach to dealing with disputes.
* Status of decisions and agreed actions
* Conflict resolution pathway

**CONTEXT, ROLES & RESPONSIBILITIES**

* The timescale for each supervision session will be defined within your own establishment but is likely to be more frequent when the supervisee is new in post or particular cases merit more frequent oversight.
* Dates for supervision will be booked in advance by the supervisor and will be given priority. Reasons for cancellations will be recorded.
* Sufficient time will be set aside for each supervision session by the supervisor and supervisee.
* Supervision will take place in a suitable location which is private, comfortable and free from distractions and interruptions.
* The agenda will be agreed at the start of the session with agenda items set by supervisor and supervisee.
* At the start of each session, both parties are responsible for reviewing and updating the actions & decisions agreed at the last or previous sessions.
* The supervisee is responsible for bringing issues and critical cases to supervision to consider
* The supervisor is responsible for managing time, facilitating exploration of issues presented and finalising the agreed decisions, next steps or outcomes.
* Both parties are responsible for turning up on time and or re-scheduling if cancellation is unavoidable.

#### 6. CONFIDENTIALITY, CONFLICT RESOLUTION &ESCALATION

**CONFIDENTIALITY:**

Other than in exceptional circumstances, all information discussed at supervision relating to the supervisee’s practice or personal issues will remain confidential between the supervisor and the supervisee. Exceptions to this would be whenever there is a need to share the information because:

- The safeguarding or protection of a child or vulnerable adult would otherwise be compromised
- The supervisee’s health, safety and/or wellbeing would otherwise be compromised
- There is need to share the information to prevent or detect a crime
- There are concerns about competency or capability that cannot be addressed via supervision
- There are implications for the safety or wellbeing of others that need to be addressed
- There are reputational issues for the school or other professional bodies that need escalating

**CONFLICT RESOLUTION:** Both parties are responsible for addressing and recording any areas of disagreement or conflict of opinion particularly if it relates to decision-making and a safeguarding actions or practice. In the first instance efforts should be made to resolve these between both parties during supervision. Where this cannot be done, both parties should agree the escalation of the matter to a line manager or senior. Where the matter relates to a third party or another organisation, this should always be escalated to a line manager for the supervisor or above.

#### 7. THE SUPERVISION RECORD

*See Appendix 2*

The supervision record format includes:

* Progress on action from previous supervision
* Topics discussed
* Safeguarding children issues
* Agreed actions and outcomes

**RECORDING SUPERVISION**

* Each supervision session will be recorded by the supervisor.
* The record will be a summary but provide an accurate reflection of the issues discussed and decisions, agreed actions and timescales.
* Supervisor and supervisee will both sign the record as a true statement.
* Any disagreement of the content will be discussed as soon as possible. If it is not possible to resolve the issues then a note of the differing views will be added to the supervision record and escalated where appropriate
* Supervision records are confidential but may be disclosed in certain circumstances e.g. enquiries, police investigations, disputes, care proceedings.
* Training and development needs will be identified and reviewed only where they relate directly to practice on specific cases or where competence in safeguarding practice is an issue.
* Where relevant, the generic rather than case specific content of supervision may inform a supervisee’s annual appraisal.

#### 8. SUPERVISION TRAINING

It is important that those providing supervision have the appropriate skills and undertake supervision training. The NELSCP and schools’ Child Protection Coordinators network have developed supervision training that is aligned to the NEL supervision in education guidance. The training has been delivered to school Child Protection Co-coordinators and will continue to be provided by schools for all practitioners providing supervision to staff.

#### 9. RESPONSIBILITES OF SUPERVISORS AND SUPERVISEES

**KEY MESSAGES FOR SUPERVISORS**

Being a supervisor is a significant responsibility and one that needs to be taken seriously. Your organisation and the individuals you supervise expect you to provide supervision that is:

* Based on a written agreement or contract.
* Planned in advance and only changed or cancelled in exceptional circumstances.
* Well-structured, allowing both you and the individual to contribute to the agenda.
* Provided in an appropriate setting and free of interruptions.
* Properly and promptly recorded, decisions and decision-makers noted and a record copied to the individual.

#### KEY MESSAGES FOR INDIVIDUALS RECEIVING SUPERVISION

Supervision is both a right and benefit for all staff undertaking safeguarding work or responsible for caring for children. It is the way in which your organisation can monitor and review your work but also provides you with the proper support to continue to develop your skills.

It is therefore important that you see accessing supervision as a duty and you involve yourself fully to make the most of the opportunities that supervision offers.

In particular you should:

* Prepare for each supervision meeting by reviewing notes from previous sessions and thinking about the things you want to raise and discuss.
* Be ready to share your thoughts and ideas in the meeting and contribute your proposals for a way forward.
* Be open about what has gone well and what you have found difficult.
* Be ready to plan and undertake training and other development activities as agreed with your supervisor.
* Check and read the notes of your meetings and make sure you follow through and complete any actions as agreed
* Be prepared to accept and offer constructive challenge where you believe the appropriate or safe outcomes are not being achieved.

