PUDSEY GRAMMAR SCHOOL

Supervision Framework Guidance for Schools and Colleges in Leeds 2020 - 2024

This policy has been agreed by the Governing Body of Pudsey Grammar School

Ratified: Full Governing Board

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Adapted from Leeds City Council Children's Services Policy Framework 2020

1. Introduction
In 2011 the Education Service were involved in a learning lessons review. The learning lessons review recommended the development and implementation of a supervision guidance and accountability framework for use in schools and clusters. The aim of this framework is to provide clear guidance for the supervision of staff in education settings who have direct contact with children, young people and their families and networks, and are directly responsible for safeguarding and child protection work.

This guidance document provides a framework for senior leaders and governors to understand the requirements and processes of supervision, which all educational settings in Leeds should have due regard too. This guidance document sets out how staff with designated responsibility for safeguarding and child protection work can expect to be supervised.

This guidance document has been developed within the context of the following standards and guidance:

Keeping children safe in education 2023
Ofsted: Inspecting safeguarding in early years, education and skills settings (2022)
The statutory framework for the early years foundation stage 2023
Working together to safeguard children and young people 2022
The Children and Families Trust Board and Leeds Safeguarding Children Partnership: Supervision: Policy and Guidance – Minimum standards for the supervision of staff and volunteers working with children, young people and families;
Leeds Practice Framework

Supervision is a fundamental task that senior designated safeguarding leads should undertake to support the development of their staff's skills and practices in the safeguarding of children in their care, in keeping with the school's/college's safeguarding and child protection policy.

"Effective practitioner supervision can play a critical role in ensuring a clear focus on child welfare. Supervision should support practitioners to reflect critically on the impact of their decisions on the child and their family" Working Together to Safeguard Children (2018).

Keeping Children Safe in Education (2020) states the need for designated safeguarding leads to: "*be given the time, funding, training, resources and* **support** *to provide advice and support to other staff on child welfare and child protection matters*"

Staff supervision is a key line of enquiry in the Ofsted framework which references the signs of successful safeguarding arrangements: *"Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare*

are at risk". (Inspecting safeguarding in early years, education and skills settings 2022)

2. Leeds Practice Model

With regard to supervision in a context of working directly with children, young people and families, the Leeds Practice Model provides professionals with structure and support to achieve purposeful and quality practice. Further details about the Leeds Practice Model can be obtained from https://www.leeds.gov.uk/docs/Leeds%20Practice%20Model.pdf
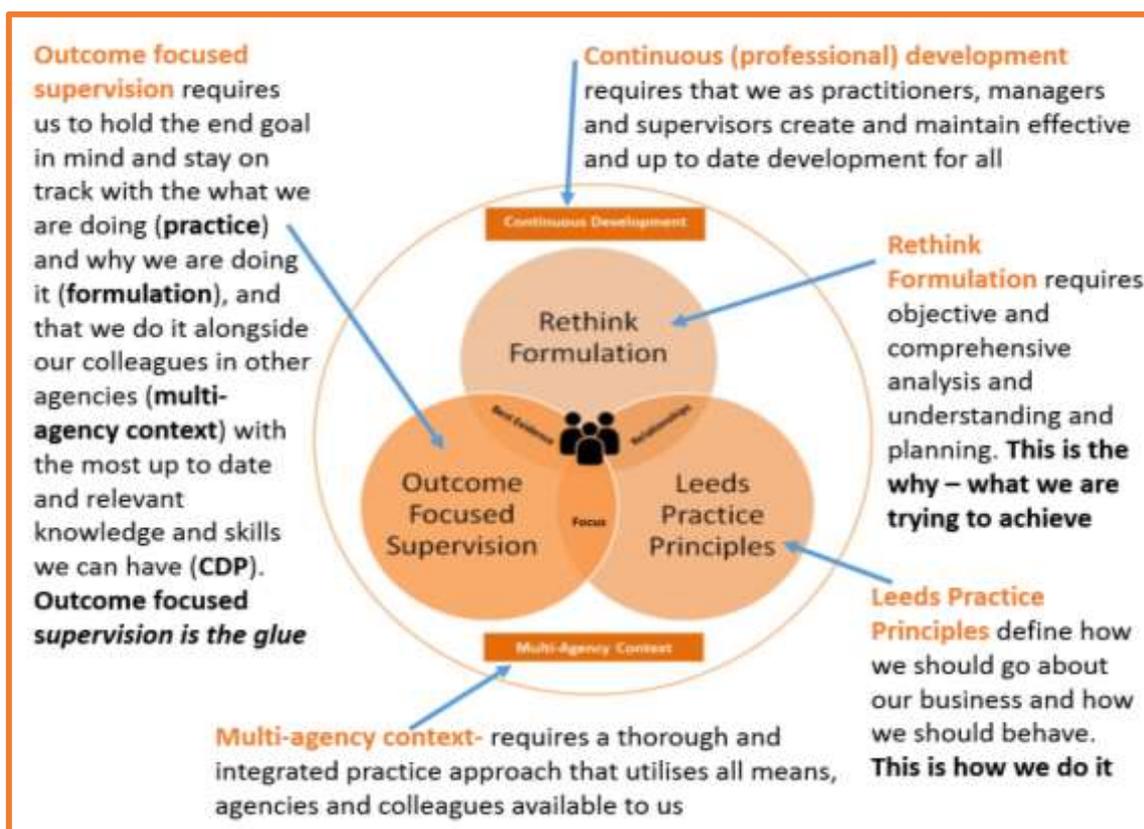
Across the education sector, each school/college will individually design what their supervision needs to look like based on this framework.

