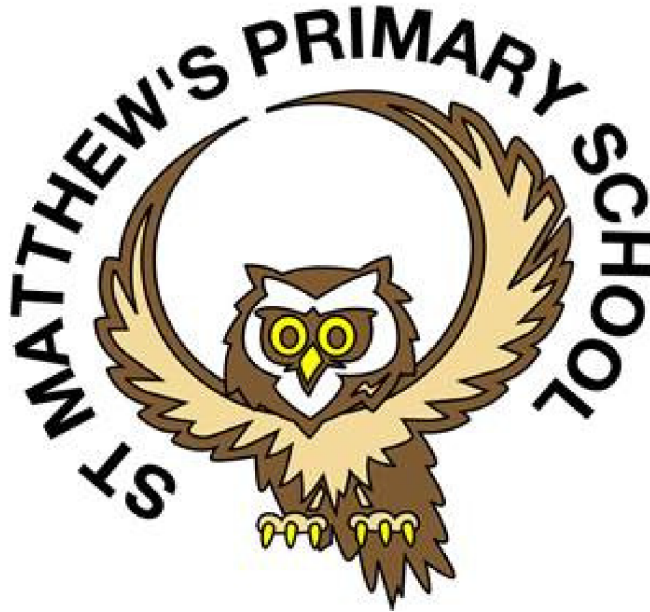




St Matthew's Primary School

Safeguarding Supervision Policy

Date Policy Written: July 2026

Review Cycle: Annual basis or sooner if required.

Next review date: July 2027

This Policy must be read in conjunction with Safeguarding & Child Protection Policy and 'Keeping Children Safe in Education'

At St. Matthew's Primary School we strive to provide high quality education that meets the needs of all children, including effective safeguarding procedures and processes. Staff must be confident and skilled in taking appropriate and responsive decisions and the school will support this by:

- *Ensuring staff understand what is expected of them and provide appropriate training*
- *Fully supporting staff to manage their work effectively*
- *Supporting intervention in a timely manner through a solution focussed approach*
- *Promoting a child centred approach to safeguarding discussions*
- *Providing professional challenge and reflective time*

What is supervision?

Supervision is a regular meeting between the Supervisor and Supervisee in order to meet and reflect on school, professional and personal objectives.

The supervision process is a key part of the safeguarding management system and continuous professional development within the school. It provides an opportunity to ensure that:

- practice is soundly based and consistent with Luton LSBC and organisational procedures
- practitioners fully understand their roles, responsibilities and the scope of their professional discretion and authority
- training and development needs of practitioners are identified, so that each has the skill to provide an effective service

Good quality supervision can help to keep the focus on the child and avoid 'drift' within each case. It will help to maintain a degree of objectivity and challenge fixed views where they may arise. It will also test and assess the evidence base for assessment and decisions; and address the emotional impact of work on safeguarding leads. This includes taking account of vicarious trauma and the effect that this can have on staff well-being and performance in their role.

Supervision Methods

At St Matthew's Primary School we recognise that supervision is much more than formal one to one sessions; it is an on-going process that takes place in many different settings and in many different ways. This can include 'Group Supervision' and 'Informal Supervision'. Each of these methods have their place, but cannot and should not replace planned, formal, recorded, individual sessions.

This policy is concerned primarily with 'Formal Supervision', which takes place on an individual basis, in private, at a pre-arranged time. All staff working within the school will have access to this method of supervision as needed, although this will most frequently involve:

- the Designated Safeguarding Lead
- the Safeguarding Manager
- the Family Worker

Where the DSL recognises that another member of staff in school would benefit from supervision, this is something they will action at the earliest possible opportunity.

Informal Supervision

This will occur throughout the working week and will involve the Supervisee seeking support and reassurance from a number of other colleagues and agencies in relation to safeguarding matters. For example, the Safeguarding Manager could seek clarification of next steps from the Education Welfare Officer if there is a concern around the attendance of a pupil within a safeguarding case. Informal supervision is often not recorded, but does provide a useful soundboard for safeguarding staff to seek clarity.