**Appendix 1 – Education Supervision Contract**

**EDUCATION SUPERVISION CONTRACT**

Contract between

|  |  |
| --- | --- |
| **NAME OF SUPERVISOR** |  |
| **POST HELD** |  |
| **NAME OF SUPERVISEE** |  |
| **POST HELD** |  |
| **DATE CONTRACT AGREED** |  |

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**DURATION OF SUPERVISION:**

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**LOCATION:**

As agreed between supervisor and supervisee but ideally a suitably private and uninterrupted environment

**GROUND RULES/PARAMETERS: should include: (See Appendix 3 – Sample Statements)**

* Confidentiality statement and the conditions under which this would be invalid or breached.
* Commitment to attending supervision by both parties.
* What information can be shared –where, why, who with and what will happen as a result.
* Respect for one another and a restorative approach to dealing with disputes.
* Status of decisions and agreed actions
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**CONTEXT, ROLES & RESPONSIBILITIES**

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* Sufficient time will be set aside for each supervision session by the supervisor and supervisee.
* Supervision will take place in a suitable location which is private, comfortable and free from distractions and interruptions.
* The agenda will be agreed at the beginning of the session with agenda items suggested both by supervisor and supervisee.
* At the beginning of each supervision session there will be a brief review and update of decisions, actions agreed at the previous supervision, and as recorded on the supervision record.
* The supervisee is responsible for bringing issues and critical cases to supervision to consider
* The supervisor is responsible for managing time, facilitating exploration of issues presented and finalising the agreed decisions, next steps or outcomes.
* Both are responsible for turning up on time and or re-scheduling if cancellation is unavoidable.

**RECORDING SUPERVISION**

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* Training and development needs will be identified and reviewed only where they relate directly to practice on specific cases or where competence in safeguarding practice is an issue.
* Where relevant, the generic rather than case specific content of supervision may inform a supervisee’s annual appraisal.

Date for review of contract.

Signed. ----------------------------------------- [Supervisee]

 ------------------------------------------- [Supervisor] Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix 2 - Supervision Record**

**EDUCATIONAL SUPERVISION RECORD**

|  |  |
| --- | --- |
| **NAME OF SUPERVISEE:** |  |
| **POST TITLE:** |  |
| **WORK BASE:** |  |
| **NAME OF SUPERVISOR:** |  |
| **DATE OF SUPERVISION SESSION:** |  |
| **VENUE:** |  |
| **DURATION:** |  |

**PROGRESS ON ACTIONS FROM PREVIOUS SUPERVISION**

**TOPICS DISCUSSED**

(List items discussed)

**SAFEGUARDING CHILDREN ISSUES**

**WHAT IS WORKING WELL**

**WHAT ARE WE WORRIED ABOUT**

**COMPLICATING FACTORS**

**WORRIES/CONCERNS**

**ANALYSIS/IMPACT ON CHILD**

**AGREED ACTIONS (LIST)**

**OUTCOMES/ACTION PLANS**

**DECISIONS & NEXT STEPS**

**KEY DECISION-MAKERS:**

**DATE OF NEXT MEETING:**

Signed. ----------------------------------------- [Supervisee]

 ------------------------------------------- [Supervisor] Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONFIDENTIALITY, CONFLICT RESOLUTION & ESCALATION SAMPLE STATEMENTS**

**CONFIDENTIALITY:**

Other than in exceptional circumstances, any personal matters discussed will remain confidential between [names of supervisor and supervisee]. These will be shared only where there are: safeguarding or protection issues for a child or vulnerable adult; health and safety concerns for staff, colleagues and/or others; concerns involving criminal offences; health or wellbeing issue for [name of supervisee]; capability or conduct issues that may impact on employment status or significant reputational issues for the school or other professional bodies.

**CONFLICT RESOLUTION:**

Where a difference of opinion or conflict in decision-making arises, we will try to resolve these restoratively in supervision as soon as possible, particularly if it concerns decision-making or safeguarding activity. Where we cannot resolve the matter, it will be ‘escalated’ to the next line manager, head or safeguarding coordinator. If the matter relates to a third party or other organisation, the SCP escalation procedure will be used.

**Appendix 3 - Supervision in Education Training hand-out**

Adapted Learning Cycle – Kolb 1988 including Signs of Safety (Edwards & Turnell)

**Appendix 4 SCP ACCREDITED - Supervision in Education TRAINERS LESSON PLAN**

 **Duration 1.5 to 2 hours**

| **TIME** | **TOPIC** | **METHOD** | **VISUAL AIDS** |
| --- | --- | --- | --- |
| 10am –  | Purpose | Trainer talk through | Slides |
| 10.10 am – 10.30 am | What is supervision* Hopes and fears exercise
* Core functions
 | Trainer talk through**Exercise** | SlidesFlip chart |
| 10.30 am – 11.00 am | Supervision process* Roles, responsibilities
* Supervision contract
* Supervision record
 | Trainer talk through. | Slides |
| 11.15 am – 11.30 am | Key features working children* Addressing worries
* Assessment, decision making, actions
 | Trainer talk through | Slides |
| 11.30am-12pm | Getting Stuck* Challenge
* Benefits of effective supervision
 | Trainer Talk through | Slides |