Supervision is a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.

Supervision does not simply occur in a 1:1 session. It occurs in the context of a supervisory relationship and to be effective this has to be based on trust so that a safe space is created in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, wellbeing, success and achievement can all be explored.

It is therefore critical that over time this relationship develops so that when things are at their most complex and vulnerable, which is often outside of formal supervision, the supervisor and supervisee are able to communicate.

There are different types of supervision, e.g., informal and formal. This framework specifically addresses 'formal supervision'. 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 appropriately by the caseworker/designated safeguarding officer 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.

3. The Key Functions of supervision are the 3 Ps
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's Partnership Procedures and the 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 .

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

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.

4. Supervision Contract/Agreement
A supervision agreement between the supervisee and the supervisor should clearly outline the responsibilities and expectations of both parties. When the Supervision Contract/ Agreement has been agreed, it should be signed by both the supervisor and the supervisee. A copy of the contract should be

retained by the supervisor. The supervisee should be given a copy. The agreement is essential and will form part of the supervision records. It should be reviewed annually.

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                    Review Progress

Provide constructive                    Focus on the future
     feedback                               outcomes

Discuss and agree how
and when next steps will              Develop helpful goals
  be achieved and
anticipate likely barriers

     Identify next steps          Build on strengths and
                                       competences
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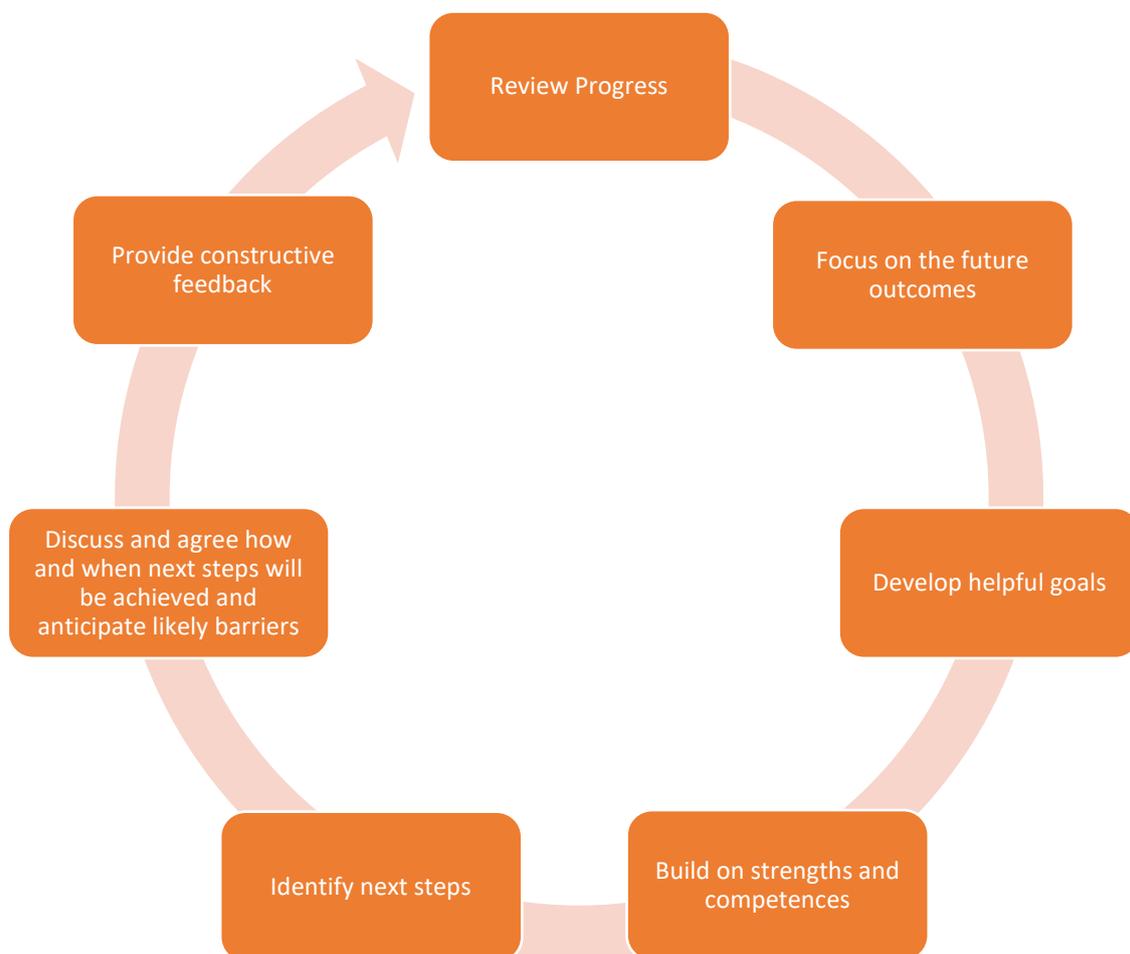
5. The Supervision Process