Formal Supervision

This model of supervision takes place on a planned date and time and involves Supervisors and Supervisee. Supervision meetings are a two-way discussion between a staff member and a DSL/Senior Leader. To be effective each person must take equal responsibility for ensuring effective communication and must both be equally committed to making the relationship work.

The process is formal, in that all discussions and decisions on actions are recorded by the Supervisor as part of the conversation. There is an agreed format for the meeting, which is populated in advance of the session by the Supervisee, and the Supervisor will ensure that this is followed. Supervision at St Matthew's Primary School will be led by the Headteacher or Assistant Head for Inclusion, and quality assurance is built into the process. This will ensure that there is a child centred approach in all safeguarding activities and that potential barriers to support are removed at the earliest possible opportunity. The Supervision process needs open and frank professional conversations but should any serious or persistent concerns arise in the sessions, supervision notes may be used to support investigations into potential disciplinary and/or competency proceedings.

“Effective practitioner supervision can play a critical role in ensuring a clear focus on a child's 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)

To facilitate supportive supervision, St Matthew's Primary School have created a Supervision Agreement, which outlines the expectations of the session on behalf of both the Supervisor and Supervisee (Appendix 1)

Session Structure & Record Keeping

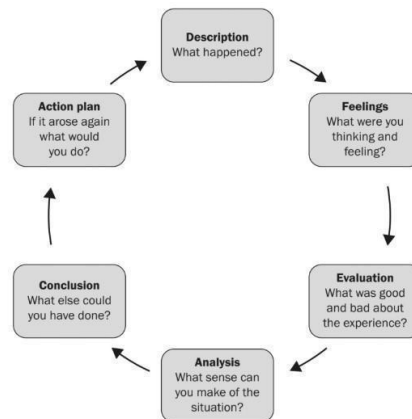
Formal supervision sessions will last for 1 -1 ½ hours, within a 2 hour dedicated slot, and will be held:

- on a three weekly basis for Safeguarding Manager, including an update on those with social care involvement at each meeting, along with emerging concerns
- on a monthly basis for the Family Worker
- on a half termly basis for the DSL formally (and informally on a weekly basis)

The Supervisor will ensure that the environment is conducive to effective discussion, including the use of a quiet room where interruptions will not occur (unless in an emergency). This will include turning all phones off and showing commitment to the session. Supervision should be an opportunity to promote honest and positive discussions with the Supervisee in a safe space.

One week in advance of the session, the Supervisee must also complete the 'Supervisor's Individual Case Notes' (Appendix 3), which will support their discussions in the meeting (there is no expectation that these will be shared in advance of the meeting). Children/families with social care involvement will be discussed at each meeting. In order to ensure that ample time is given to priority case work a maximum of 3 pupils/cases with other or emerging concerns will then be focussed on in the session. In addition to this, the meeting will also include a CPOMs review to ensure that cases and actions are systematically monitored.

The session will follow Gibbs' Reflective Cycle:



The Supervisor will ensure that the points above are discussed in a timely manner during the session and will record the conversation using the 'Supervision Record' (Appendix 2).

The detail included in the supervision record is a matter of judgement for the Supervisor. In general:

- The record should be detailed enough so that issues can be revisited, if necessary, at a later date and still be understood
- A short summary of the discussion and the decisions or action points arising should be sufficient in most cases
- Supervisors should give a copy of the record to the Supervisee for signature within 2 weeks. If this is not possible they should be with the Supervisee before the next supervision session.
- Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions, including who will take responsibility and the timescale for carrying out these actions
- The records should be signed and dated by both parties. If there is a disagreement as to the content of the record this should be noted by the Supervisor. A copy should be retained by both parties.
- It is the responsibility of the Supervisee to update CPOMs with information/actions of the supervision session as soon as possible

Whilst it is recognised that many staff prefer to keep records electronically, in the case of supervision records hard copies must be taken. Where supervision records are typed, these must be printed and signed by both parties. This is to both safeguard the Supervisor and the Supervisee and ensure that records are not altered in any way. All parties are to sign the supervision monitoring record at the end of the session.

