



**THOMAS ALLEYNES HIGH SCHOOL  
UTTOXETER**

# **Thomas Alleyne's High School Support and Supervision Policy for Designated Personnel in Education May 2020**

This policy is reviewed every 2 years to ensure compliance with current regulations

Approved/reviewed by	
Learning and standards	
Date of next review	

## Policy Purpose

This policy sets out arrangements for support and supervision of staff who work with vulnerable children in our school, to support the supervision process and incorporates statutory guidance within 'Working Together to Safeguard Children' (HM Government 2018).

Safeguarding supervision has been demonstrated, to be fundamental in supporting frontline practitioners in deliver high quality care, providing risk analysis and individual action plans (NSPCC, 2015).

Annexe B "Keeping Children Safe in Education" (September 2019 ) states that designated safeguarding leads "should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children."

## Definitions

Defining safeguarding supervision is a complex and evolving subject (Morrison, 2010). Laming (2009 p.44) defines effective supervision as, 'open and supportive, focusing on the quality of decisions, good risk analysis and improving outcomes for children rather than meeting targets'. 'Working Together to Safeguard Children' guidance (HM Government, 2018) clearly promotes effective safeguarding supervision and the recognition of the emotional impact of the safeguarding role on practitioners. Munro (2011) stated the importance of effective supervision to protect and identify vulnerable children and young people, as it provides the basis of sound professional judgements and partnership working. The importance of effective safeguarding supervision has been highlighted as a key theme in serious case reviews.

It is widespread practice in statutory agencies to provide supervision for staff responsible for child protection practice. This is seen as an effective means of ensuring compliance with procedures, providing support and identifying professional development needs. These three functions of supervision - accountability, support and professional development are highlighted as the core areas to be addressed. It is the role of the Designated Person to consider what needs to be put in place in school in order to address these three functions. It is the role of the school's governing body to ensure that Designated Personnel have appropriate support and supervision.

It is the role of the supervisor to:

Provide a safe environment where staff working with vulnerable children can reflect on their work. Be a source of advice and expertise. –

- Scrutinise and challenge practice in order to assess the competence of the worker. –
- Provide an opportunity for the practitioner to explore cases in depth in order to promote objectivity and sound professional judgement. There should be consideration of the way in which feelings about the work might affect both thoughts and actions.
- Enable practitioners to clarify their roles and responsibilities and how these relate to the roles of others.
- Assess training and development needs and ensure that these are met.

The concept of "support and supervision" covers both immediate situations requiring support and guidance and also on-going, planned sessions regarding the role of the Designated Person and issues arising about individual children. There will be a number of possible

models for delivering supervision involving several one to one meetings face to face and also phone support.

**At Thomas Alleyne's, supervision and support is provided in the following ways:**

- **The supervision external support used at Thomas Alleyne's is provided by Jayne Differ. Staff can access this through request to the headteacher.**
- **The safe guarding board meets weekly and supports all in the safeguarding tem to make collective decision and offers an opportunity to check decision making. This also supports supervision.**

## **BENEFITS OF SUPPORT AND SUPERVISION**

There are benefits to both staff and children when a system for support and supervision is in place. Benefits to all staff Schools have a duty of care towards their members of staff in relation to their physical and emotional well-being.

Any member of staff could potentially deal with a child protection concern and the nature of the concern might be upsetting or distressing to that member of staff.

Additionally, the requirement of confidentiality within child protection could lead to a staff member feeling isolated. Dealing with a child protection issue could, therefore, have an adverse impact on any staff member, not just the Designated Person.

Offering support and supervision following a child protection concern coming to light may reduce some of the impacts highlighted above leading to increased staff well-being; this will in turn have a beneficial effect on the rest of the school community.

A support and supervision system in schools will specifically benefit Designated Personnel in that it will offer:

- Support in dealing with emotionally-challenging situations.
- Challenge and reflection to ensure that all possible actions have been considered and objectivity is maintained.
- Shared responsibility for decision-making.

The supervisor should assess the strengths and weaknesses of the practitioner and provide coaching, development and pastoral support (NSPCC 2016). Effective communication between the supervisor and practitioner is the basis of effective supervision, furthermore supervision promotes child-centred focussed discussion. Supervisors are expected to professionally challenge supervisees, and together develop action plans for the cases discussed.

## **Attendance at Support and Supervision Sessions**

It is beyond the scope of this document to insist that supervision sessions should be compulsory. However, the school would strongly advise attendance since commitment is essential if the sessions are to achieve their stated outcome.

Best practice recommends that safeguarding supervision is undertaken as a stand-alone activity and not incorporated into clinical or management supervision (Wonnacott 2013).

Support through the weekly safeguarding board – it is compulsory for all safeguarding staff to attend these meetings with case number minutes shared to all on the same day for collectively decided/shared actions to be taken regarding open cases.

### **Recording Supervision Sessions (Individual or Group)**

It is important to adhere to the principle that any discussion about a named child or young person must be recorded in that child or young person's child protection file. In this way there will be a clear paper-trail regarding discussion/advice about individual children.

Any recommendations or actions regarding any specific child protection issues must then be discussed with the DSL and recorded in the file on MyConcern.

Staff attending supervision are expected to follow these professional standards:

- The focus will remain on the child/young person.
- Commitment to arrive on time and remain for whole session.
- Informing the supervisor and headteacher of non-attendance, as soon as possible, in order that another session can be arranged within the half term where practical.
- To fully enter into discussions, value and actively listen.
- To question differences constructively and respectfully, and to consider the thoughts and feelings of both parties.

### **Counselling**

Counselling is offered by the school on a needs basis to support staff. This is offered by Jayne Differ and accessed through the headteacher.

### **References and Sources**

- HM Government (2018) Working Together To Safeguard Children and KCSIE 2019 London, Crown Copyright
- Laming H. (2009) The Protection of Children in England: A Progress Report. London, The Stationary Office
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- Munro E. (2011) The Munro Review of Child Protection. London, The Stationary Office
- National Society for the Prevention of Cruelty to Children [NSPCC] (2016) Supervision Skills in Safeguarding, NHS England. London, NSPCC
- National Society for the Prevention of Cruelty to Children [NSPCC] (2015) Supervision Skills in Child Protection. London, NSPCC
- Royal College of Paediatrics and Child Health [RCPCH] (2019) The Intercollegiate Document. London, RCPCH
- Wonnacott J. (2013) Supervision: A Luxury or Critical to Good Practice in Times of Austerity? Available at [www.in-trac.co.uk/wp-content/.../07/Supervision-in-timesof-Austerity-July-131.doc](http://www.in-trac.co.uk/wp-content/.../07/Supervision-in-timesof-Austerity-July-131.doc) (accessed 16/06/16)