The following supervision process has been adapted from Bucknell (2006) and is relevant to any supervisory relationship and has the following integral elements

6. 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.

It is the line manager's responsibility to ensure that an effective supervisory relationship exists and for the majority of people the supervisor and the line manager will be the same person. Where that relationship is not effective it should be brought to the attention of the Supervisor, and if necessary, the line manager of the supervisor.

The supervision partnership will:	And will not:
Be confidential, subject to the safety of service users or staff whistle blowing	Break confidentiality
Be a continuous process	Be a one off event
Encourage and involve you	Undermine staff
Be structured and focused	Be 'small talk and cosy chat'
Be planned and private	Be rushed or interrupted
Be a two way process	Be one sided
Recognise good performance and personal achievements	Avoid challenge where this is needed
Help staff to be clear about their roles and responsibilities	Confuse staff
Focus on individual needs	Focus on the supervisor's needs
Be motivating	Feel negative or demoralising

Address professional development	Ignore the right and need for development
Anticipate, acknowledge, discuss and manage the emotional impact of the work	Ignore the way staff feel, avoid discussion about the emotional impact of the work
Deal with situations sensitively and clearly	Ignore or fail to support staff

7. One to One supervision

Senior designated leads are responsible for ensuring all staff with designated responsibility for safeguarding and child protection work, have access to regular one to one safeguarding supervision, which cover the key functions of supervision as referenced in point 3 of this guidance.

8. Group supervision

Group supervision may be used to complement 1:1 supervision.

Group supervision supports staff to expand on their knowledge, skills and experiences. The group should establish ground rules and a working agreement at the start and clarify and agree the boundaries of confidentiality.

In some cases, it may be necessary or appropriate to conduct a group supervision session, where there may be several staff involved in direct work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

Within a group supervision process, the roles and responsibilities of the supervisor and supervisees should be the same with the following added principles:-
- The group should clarify and agree the boundaries of confidentiality
- Formal records/minutes should be kept of group supervision and any actions agreed for individual children should be clearly recorded in the pupil file with a cross reference to the group supervision record.

9. Practical considerations for supervision

The following are all essential practical considerations for quality supervision practice:
- Supervision meetings/discussions are recorded, and records are shared
  - between supervisor and supervisee within agreed timescales.
- There are planned sessions that take place regularly – at least 4 – 6 weekly

- It takes place in locations that support confidential and productive discussions
- It links to appraisal and any required professional standards
- Quality Assurance of supervision informs service development
- Self-care is an essential component of effective supervision and self-care
- plans can be developed, reviewed and adapted throughout the
- supervisory relationship.

