

St Augustine's Academy



Safeguarding Supervision Policy

Approved by:

A handwritten signature in black ink, appearing to read 'G. Hegley', is written over a white rectangular background.

Date: 22.10.25

Next review due by: September 2026

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

Matthew 5:16

*“I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you.”
Psalm 32: 8*

St Augustine’s Academy is committed to ensuring that all our staff members receive the best support possible to fulfil their roles and to provide our pupils with a high-quality education, whilst promoting safeguarding as the highest priority. We also understand the importance of providing effective supervision of staff.

By implementing this policy, we hope to provide staff with opportunities to:

- Discuss any issues – particularly concerning pupil’s development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.
- Make use of the support offered to help cope with the demands of protecting pupils.

This policy has due regard to all relevant legislation, to statutory guidance and operates in conjunction with other school policies:

Definitions

Supervision – this is a regular, planned, two-way process in which a team of experts, such as the DSL and the Headteacher, will support and develop the knowledge, skills, and values of an individual staff member or group of staff members.

Critical reflection – the process of monitoring, reviewing and developing current practices.

Sessions – a scheduled safeguarding supervision session between a supervisor and their supervisee(s).

Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Handling complaints in accordance with the school’s Complaints Procedures Policy.
- Holding the headteacher and/or lead supervisor to account for the performance of the school’s supervision scheme.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Working with the lead supervisor to identify staff members who require supervision sessions.
- Communicating any concerns about staff members to the lead supervisor.
- Liaising with the lead supervisor to monitor the progress of supervisees.
- Ensuring that employees understand and act in accordance with this policy.
- Liaising with and monitoring the effectiveness of the safeguarding supervisor.
- Ensuring that all supervision meetings are scheduled appropriately and regularly, to ensure there are no interruptions and sessions are productive.

- Handling any complaints that are filed against the safeguarding supervisor or the supervisees, in accordance with the Complaints Procedures Policy.

The lead safeguarding supervisor (DSL or Deputy DSL) is responsible for:

- Acting in accordance with this policy at all times.
- Organising and leading all sessions on a case-by-case basis.
- Maintaining rigorous and up-to-date records of the sessions.
- Preserving confidentiality, where possible.
- Ensuring that the school's safeguarding standards and requirements are met by implementing effective strategies for staff to develop their skills.
- Respecting diversity and proactively providing opportunities for supervisees to raise any diversity issues.
- Clarifying the tasks and areas of development that they expect the supervisee to complete.
- Offering constructive and balanced feedback, including setting clear targets for improvement and progression.
- Attending a half termly meeting with the Headteacher to communicate potential areas of concern and discuss any other concerns they may have.
- Maintaining an up-to-date knowledge base with regards to safeguarding and making note of changes that may impact sessions, such as the release of new DfE guidance or updates to legislation.
- Communicating the progress of supervisees to the headteacher.
- Collaborating with supervisors to discuss and identify additional training needs for supervisees.
- Working with the HR manager to organise relevant training for staff members, as identified in supervision meetings.
- Setting the duration of the sessions.
- Holding supervisors to account for their performance.

Supervisees are responsible for:

- Cooperating with the targets set by their supervisor.
- Contributing to sessions by communicating their particular areas of concern.
- Attending the sessions that are scheduled for them.
- Taking responsibility for their own learning and professional development, ensuring they keep up-to-date with developments.
- Communicating to the lead supervisor, where necessary, that they feel there is inadequate guidance and support being given to them.
- Actioning the targets that their supervisor sets them.
- Ensuring they report all safeguarding concerns they have in line with the procedures laid out in the Child Protection and Safeguarding Policy

Key principles

Supervision will:

- Be a shared responsibility, with a clear supervision agreement between the headteacher, the supervisor and the supervisee.
- Have a pupil-centred approach and ensure that pupils' daily experiences are discussed and understood.
- Be an opportunity for reflective learning leading to informed actions.
- Be seen as an essential part of safeguarding practice and not as an optional activity.
- Meet professional standards – safeguarding requirements are met and sessions are conducted in a professional manner.
- Ensure supervisees understand their roles and responsibilities, the scope of their professional discretion and authority, and their accountability in safeguarding.
- Help to identify learning and development needs and promote the skills required to provide an effective education.
- Recognise the potential stresses in safeguarding practice and offer appropriate support.
- Establish clarity regarding information sharing in the interests of pupils.

