

Safeguarding Supervision Policy

Contents

Section	Page
1.0 Policy statement	3
2.0 Scope and purpose	3
3.0 Definitions	3
4.0 Roles and responsibilities	3
5.0 Application	3



Section A – General introduction

1.0 Policy statement

Dixons Academies Trust takes seriously its duty to safeguard all children (see policy) and knows that the work to do this is often complicated, challenging and possibly distressing for key staff involved. Appropriate supervision can ensure that safeguarding leads and all staff feel confident managing safeguarding concerns and that they personally have adequate emotional and well-being support. Scheduled supervision meetings can also highlight areas for improvement in the Trust's policies and procedures as well as identify any specific staff training needs. Dixons Academies Trust understands that, in supporting staff, they will be better equipped to safeguard and protect the children in our care.

2.0 Scope and purpose

This policy is underpinned by the following statutory guidance;

- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2018

It should be read in conjunction with the following policies;

- Child Protection and Safeguarding
- Managing Allegations of Abuse
- Professional Conduct

3.0 Definitions

Supervision is the regular and planned, two-way process in which a team of experts, such as the Designated Safeguarding Lead (DSL) and their team, will support and develop the knowledge, skills and confidence of individuals within that team. Supervision will be conducted in a variety of ways, including: 'ad-hoc' sessions in response to specific situations; 'drop-in' sessions; scheduled one to ones; and scheduled group sessions. The Principal will work with the DSL in ensuring that a thorough range of supervision opportunities are in place. Depending on the needs and facilities available in each academy, supervision may be provided by the Principal and DSL, or by an appropriately trained external facilitator (supervision lead), or by a combination of these two sources.

4.0 Roles and responsibilities

- The Executive Principal is responsible for reviewing the Child Protection and Safeguarding policy, as well as the Supervision policy, along with the DSL cross-cutting team.
- The Principal is responsible for the overall implementation of this policy and ensuring all staff with responsibility for child protection are supported and challenged as necessary.
- The Principal is responsible for selecting the safeguarding leads and ensuring that a thorough range of supervision opportunities are in place.
- The Principal is responsible for holding to account the DSL, ensuring that they have the correct training, and ensuring that they are providing a thorough range of supervision opportunities for the wider safeguarding team.
- The Principal is responsible for managing any complaints or allegations against staff in relation to child protection or safeguarding.
- The Chair of Governors is responsible for managing any complaint or allegation against the Principal in relation to child protection or safeguarding and will delegate as appropriate to the Executive Principal.
- The DSL is responsible for meeting regularly with the wider safeguarding team on a one to one and group basis.
- The DSL is responsible for ensuring that all staff are aware that they can volunteer for supervision, or may be put forward for supervision, if they have been involved in a safeguarding or child protection situation that may be impacting on their well-being.
- The wider safeguarding team are responsible for ensuring they attend supervision meetings, raising concerns and undertaking training and further development as needed.
- Any safeguarding lead may be allocated staff to supervise for specific periods of time.

5.0 Application

- Supervision meetings are, first and foremost, to ensure the safety and protection of children but through the support and guidance of the staff around them.
- All safeguarding leads should be prepared to take part in the meetings and approach supervision in an open minded and self-reflective way.
- All safeguarding leads should be proactive in identifying learning and development needs and opportunities and raise any concerns about potential stresses in safeguarding practice.
- The Principal and DSL will identify any member of the team who may need additional support and supervision as a result of specific referrals or complaints that have arisen.



- NQTs and new starters will be prioritised for supervision sessions in their first year.
- The Principal, DSL or supervision lead will take brief notes in each calendared session and will work with the team to identify the next agenda item.
- All staff will critically reflect on their practice, skill and knowledge gaps and training needs.
- CPOMS information will be considered at all supervision meetings and decisions regarding the preventative curriculum will be made in response to this.
- The Principal will report CPOMS information and their academy's response to the Local Governing Body at each meeting.
- The Principal will raise any potential training issue or contextual concern with the Executive Principal in charge of the cross-cutting teams and Trust policies so that we can learn from each other and share best practice.