10. Recording
Recording should follow the principles that:-

- The contract is the initial record of agreement between both parties
- All supervision sessions must be recorded by the Supervisor (See Appendix 3 for sample supervision record).
- Records of supervision should be signed off and dated by the supervisor and supervisee. All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation (See Appendix 3 - Part B), handwritten records must be legible.

11. Confidentiality and Access
Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, e.g., their own line manager, this should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and all paper records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Equally, access to any electronic files must be accessible only by the Supervisor and their line management.

Supervisees should be aware, however, that other than themselves and their supervisor, others will, from time to time, access records, these might include:

- Senior Managers (for quality assurance purposes)
- Investigating Officers (e.g., for disciplinary purposes)
- Inspectors (e.g., Ofsted)

Individual settings will identify their own arrangements for file retention.

12. Difficulties Resolution
It is important that supervisees take action to ensure they are receiving quality supervision and having their development needs identified and met. If it becomes apparent at any point that a supervisee is not receiving

supervision to the standard required, they should, in the first instance have a conversation with their supervisor clarifying the difficulties, which they feel, have arisen.

The initial supervision contract should agree how to resolve any difficulties/issues where the supervisor or the supervisee are unable to find solutions. This could involve seeking an independent third party opinion from the Education Safeguarding Team (0113 3789685 or estconsultation@leeds.gov.uk).

It is absolutely essential that all parties understand that however difficult it is, any member of staff who feels that the quality of supervision is not meeting the needs of themselves or other stakeholders in the process must raise it through line management.

13. Quality Assurance
There is a critical link between good quality regular supervision and good outcomes for service users
- Supervision files will be subject to inspection and audit which may include checking files to ensure that supervision is taking place.
- Individual settings will identify their own quality assurance arrangements, which could include independent audits, and periodic checks by the designated safeguarding governor.

14. Training in Supervision
In Leeds, the Local Authority recognises the importance of equipping senior leaders with delegated designated safeguarding responsibility in educational settings with the skills, knowledge and understanding they require to provide safeguarding supervision for staff directly responsible for managing safeguarding and child protection matters.

Each senior designated safeguarding lead should access the one day Safeguarding Supervision skills training tailored for education staff which is available through Leeds for Learning and delivered by the Education Safeguarding Team, Refresher training is not a requirement for education staff unless recommended by their manager. The training offer from the Education Safeguarding Team can be accessed via www.leedsforlearning.co.uk

Appendix 1: Supervision Agreement/Contract

This Supervision Agreement is between:
Name of supervisee:
Name of supervisor:

Supervision Preparation Tool

The completed Supervision Preparation Tool has been discussed and the conversation has identified the following:

Ground rules and structure:
The setting and the principles, ground rules, expectations and boundaries of supervision
What does it look like and how should people behave e.g., frequency, where, who will be there, prioritising attendance, and phones off, arrive on time, do not disturb sign on the door etc.:

Preparation
What needs to happen prior to supervision to make it effective?
What does each person need to do to turn up to supervision?
Might include preparation notes and / or case summaries which are shared in advance.

Might include: reflection on key points of learning or strengths or struggles and being mentally prepared:

Conversation
What information needs to be shared, imparted, explored or challenged in supervision?

How will the conversation be structured? Is there a particular model of supervision to be used? How will discussion occur?

Output
What the supervisee should take away from the event in terms of actions, learning and clarity of direction with energy to carry out the tasks. Who is responsible for taking notes and sharing them? Where are agreed case actions recorded and by whom?

Agreement

Signatures

Supervisee:

Supervisor:

Appendix 2: Supervision and Appraisal Monitoring Log

Supervisee: Supervisor:

The purpose of the Supervision and Appraisal Monitoring Log is to monitor the frequency of supervision. More information about frequency of supervision is available in the Supervision Policy, Procedure and Guidance document.

Date of Supervision	Duration of Supervision	Signature of Supervisor	Signature of Supervisee

Appendix 3 Childrens services Sample Supervision record

PART A

NB: This pro-forma can be altered to reflect individual and organisational needs and be adapted to the setting.

Name of Supervisee _____ Name of Supervisor: _____

Date _____

Discussion Agenda Point	Points of reference / Actions Agreed
1.Details of holidays, sickness absence, training undertaken since last supervision	
2. Review of agreed action points from the last meeting/matters arising.	
3. Cases Discussed: **Complete Part B for individual case discussions and actions agreed.**	List Names of Cases Discussed:
Team/general issues impacting safeguarding practice.	
Professional Development: *any training needs identified?*	
Wellbeing/Self Care	
AOB	
Date of next meeting	
Name & Signature of Supervisor	
Name & Signature of Supervisee	

PART B: To be completed for each child/family discussed. A copy of notes to be added to the child's child protection file.