Main functions of supervision

These functions will be carried out by supervisors when supporting supervisees; the lead supervisor will encourage supervisors to incorporate all these functions into their supervision meetings.

Management

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be delivered by a supervisor and achieved through discussion of:

- The overall quality of the supervisee's performance outcomes.
- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the employee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

Learning and development

This function is to encourage and assist supervisees in reflecting on their performance and to identify their learning and development needs. The learning and development function will be achieved through:

- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support

This function is to provide support for supervisees to carry out their role. This will be achieved through:

- Creating a safe environment within supervision meetings where trust and confidentiality are maintained.
- Clarifying the difference in support and counselling between supervisors and supervisees. (Supervision is not counselling – a supervisor may feel it necessary to signpost a supervisee to appropriate counselling services)
- Enabling and empowering expression of feelings in relation to the supervisee's work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

Mediation

This function is to ensure that the relationship between the supervisee, their team, and other departments with whom they work are effective. This will be achieved through:

- Briefing the lead supervisor about key issues raised by supervisees.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing other members of staff on changes that affect their area of work.
- Mediating between the supervisee, their team and, if necessary, other departments in the school.

Types of supervision

One-to-one supervision

One-to-one supervision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. All supervisees will be able to access this level of support, should it be felt necessary. The DSL and Deputy DSL will automatically be offered this half termly.

Group supervision

This is the supervision 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. This can be done in the context of a team meeting or a separate session.

Unplanned or 'ad-hoc' supervision

The pace of work and the frequency of supervision mean that staff often have to obtain a decision or gain permission to do something in between formal supervision sessions. In addition, supervisees who work closely with their supervisor will be communicating 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.

Effective supervision

All staff members will be able to receive supervision sessions. After an appraisal, the headteacher will communicate any areas of concern that they have with regards to particular members of staff to the lead supervisor, who will establish, in a meeting with the individual, whether they require additional safeguarding supervision.

Supervisees will be honest and open in sessions, so that supervisors are able to support them effectively.

Supervisors will be clear and concise when setting targets and giving guidance to supervisees, to ensure that communication is effective and targets are understood.

If a supervisee does not understand their targets or any guidance given to them by their supervisor, they will seek clarification from their supervisor.

Supervisors will use supervision sessions as a way of monitoring progress made by supervisees.

Supervisors will ensure that their knowledge and skillset are accurate and up-to-date by continually attending training days and monitoring sector updates.

Supervisors will plan the agenda for each session, outlining any issues that they wish to discuss with their supervisee, to ensure the session is focussed.

Supervisees will also plan their agenda for each supervision session, outlining the areas in which they require guidance or feel they could improve upon.

Frequency of supervision

The level of supervision required will reflect the employee's level of experience, competence and needs. Particular circumstances that apply to the employee, e.g., work-related stress, may mean that they require more frequent supervision.

Staff in direct contact with children are offered supervision at least once every half term.

Sessions will be arranged sufficiently often to allow the supervision to be a meaningful experience that benefits the supervisee.

Any deviation from the recommended frequency detailed above, as a permanent feature, will be by agreement between the two parties and should be clearly recorded in the individual supervision agreement.

Disciplinary measures will include an increase in formal supervision.

Volunteers

The school will decide on a case-by-case basis whether to consider a volunteer for supervision. Where the decision is made to supervise a volunteer, the school will have regard to the statutory guidance that can be found in 'Keeping children safe in education' to help determine the appropriate level of supervision.

The supervision will be:

- By a person who is in regulated activity relating to children.
- Regular and day-to-day.
- Reasonable in all circumstances to ensure the protection of children.

Supervision agreements

All supervisors and supervisees will enter into an agreement to ensure supervision meetings are kept to.

