



Safeguarding Supervision Policy

2022 - 2023

Policy issue and updates

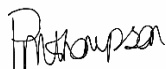
<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document – review after transition to Progress Education Division	1	March 2020
Whole document – annual review	2	August 2020
Whole Document – annual review	3	August 2021
Whole Document – annual review	4	August 2022

The following policy has been approved by the Wider Leadership Team at Progress Careers.

The policy will be reviewed on an annuals basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Managing Director: August 2022

Managing Director signatory:



Mrs Paula M Thompson

Planned review: August 2023 (or as necessary)

1. Policy overview

- 1.1 This policy and guidance has been produced to clarify the minimum standards for the supervision of Progress Careers staff, contractors and/or volunteers who work directly

with children, young people and families and/or those whose work brings them into regular contact with children, young people and their families.

- 1.2 Although focusing on safeguarding supervision, the principles and guidance within this document are useful for other types of supervision, for example managerial.
- 1.3 All agencies and organisations working with children and young people should ensure that their staff and/or volunteers receive good quality supervision that offers quality support and high challenge.
- 1.4 Arrangements to safeguard and promote welfare are further outlined in Progress Careers Safeguarding and Child Protection Policy.

2. A framework for supervision

- 2.1 For many practitioners involved in day-to-day work with children and families, effective supervision is important to promote good standards of practice and to supporting individual staff members.
- 2.2 Good quality supervision can help to:
 - Keep a focus on the child
 - Avoid drift
 - Maintain a degree of objectivity and challenge fixed views
 - Test and assess the evidence base for assessment and decision making
 - Address the emotional impact of the work(as outlined in Keeping Children Safe in Education, updated September 2022)
- 2.3 This document provides an overview of the requirements and processes of supervision. This is relevant for all those in Progress Careers who work with children, young people and families.
- 2.4 The framework outlines the principles for effective supervision but will also be used alongside safeguarding and supervision policies of host schools/organisations that Progress Careers may work in.

3. Supervision

- 3.1 Supervision is a formal process that will ensure children, young people and vulnerable adults are protected from harm by sound professional, supported judgements. Within a range of safeguarding situations staff/contractors will be enabled to develop their knowledge and competence whilst assuming responsibility for their own practice.

- 3.2 This process of professional support and learning enables and empowers staff/contractors to develop knowledge and competence, assume responsibility for their own practice and, therefore, enhance their role in safeguarding by assisting them to review, plan and account for their safeguarding work.
- 3.3 There are different types of supervision, for example, informal and formal. This policy addresses formal supervision. Informal supervision is ongoing in our teams as staff/contractors seek advice and help in situations that arise in their day to day work. This is good practice but does not replace formal supervision.
- 3.4 Significant issues discussed through informal supervision should be clearly recorded at the time and revisited at a formal session.
- 3.5 Supervision is a partnership between the supervisee, the supervisor. Progress Careers will seek input from Designated Leads of host schools/organisations they work in where necessary and/or appropriate.
- 3.6 Progress Careers supervisor will be the Managing Director or Operational Managers.
- 3.7 Formal supervision is undertaken at Progress Careers in the form of a development review. This has specific areas of focus, including safeguarding.

4. The key functions of supervision are The 3 Ps

- 4.1 Performance Management ensures:
- Performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge
 - Safeguarding children practices are consistent with the local authority Safeguarding Children Board procedures of the area in which Progress Careers are working
 - Practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority
 - A reflective space to analyse ongoing work and specific incidents, where risk and need is reviewed and decision making and planning undertaken
- 4.2 Professional Development
- Professional development needs, including safeguarding practice are considered and supported

4.3 Personal Support

- A reflective space for the supervisee to discuss their work and explore the personal impact of their role and responsibilities

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

5. Roles and responsibilities

5.1 The supervisor (Managing Director or Operational Manager) is responsible for:-

- Sharing the account ability for making the supervisory relationship work
- Preserving confidentiality, subject to service user and staff/contractor safety
- Creating and effective sensitive and supportive supervision space
- Providing a suitable time and location
- Agreeing the timescales within which supervision takes place
- Eliminating interruptions
- Maintaining accurate and clear records with actions clearly identified
- The agreement and review of the supervision contract
- Ensuring that the organisation's professional standards are met
- Handing over any supervisory responsibilities in a managed way
- Respecting diversity, proactively providing opportunities for staff/contractors to raise any issues about their experience in this regard
- Programme oversight and maintenance, including safeguarding

5.2 The supervisee is responsible for:-

- Sharing the responsibility for making the supervisory relationship work
- Attending supervision regularly and on time, actively participating and engaging in the process
- 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 discussions had
- Undertaking actions as agreed in supervision
- Meeting the organisation's professional standards

6. Group supervision

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

- 6.2 When a group supervision process is undertaken roles and responsibilities of the supervisor and supervisee should be the same with the added principles:-
- Group should clarify and agree boundaries of confidentiality (see confidentiality policy)
 - Records should reflect that the supervision session undertaken was done so within a group
 - Where an immediate safeguarding concern is identified, an individual is identified to take this forward, working with host schools/organisations where necessary

7. Frequency of supervision

- 7.1 The frequency of formal supervision (as part of performance reviews) will happen no less than every 6 months regardless of length of service or job role.
- 7.2 New staff/contractors will receive more regular supervision (informally) as part of their induction. This will include supervision as part of their end of probation meeting.
- 7.3 Staff/contractors who require additional support will have monthly supervision.

8. Recording

- 8.1 Supervision will be recorded using the Progress Careers development template (mid year and end of year reviews). All completed documents will be signed and dated by both parties and will be uploaded onto the central HR platform under the supervisee's profile.
- 8.2 Any informal supervision minutes, will be uploaded / scanned and uploaded to the same platform.
- 8.3 Uploaded meetings are reviewed by the Wider Leadership Team to ensure consistency throughout the wider company.
- 8.4 Human Resources audit all meetings to ensure they take place as stated.

9. Quality assurance

- 9.1 There is a critical link between good quality regular supervision and good outcomes for service users of Progress Careers
- 9.2 Supervision files will be subject to inspection and audit which may include checking files to ensure that supervision is taking place.

10. Entitlement

- 10.1 It is essential that supervision is provided. A member of staff who is not receiving supervision at the required frequency during the year should:-
- Arrange a one to one meeting with their line manager to discuss and resolve the issue where possible.
 - Where unable to find a solution, the supervisee should request a three way meeting between themselves, their supervisor and their supervisor's line manager (Director). The difficulties should be discussed and outcomes agreed.

11. Capacity to deliver supervision

- 11.1 The Operational Executive who is providing casework and child protection supervision will be suitably qualified via local authority designated person training alongside in house certified professional development in areas specific to safeguarding.
- 11.2 The Operational Executive is supervised by the Directors of Progress Careers, The Chief Executive Officer of Progress Education and the wider Governing Board of The Progress Group.

12. Associated documents

- 12.1 Working together to safeguard children (HM Government) (2018, updated July 2022)
- 12.2 Keeping children safe in education (DfE) September (2021, updated Sept 2022)
- 12.3 Revised Prevent Duty Guidance (HM Government) April '21
- 12.4 Channel Duty Guidance (HM Government) 2020
- 12.5 Progress Careers E Safety Policy (revised 2022)
- 12.6 The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- 12.7 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015) updated 2020
- 12.8 The Rehabilitation of Offenders Act 1974

~~12.9 Schedule 4 of the Safeguarding Vulnerable Groups Act 2006~~

12.10 Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (October 2015)

12.11 What to do if you're worried a child is being abused', DfE (March 2015)