	Supervision notes
Family Name	
Children's names	
Ages	
Current Status (e.g.: CIN, CPP, LAC, CAF etc):	
Summary of events / updates from last supervision:	
Identified Risks/Issues:	
Safety/Protective Factors:	
Strengths/Positives:	
Actions Agreed:	
Supervisee's signature & date	
Supervisor's signature & date	

Appendix 4: Supervision Quality Assurance and Audit

Part A) – File Review

Line Manager carrying out the audit	
Supervisor whose work is being audited	
Date of audit	
Name of supervisee whose file is being audited	

File Documentation	Compliance Yes/No	Comments
Supervision and Appraisal Monitoring Log (updated monthly)		
Individual Supervision Contract (should be reviewed annually)		
Personal Supervision Record (as per procedure)		
Key Case Discussions (Child Protection file)		
Attendance & Sickness Monitoring (as necessary)		
Performance Management (as necessary)		
Any Other Business		

Part B) – Quality Assurance and Audit Feedback

A quality assurance conversation has been held by the following people:
Date of the conversation:

How has the Quality Assurance and Audit (QA&A) feedback been achieved? (E.g., conversation with supervisee, observation of supervision etc.)
Summarise the key themes arising from the QA&A feedback and discussion with the Supervisor here:
Provide analysis about the nature and effectiveness of supervision & the supervisory relationship:

Action Plan:
The supervisor and the supervisee have an equal role in ensuring that supervision is safe and effective

Action	By Whom	By When

Appendix 5: Self-care Plan – an essential element of staff care

Name:

Date:

The aim of self-care is to achieve a healthy work / life balance and take appropriate action regarding self-care.

A self-care plan can be developed by someone thinking on their own or with their supervisor or someone else. Either way, it is helpful to share the plan with the supervisor and others as this can help the owner of the plan to be more accountable to the plan and for others to support the person with aspects of the plan.

To develop my self-care plan I will complete a formulation or a fit or other approach to help me identify what I need to do to achieve a healthy work / life balance (self-care)

Think about the barriers to maintaining self-care and what I will do about it
What are the barriers to maintaining self-care strategies?
How will I address these barriers and remind myself to practice self-care?
Negative coping strategies I would like to use less or not at all - and
What I will do instead

Develop a self-care plan based on 1 and 2

Share the plan with formal (e.g., line manager) and informal (partner, work friends, other friends, family member etc.) supports.

Monitor my self-care with my supports and review my self-care plan at regular intervals. This will be every (month, 3 months etc.)

My self-care plan is on the next page

My self-care plan.

To achieve a healthy work life balance, I will:

Barriers to maintaining self-care	
What are the barriers to maintaining self-care strategies?	
How will I address these barriers and remind myself to practice self-care?	
Negative coping strategies I would like to use less or not at all	
What I will do instead	

Sharing my self-care plan with others

The people I will share this plan with are:	

Review of my self-care plan

The next date I will review this plan is:	

Practice guidance tools for use in supervision

1: Four Functions of Supervision (Adapted from Morrison 2010)

Management: Knowing the supervisee & helping them assess how well they are fulfilling their role	Development: Helping The supervisee to reflect on out work and themselves in their work, so that they can learn and adapt.
Role & Task Clarity (own & other agencies) Policy and Procedures understood Expectations are clarified Quality assuring and giving feedback Audit & compliance monitoring The worker understands the limits and use of personal, statutory & agency authority Plans are reviewed and are completed within the agency & statutory framework Standards of record keeping are maintained The worker understands the tensions & limits to autonomy & accountability and when to consult the Supervisor The workload is appropriate The work in undertaken within a safe environment	Appraisal Help the worker develop skills and competence Understanding the workers theoretical base, knowledge, skills & values Understanding the workers learning style and blocks to learning Supporting the worker in setting professional goals Regular feedback and reflection on themselves at work Learning from success & mistakes Supporting the application of theory in practice Feedback to the supervisor about how supervision works for them and how it could be improved.
Support: Helping the supervisee process the emotional impact of the work we do	Mediation: Helping the supervisee to negotiate their relationship with the social and organisational context of our work
Validate the worker as a professional & an individual Clarify the boundaries between support/supervision & counselling. Clarify the limitations of confidentiality Support the worker in expressing complex & powerful emotions Help the worker explore emotional blocks within the work To monitor and attend to the workers levels of stress, motivation & wellbeing To explore issues about diversity, discrimination, harassment, bullying in a safe setting To assist the worker in exploring & improving difficult/conflicted relationships To clarify when the worker should be advised to seek external counselling, and its relationship with performance monitoring	Negotiate & clarify the teams role & responsibilities Brief managers about resource deficits or implications Help the worker use resources efficiently Represent staff needs to higher management Consult & brief staff about organisational development Support staff through transitions when change occurs Represent, advocate or accompany staff in work with other agencies Involve & support staff in decision making Provide clarity about what can be influenced within the organisation from the role Advocate with other teams/organisations Deal sensitively with complaints