Confidentiality

Supervision is a private but not confidential process. This means that the records are the property of the school, not the individual. From time to time, Supervisors will need to discuss the content of supervision sessions with others. This is known to all parties involved.

Access to supervision records is controlled and all records will be locked away in the Headteacher's Office so that others who do not have a legitimate right to access the records cannot see them. Supervisees should be aware, however, that other than themselves and their Supervisors, others may access the records. This might include:

- Senior Leaders and Governors – for quality assurance purposes
- Investigating Officers – for disciplinary reasons
- Inspectors – including Ofsted

Complaints and Disagreements

Supervisees should be clear about whom they should contact if they wish to complain about an aspect of the supervision session. Supervisees should always discuss any complaint or dissatisfaction in the first instance with their Supervisor and endeavour to reach an agreement within the normal supervision process. If the complaint cannot be resolved by discussion with the Supervisor, then the Supervisee should raise the issue with the Chair of Governors.

Areas of disagreement between the Supervisee and the Supervisor should be recorded on the 'Supervision Record'. Areas of disagreement that cannot be resolved may be referred to the Chair of Governors.

Cancellation of Supervision

If the supervision session has to be cancelled by either party then the meeting should, wherever possible, be rearranged at the time of the cancellation and should be held within 5 working days of the original meeting time. It is important that all parties are encouraged to commit to the supervision process and should add the dates to their calendars well in advance, in order to avoid cancellation. If the Supervisor is off work on long term absence, a suitable replacement will be found to continue the process.

Appendix 1

Supervision Agreement

This Supervision Agreement was jointly created by the Headteacher and the Assistant Headteacher for Inclusion. It outlines the agreed expectations of the supervision session, including content and professional conduct and behaviour.

Supervision sessions will:

- ☐ Be child centred
- ☐ Be supportive and promote reflection and honesty
- ☐ Occur on a three (SG) /half termly (NC) weekly basis
- ☐ Support the development of knowledge and skills
- ☐ Be delivered in a nurturing environment that supports effective supervision
- ☐ Provide opportunities to signpost to relevant organisations for further support
- ☐ Be accurately recorded using the appropriate forms

Supervisors and Supervisees will:

- ☐ Be non-judgemental, whilst offering supportive challenge
- ☐ Feel safe, respected and valued
- ☐ Keep to the timescales of the supervision process
- ☐ Complete relevant paperwork in advance, as outlined in this policy
- ☐ Have the best intentions and seek to improve outcomes for the school community
- ☐ Take accountability for the actions we have taken and the plans set
- ☐ Be committed to investing in effective supervision
- ☐ Be familiar with all aspects of this policy
- ☐ Understand the importance of supervision records in supporting professional development and staff competency

Created:	July 2026		
To be reviewed:	July 2027		
Signed by:			
Vicki Rayner Headteacher		Safeguarding Manager	
Natalie Crawford DSL/ Assistant Head for Inclusion		Family Worker	



Appendix 2

Supervision Record

(To be completed by hand or printed out and stored in Supervision Folder)

Name			
Job Title			
Supervisors			
Date/Time of Supervision Session			
Review from previous supervision:	Actions:		
Update on any children with Social Care involvement (CPOMS review of these children in advance)	Actions:		
Agenda items:	Actions:		
1			
2			
3			
Issues Discussed (Including CPOMS update, feedback on work, barriers to engagement)	Actions:		
Workload review:			
Training: Undertaken since last supervision:	Actions:		
Planned:			
Personal			
Date of next session			
Supervisee (signature		Date	



Appendix 3

Supervisee's Individual Case Notes

Child's Name		Case Status (CP Plan, CIN, etc.)	
Case Update			
Child's View			
Parent's View			
Interactions with child and family			
Logs – up to date?			
Chronology – up to date?			
Outstanding actions from last supervision with timescales (if applicable)			
Agreed new actions with timescales (to be completed after the Supervision session)			
Completed by:		Date:	

