



The shared vision for our trust is to “create schools that ‘stand out’ at the heart of their communities.” Our trust has four core beliefs; Family, Integrity, Teamwork and Success that are integral to everything we do. The purpose is to enable everyone to be able to ‘Love Learning, Love Life.’

Our policies are underpinned by our vision, beliefs and purpose

SAFEGUARDING SUPER-VISION POLICY & GUIDANCE

Date of Issue	30/04/2025
Date of Review	30/04/2026
Version	V2
Approval Level	Safeguarding Committee

Safeguarding is everyone’s responsibility; we are committed to ensuring an effective culture of safeguarding across our trust

Safe environment – Safe children and families – Safe workforce

Policy Accountability and Implementation

Policy Title:	Super-Vision Policy
Policy Author / Reviewers:	Deputy Trust Lead, Safeguarding Lead, School Designated Safeguarding Leads
Policy Owner:	Embark Safeguarding Lead
Approval board/committee/group:	Embark Trust Board
Policy Monitoring and Compliance:	Safeguarding Committee/DSL support and Super-Vision Forums
Policy Review Timeline:	Annual

Policy User Group(s)

- Trust Safeguarding Lead, Designated Safeguarding Leads (DSL's), Deputy DSLs, Family Liaison/Early Help workers, all staff

Policy Classification and Publication

Classification

- Advisory

Publication

- Embark Federation website
- Embark Schools intranet
- Embark central policy portal

Empowering/related legislative and/or authoritative references:

DFE Keeping children safe in education (September 2024 – to be updated in 2025), DFE Working together to safeguard children (2023)

Version	Reviewed / Modified by:	Change History	Advisory committee / groups or specialists	Review / Meeting Date/s
1	Embark Safeguarding Lead	New Policy	Primary and Secondary DSL Forums/FLW Forum Embark Safeguarding Committee	January 2024 7 February 2024
2	Embark Safeguarding Lead	Minor amends <ul style="list-style-type: none"> Embark logo updated Section 3 Roles and Responsibilities - added '<i>or across schools</i>' to the following - <i>DSLs in schools provide safeguarding super-vision for any member of staff working with complex cases with children and young people within their school or across schools</i> <p>Appendix 2 - Super-vision grid record replaced with the Safeguarding Supervision Reflective Practice Matrix, which, following training and consultation with DSLs, has now been adopted by the Trust for one to one and group supervision.</p>	Primary and Secondary DSL Forums/FLW Forum Embark Safeguarding Committee	February 2025 30 April 2025

1. Introduction

Protecting our children is a priority for the family of Embark schools. To support our staff in safeguarding casework super-vision is an element of this that will keep both our children and staff safe.

Our view of super-vision (super-vision) is the ability to zoom out of a situation seeing others and ourselves with greater clarity.

Good super-vision can give staff an opportunity to have protected time in order to reflect on their practice, explore any worries, or concerns, they may have about the welfare and development of the children and young adults in the schools with the Embark Federation. This would then contribute towards highly effective practice and increased staff confidence. This supports the development of safer cultures where children are safeguarded from harm. In addition, good super-vision enables school to support staff wellbeing, creating safe and happy workplaces.

Super-vision is not performance management in a replacement for your wider line management relationship and development.