2: Questions to explore the Kolb Cycle:

Focussing on the experience
What was your aim? What planning did you do?
What was your role?
What did you expect to happen?
What happened?
Identify different perceptions of co-workers?
What did you say and do?
What methods or interventions did you try?
What did the user say, do or show?
What reactions did you notice to what you said/did?
What surprised or puzzled you?
Who behaved differently?
What stuck out for you?
What were the key moments?
What did you notice about yourself, the user, your co-worker?
• What words. non-verbal signals, interactions, sounds, images   or smells struck you?
What do you think the service user would have noticed about you?
What or who was hard to observe?
What observations or concerns do other agencies have?
What went according to plan?
What didn't happen?

Focussing on reflection
What did you feel at the start of the interview/visit?
What feelings did you bring to the interview?
Describe the range of feelings you had during the session
What did the session feelings remind you of?
What patterns did you see in the visit? Are those familiar?
Where have you encountered similar processes?
Describe a time when you last experienced this process. What happened?
Who/ what does the user remind you of?
What do you think the user was feeling? Based on what?
What feelings might you be carrying on behalf of the user? What projection of feelings or emotions might be occurring?
What other factors might influence hoe you, the user felt or reacted, for example, in relation to gender and race?
Where and when did you feel most or least comfortable?
Who seemed least or most comfortable? At what points?
Who found it hardest to express their feelings?
What thoughts/ideas went through your mind during the session?
What are the similarities/differences between this contact and previous contact with this service user?
What did you tell yourself about what was happening, or about your feelings?
What was left unfinished?

Adapted from Leeds City Council Children's Services Policy Framework 2020

Focussing on analysis

List three assumptions you or the user brought into the session.
How do you define your role in this situation?
How do other agencies define your role in this situation?
How do the user and their family define your role?
What expectations does this agency have of your role?
What aims/outcomes for this session were or were not achieved?
What went well, or not well, and why?
What family or community behaviours in this situation are acceptable to you?
What behaviours/norms in this situation are acceptable to the family or community?
What norms/standards do other agencies expect in this situation, and why?
What do you understand this agencies standards/norms to be in this situation?
What other, possibly unexpected outcomes did the session produce?
How would the user explain what was happening in that session?
How else could you explain what happened?
How would you describe the power relationship during session?
Did power shift during the session? If so, why? What might this tell you about assumptions around gender, race, and sexuality and so on?
How far did this session confirm or challenge your previous understanding about this situation?
What new information emerged? What was the critical moment?
What bits of training, values might help you to make sense of what was happening in this session?
How else might you have managed the session?
What are the current strengths, needs, risks for the different users?
What is not known?
What conclusion are you drawing from this work so far?

Focussing on action plans

In the light of the reflection and analysis we've done, what's your overall summary of the needs, strengths and risks for the service users in this situation?
What are you responsible for managing in this situation?
What training, supervisory and support needs have been raised for you?
What information needs to be obtained before proceeding?
What are your aims in this next phase of work?
What is urgent and essential?
What would be desirable?
What is negotiable and what is non-negotiable in this situation?
What would be a successful outcome of the next session from your perspective?
What would be a successful outcome of the next session from the users' perspective?
What are the different ways in which you could approach this?
What might be your strategy for the next session?
What are the possible best or worse responses from the user?
How can the user be engaged? What does she need from you?
What contingency plans do you need? What is the bottom line?
Who else should be involved (agency)?
What would you like from them?
On a scale from 0 to 5 with 5 being the most confident how confident are you with this case?
What can I do that will be helpful to you at this stage?
What and when does feedback and debriefing need to take place?
Are there any safety issues for you or others?
What can be done to minimise any dangers? What did you say, notice or do immediately after the session?