

Safeguarding is a key priority for and all staff are charged with the responsibility to safeguard everyone within our community. Working to ensure that our pupils are protected from harm requires sound professional judgements to be made and the associated work can be distressing and stressful. All of those involved in safeguarding should have access to appropriate advice and support.

The purpose of this strategy is to ensure that high quality safeguarding advice, support and supervision is available to all SPA staff to ensure they are supported and offered professional challenge. Safeguarding supervision will bring skilled supervisors and practitioners together in order to reflect upon their practice.

***Safeguarding supervision will always keep a focus on the best interests of our pupils and promote their safety and well-being.***

### **Process**

Supervision of staff may take many guises and much is informal and reactive as dictated by individual cases.

### **Levels of Safeguarding Supervision available to all SPA staff:**

**Level 1** - Safeguarding support and advice is available from the Children's Safeguarding Team and Senior Leadership Team (SLT) via telephone, email or face to face contact. This is one off advice regarding a specific safeguarding concern.

**Level 2** – Specific safeguarding team support and advice is available from the Designated Safeguarding Lead (DSL) or any member of Safeguarding Team via telephone, email or face to face contact. This is one off advice regarding a specific safeguarding concern.

**Level 3** – Planned formal, face to face, individual supervision.

Supervisor	Supervisee	Frequency
Safeguarding gov	DSL	Termly
Head teacher	Designated LAC teacher	Termly
DSL	Deputy DSL	Termly
DSL	Class teachers new cases	At beginning of school year/new cases
DSL	Group supervision	when required

### **Accountability and Responsibilities**

Outlined below are the individual roles and responsibilities in relation to accessing and providing safeguarding supervision:

**All Staff** - should ensure that they know how to access safeguarding supervision at levels 1 & 2.

**DSL and Deputy DSL**- should be available to provide level 1 & 2 safeguarding supervision to all staff working with children where there are safeguarding concerns.

**DSL** – should provide level 3 formal calendared safeguarding supervision at least once per term for the deputy DSL or where required.

## **Record Keeping Responsibilities**

**All Staff** - Where an individual pupil safeguarding concern has been discussed, this discussion and any resulting actions must be recorded in the pupil's safeguarding file. This will be the responsibility of the DSL or Deputy DSL offering the advice.

**Staff with responsibility for Supervision** - should record formal safeguarding supervision in accordance with the SPA Strategy Forms.

**Name:**

**Date:**

**Summary of incident:**

**Experience:**

*What happened?*

*What did you do?*

*What did you notice?*

**Reflection:**

*What did you think the student was feeling? Based on what evidence?*

*What ideas have come to you during this session?*

*What was left unfinished?*

**Analysis:**

*How far did this session confirm or challenge your previous understanding and theories?*

*What new information emerged?*

*What else may be unknown?*

**Action Plan:**

*In light of the reflection and analysis we have done, what is your overall summary of where you are at, and what needs to be done next?*

*What is urgent, essential or desirable - what is the bottom line?*

*What can I do that would be helpful at this stage?*

## Safeguarding Supervision Strategy – Form 2

### Record of Safeguarding Supervision

Supervisee:	
Supervisor:	
Date :	

#### Agenda items

1. Review of agreed action points from last meeting/matters arising
2. Discussion under 3 key functions
3. AOB and date of next meeting

<b>Review of previous supervision sessions</b>	
Progress on Actions	
<b>Notes of discussion</b>	
Management, eg, <ul style="list-style-type: none"> <li>• Reviewing performance in relation to safeguarding practice</li> <li>• Application of safeguarding policies and procedures</li> <li>• Safeguarding roles and responsibilities</li> <li>• Development and monitoring of action plans</li> <li>• Monitoring safeguarding workload</li> </ul>	
Professional development, eg, <ul style="list-style-type: none"> <li>• Identifying preferred learning styles and barriers to learning</li> <li>• Assessing development needs and identifying learning opportunities</li> <li>• Giving and receiving constructive feedback on performance</li> <li>• Reflecting on learning opportunities undertaken and applying that learning to the workplace</li> </ul>	
Support, eg, <ul style="list-style-type: none"> <li>• Enabling and empowering expression of feelings in relation to the work role</li> <li>• Discussion of personal issues impacting on performance at work</li> <li>• Health and safety</li> </ul>	
Names of individual children discussed <i>The details of a discussion of an individual child will be recorded in the individual child's log</i>	

<b>Actions agreed:</b>			
Management	Agreed actions	By whom	By when
Professional development	Agreed actions	By whom	By when
Support	Agreed actions	By whom	By when

Supervisee's signature: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_