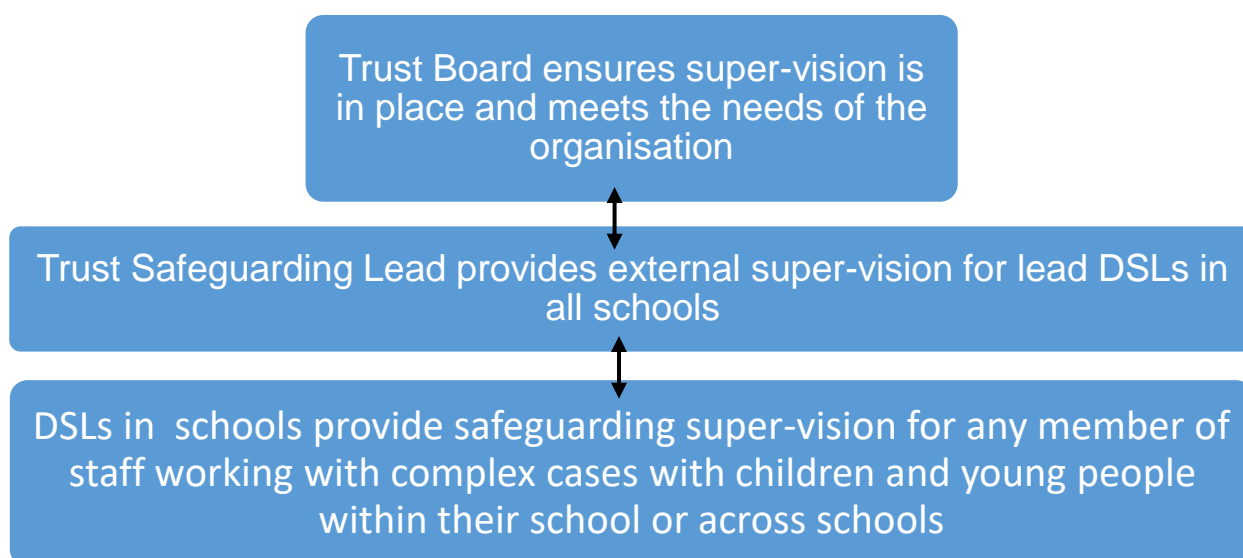
Super-vision at Embark will be in line with Embark's safeguarding strategy and core offer to schools, and follow its beliefs in teamwork, success, and family integrity.

2. Purpose and Aim

The aim of super-vision is to:

1. Ensure we are doing everything we can to keep our children safe and supporting our staff to keep them safe whilst also looking after their well-being
2. To deepen and broaden knowledge and critical analysis skills for individual staff members whilst also providing an opportunity for reflection, and supportive challenge to ensure a learning culture and CPD.
3. Enable confident, competent, creative and independent decision-making.
4. Help staff to build clear plans that seek to enable positive change for children and families.
5. Allow for issues relating to the workplace and to working practices to be identified and discussed including safer working practices and professional boundaries.

3. Roles and Responsibilities



4. Models of Super-vision

One-to-one super-vision

One-to-one super-vision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties.

Group (peer) super-vision

This is the super-vision of a number of supervisees who are all involved in the same tasks. Supervisees will meet with the supervisor to discuss issues:

- about their work and/or the way they work as a team
- About a specific child or children who are requiring additional support, have safeguarding concerns about, are complex
- About a common theme for research, learning, or because of an event/incident having an impact

They may meet as a group across an Embark region or local group of schools.

Unplanned or 'ad-hoc' super-vision

The pace of work and the frequency of super-vision mean that staff often have to obtain a decision, support in a crisis, de-brief after a session or gain permission to do something in between formal super-vision sessions.

In addition, supervisees who work closely with their supervisor will communicate daily. Where employees and supervisors work closely together this does not negate the need for private one-to-one time together on a regular basis.

Super-vision is not solely for the purpose of individual case discussion and is not task and action led. It allows individuals working with highly complex and often heavy caseloads an opportunity to reflect on their individual practice and allow critical thinking of their work and how this impacts on others. Ultimately it allows the professional 'time-out' to consider, with either a colleague or supervisor whether the outcomes set out for the child are being met and that the individual needs of the child are considered at every opportunity.

5. Standards of Super-vision

Super-vision within Embark Schools is managed and recorded appropriately. Super-vision records are maintained confidentially and are either kept within the individual child's file/electronic record and within a secure file that is accessed by only the Embark Safeguarding Lead, Head Teacher and Designated Safeguarding Leads in School.

