

Supervision: Policy & Guidance

'Improving Safeguarding Practice'

Temple Learning Academy



Approved by: Stuart Huddleston

Last reviewed on: March 2026

Next review due by: March 2027

A Framework for Supervision

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)

In 2011 LCC's Education Service was involved in a Learning Lessons Review. The Learning Lessons Review recommended the development and implementation of a Supervision Policy and Accountability Framework for use in schools and clusters.

The Framework provides an understanding about the requirements and processes of supervision.

Supervision

There are different types of supervision, eg informal and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often ongoing 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 Three Ps:

1. Performance Management
 - Ensure that safeguarding children, performance and practice is competent, accountable and soundly based on research and practice knowledge.
 - Ensure that safeguarding children practice is consistent with the Leeds Safeguarding Children Partnership, 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 involved 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 action.
- 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.

Group Supervision

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.

When a group supervision process is the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:

- The group should clarify and agree the boundaries of confidentiality.
- The records should reflect that this was a group discussion.

Contract

The contract between a supervisee and supervisor should clearly outline the responsibilities and expectations of both parties, as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract should form part of the supervision records and should be reviewed annually. (See Appendix 1).

Frequency of Supervision

The frequency of supervision is highlighted on the contract form under the section 'supervisor's responsibilities'.

Good practice indicates that the sessions should be regular and frequent enough to provide the support and oversight needed.

The supervisor and supervisee should agree on the duration and frequency of supervision, taking into account the experience of the supervisee and the complexity of the work. It will be appropriate to arrange for more frequent supervision for staff who are newly qualified or new to Children's Services, but also if there are particular pieces of work which need more time in supervision.

Clinical Supervision

Clinical supervision is also provided for specific staff who are at increased exposure to potentially more frequent and more complex child protection issues. Appropriately experienced colleagues will conduct the clinical supervision and external agencies may be commissioned where appropriate.

Recording

Recording should follow the principle that:

- The contract is the initial record of agreement between both parties.
- All supervision sessions must be recorded by the Supervisor (Appendix 2 must be completed on paper and retained securely. Appendix 3 is an aide memoire of points to ensure the quality of discussion on cases, during supervision).
- Appendix 2 (Supervision Record) must be signed off and dated by 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 (CPOMS). Any hand-written records must be legible.

Quality Assurance

There is a critical link between good quality, regular supervision and good outcomes for safeguarding.

- Supervision files will be subject to inspection and audit which may include checking files to ensure that supervision is taking place.

Entitlement

It is important that supervision is provided. If you are a member of staff who is not receiving supervision at the required frequency during the year they should:

- In the first instance arrange a one to one with their supervisor to discuss and resolve, where possible.
- If they are unable to find a solution, school staff should request a three-way meeting between their supervisor, line manager or the Principal (or in the instance that the Principal is also the supervisor a governor) and supervisee. The difficulties should be discussed and outcomes agreed.

NB: This entitlement should be clearly agreed and defined in the supervision contract agreed by both parties at the start of the supervision process (Appendix 1: Supervision Contract).

Supervision Contract

Purpose of Supervision

1. Supervision 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 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 (CLA) and children subject to an Early Help Plan, or where staff are case holders for family support or the case has been de-escalated from social care.

2. Supervisee's Statement

The designated Child Protection Officer will attend each session with information and individual case files.

3. Supervision for school staff

Should take place at a minimum interval of once every half term. This may increase if there is a need, supervision should last approximately one hour.

Supervisor's responsibilities and expectations

- The Supervisor will meet with the supervisee a minimum of once every half term and will be located in a confidential space which is appropriate and free from distraction.
- To undertake an open and honest discussion regarding cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies.
- 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 an Early Help Plan.
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work and training will be included.

Supervisee's responsibilities

- Open and honest discussion regarding cases that the staff are working with have responsibility for.
- Implement actions to be taken to protect any child where there is reason to believe a child is at risk or harm.
- Implement actions to meet agreed outcomes for the child/family.

Appendix 1

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 there is unsolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together with the Principal 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 signature:

Date:

Supervisor signature:

Date:

This contract should be reviewed on an annual basis.

Date of review of contract:

Signed:

Appendix 2

Supervision Record

Date:

CP Designate (supervisee):

Lead Designate (supervisor):

Since the last supervision, detail whether there has been any:

Sickness absence:

CP/Safeguarding Training:

Agenda

1. Review of agreed Actions from the last meeting. Have actions been addressed?

2. Review of current cases – one selected by the supervisor and one by the supervisee.
 - Complete the ‘Supervision’ category within CPOMS for the cases discussed.

3. Quality assurance of current CP practice. Are standard school protocols being followed in the cases discussed? If there are areas for development or further focus, record in the table below.

4. Comment of the CP workload and wellbeing of the CP designate.

Points for development or focus:

CP Designate	By (date):	Supervisor	By (date):

Signed

CP Designate:

Supervisor:

Appendix 3

To be used as a guide to the supervision session – complete the CPOMS ‘Supervision’ category using this as an aide memoire.

Date:

CP Designate:

CP Supervisor:

Name of Student:

Consider:

- Summary of events since the last supervision
- Identified Risks/Issues?
- Actions taken?
- Safety/Protective factors put into place?
- What is the CP designate’s role/relationship with the family?
- Agreed Actions?