The supervision agreements will address the following points:

- The objectives and purpose of supervision, e.g., to help integrate an ECT or to provide training around new statutory guidance
- The content of supervision, e.g., discussing new ideas and acquiring knowledge
- The responsibilities of the supervisor, e.g., to offer constructive feedback to the supervisee
- The rights and responsibilities of the supervisee, e.g., to be open to new ideas

Procedural considerations, e.g., how notes from meetings will be recorded and a review timeline, will be included in the agreement.

The agreement is signed by the supervisor and supervisee.

To cater for staff members' workloads, supervision agreements do not specifically set dates for meetings. The purpose and objectives of the Supervision Agreement can be amended at any time but must be authorised by the supervisor.

Training

To ensure the best quality supervision, supervisors will undertake regular supervision training to consolidate their skills and knowledge.

As part of their inductions, all new members of staff will receive an introduction to the school's supervision methods and familiarise themselves with this policy.

Supervisors and supervisees will meet annually to discuss whether there are any additional needs that should be addressed during supervisors' training.

During these annual meetings, supervisors will request feedback from supervisees – this feedback will inform the training supervisors undergo.

Supervisors will keep up-to-date with sector updates and new guidance to train supervisees and ensure they can sufficiently prepare for new requirements.

Group sessions will be held to ensure all supervisees understand the implications and effects of new statutory guidance – supervisors will offer additional support to supervisees to help them adjust to new requirements.

Critical reflection

Critical reflection will be used to enable members of staff to establish the most effective methods in safeguarding practice, by evaluating the areas of improvement and adjusting the relevant policies and procedures accordingly.

Supervisees will use sessions to critically reflect upon their understanding and application of knowledge, theory and skills, considering how these impact pupils and making the appropriate adjustments, such as undertaking further training.

As appraisals and performance management overlap, in terms of their remit, sessions and the progress made due to them will be considered during appraisals.

Supervisors will monitor recurring areas of concern and will address these matters, ensuring that the school's practices are effective.

Any practices that require development will be communicated by the lead supervisor to the headteacher and the governing board.

As the headteacher and the governing board are responsible for reviewing and developing any practices, they will decide, considering the plans suggested by the lead safeguarding supervisor, what action should be taken.

Supervision will be used as part of a wider performance management framework, which will include:

- The recruitment and selection process.
- Effective induction to the school and its ethos.
- Clear policies, practices and the corresponding guidance.
- Clear school standards.
- Training which is based on workforce planning.
- Regular appraisals.
- The staff capability framework, e.g., key performance indicators.
- Staff-wellbeing resources.
- A clear disciplinary code.

Recording

All records are kept in accordance with the school's Records Management Policy.

The individual Supervision Agreement and the supervision records will be kept in a locked cabinet.

Access to supervision records will be controlled in accordance with the school's Data Protection Policy, Staff Confidentiality Policy, and only the lead supervisor will grant staff members permission to review records.

When an employee leaves the organisation, the records will be retained for **two years** after the member of staff has left and then securely disposed of. Electronic copies will be securely deleted after the two-year period.

Staff members can request a copy of their supervision records at any time, by speaking to the lead supervisor.

Records of sessions will be kept to:

- Account for what was discussed and what actions were agreed.
- Account for any disagreements.
- Benchmark and audit the quality of supervision.
- Monitor the performance of supervisees.

The supervisor will make a record of each session. Records will be signed and dated by both the supervisor and supervisee.

Confidentiality

The supervisor will communicate progress to the headteacher, but will not discuss specific details from the session, unless necessary.

Confidentiality is maintained at all times; however, due to the nature of safeguarding, total confidentiality may not always be possible as there may be a concern over a pupil's wellbeing.

If a supervisee mentions a concern which indicates that pupils could be in danger, this will be communicated to the relevant people, such as the DSL and parents, if appropriate.

Confidentiality procedures, as outlined within the school's Child Protection and Safeguarding Policy are maintained at all times.

Security measures protecting records of sessions will be implemented to ensure confidentiality is maintained.

Complaints

All complaints in relation to supervision and this policy will be handled professionally and in accordance with the school's Complaints Procedures Policy.