The following super-vision standards are in place:

- 1) All staff with a 'case' should have a supervisory written agreement for formal, planned supervision
- 2) All supervisory relationships are declared in a written agreement: *(See Appendices 1a and 1b)*
For example: Clear roles of the Supervisor and Supervisee, The frequency/type/location of the Super-vision, A standard agenda, The recording of super-vision, Confidentiality, Handling issues of diversity
- 3) The relationship between supervisor and supervisee should be positive and trusting
- 4) Super-vision is planned and purposeful.
- 5) Super-vision sessions are recorded promptly, competently and records are stored securely.
- 6) Supervisors and Supervisees are sufficiently skilled and trained to carry out their roles.
- 7) The Supervisor ensures the Supervisee is ensuring the safety and wellbeing of the child(ren) and young people involved at all times.
- 8) The Supervisor ensures the safety and well-being of the Supervisee at all times.
- 9) Super-vision ensures that all families regardless of age, background, ethnicity, religion, language, gender, disability or sexual orientation are treated equally.

6. Regularity and Timing

Within Embark Schools super-vision is held in accordance with the needs dictated by the complexity of cases and experience staff undertaking the casework. It is recommended that the most concerning children's cases are discussed and reviewed at least once per half term so, (in total six sessions per academic year for all DSLs). The supervisor and supervisee will be responsible for determining the cases that require this.

Some staff who are not on the safeguarding team e.g. a teaching assistant, are still involved in complex cases with children and young people within their school, they will be offered super-vision as and when appropriate and should have an agreement in place. All members of staff can request additional super-vision at any point throughout the year either for group super-vision or 1:1 super-vision.

Although super-vision will be planned, there will always be opportunities for ad hoc super-vision especially with complex and challenging cases.

Super-vision is a fundamental task that leaders should undertake to support the development of the skills and practices of their designated safeguarding leads (DSLs), staff working in leadership, supervisory & pastoral roles.

The DSL will receive super-vision external to their own school from within the Embark Federation. DSLs will be given the time and resources to act as a source of support, advice and expertise for all staff.

7. Support for Super-vision

Within Embark, Supervisors and Supervisees receive external support regarding all aspects of super-vision. Members of the Embark Senior Leadership team will also receive support and super-vision. All staff providing super-vision will be trained by the safeguarding lead and appropriate bodies. Support and advice is offered from local services including Education Services, Social Care, the Police and the Local Safeguarding Partnerships. Derby and Derbyshire Safeguarding Children Partnership ([Derby Safeguarding Children Partnership \(ddscp.org.uk\)](http://ddscp.org.uk)) offers advice and guidance to support all aspects of safeguarding children that we can access.

At Embark if there are any unresolved issues from super-vision, external advice and support is received immediately to prevent any further risk or significant harm to the child(ren), through Derby and Derbyshire Safeguarding Children Partnership ([Derby Safeguarding Children Partnership \(ddscp.org.uk\)](http://ddscp.org.uk)) and Call Derbyshire.

Supervisors do not delay in seeking advice from the relevant external agencies at any stage when seeking to prevent further harm to children and young people.

8. Recording Super-vision (Appendices 2 & 3)

Records are stored securely and confidentially on the individual child's case file (either written or electronic). This is only accessible by those professionals trained as Designated Safeguarding Leads or Nominated Deputies. This is in line with the Data Protection Act and General Data Protection Regulations 2018, in Embark schools we use the school's safeguarding recording system and hold electronic records. The same security is required (e.g. password protected and only accessible to agreed members of staff who are involved so that confidentiality is not breached).

If super-vision is not centred on a particular child or family then the super-vision notes will be stored in a secured folder only accessible by the Embark Safeguarding Lead, Head Teacher and Designated Safeguarding Leads in School.

9. Professional Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work.

This remains confidential with the school's safeguarding team unless:

- a. A child is at risk of immediate/significant harm.
- b. There is unsafe practice/conduct/behaviour placing people and children at risk.
- c. There is an illegal activity.

If any of the above are identified, then this will be managed through the Trust's policies and procedures.

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Code of Conduct
- Managing Allegations against Staff, including low-level concerns
- Whistleblowing Policy

10. Review and Development

The trust will continually review and develop this policy in line with national/local developments. Feedback from Embark schools and the central team will be obtained through regular consultation and used to shape the supervision offer moving forward.

Appendix 1a - Safeguarding Super-vision Agreement (One-to-One formal and planned supervision)			
Supervisee:			
Supervisor:			
Super-vision Agreement	<ul style="list-style-type: none"> • Safeguarding super-vision will be undertaken(frequency)or sooner if requested) and will be for (max 2 hours). Every effort will be made for super-vision in an uninterrupted environment, and the venue and place will be agreed to ensure the supervisee feels comfortable. • The preparation for super-vision will include identifying cases to discuss and starting to reflect on these. The Embark Super-Vision Grid (appendices 2) will be used to help the discussion • If at any time the supervisor or the supervisee is unhappy about an issue which cannot be resolved, the Head Teacher and Embark Safeguarding Lead will be consulted with the agreement of both parties. If the disagreement is with the Head Teacher, this should be referred to the Chair of Governors with the aim of reaching a resolution. • Supervisors will respect confidentiality – see section 8 of this policy • Notes and agreed actions will be recorded, signed, shared and kept securely in the agreed format. <p>Super-vision sessions will be:</p> <ul style="list-style-type: none"> • Child case specific and child-centered, with an aim to help achieve the best outcomes for the child and manage risk. • Promote professional curiosity and explore unconscious bias. • Based upon the child’s current needs and will help identify any risks. • To provide actions for the child and to agree on outcomes in the best interests of the child. <p>The session will also provide discussion around personal/professional support and review (appendices 3):</p> <ul style="list-style-type: none"> • Discuss and explore the supervisees needs, for example their health and wellbeing, personal support and professional development, training, knowledge and skills. • Provide opportunities to signpost to relevant organisations for further support and training opportunities where relevant. 		
Supervisee Signature:		Date:	
Supervisor Signature:		Date:	

Appendix 1b - Safeguarding Super-vision Agreement (Group - formal and planned)

<p>Supervisees:</p>			
<p>Supervisor:</p>			
<p>Super-vision Agreement</p>	<ul style="list-style-type: none"> • Every effort will be made for super-vision in an uninterrupted environment, and the venue and place will be agreed to ensure the supervisees feel comfortable. • The supervisor will take a lead from group members. • All members of the group will ensure that this is a safe space and will encourage openness without judgment. • All members of the group should have due regard for the overall health and well-being of its members during the meeting, and any concerns following. • The preparation for super-vision will include identifying cases to discuss and starting to reflect on these. The Embark Super-Vision Grid (appendices 2) will be used to help the discussion <p>Group Super-vision sessions will:</p> <ul style="list-style-type: none"> • Offer a professional framework to share information, help support each other, learn, and share good practices. • An opportunity to bring examples of cases of children and their families to help problem-solve together and look for solutions • Promote professional curiosity and explore unconscious bias. • Based upon the child’s current needs and will help identify any risks. • A time to reflect using the Embark super-vision grid (what’s working, what needs to change for the child and family) • To provide actions for the child and to agree on outcomes in the best interests of the child. • Reflect upon external sources of support and training that may be of benefit. 		
<p>Supervisor Signature:</p>		<p>Date:</p>	

Appendices 2 - Embark Supervision Record (Individual or group record of case supervision)

**Safeguarding Supervision
Reflective Practice Matrix**

Childs name:	D.O.B:
Year group:	Date of supervision:

EVIDENCE What do we know?	AMBIGUOUS What is ambiguous?
ASSUMPTIONS What do I think I know?	MISSING What is missing?
NEXT STEPS	

This record is stored on the child's safeguarding file

Source: Based on Morrison (2009) and Wonnacott (2014)

**Appendices 3 - Record of Personal/Professional Support and review
(to be used for one- to-one meetings – formal and planned)**

Completed by Supervisor during the meeting reflecting on previous record

Supervisee	
Supervisor	
Date	

Check in – State of Mind		
Discussion Notes		
Wellbeing and support Impact cases have on you personally and the support you need around this		
Reflection		
Professional development & training Including professional practices and development of policies		
Workload		
AOB		
Actions Agreed		
Action	By whom	By when

This record is stored in the supervisee's personnel file