

### Evaluation of supervision of DSLs in primary schools

<b>Intervention Developer</b>	Bolton Council
<b>Delivery Organisations</b>	Bolton Council
<b>Evaluator</b>	National Institute of Economic and Social Research (NIESR)
<b>Principal Investigator</b>	Lucy Stokes
<b>Protocol Author(s)</b>	Lucy Stokes, Richard Dorsett, Francesca Foliano
<b>Type of Trial</b>	Cluster randomised trial
<b>Age or Status of Participants</b>	Designated Safeguarding Leads in primary schools
<b>Number of Participating Local Authorities</b>	One
<b>Number of Children and Families</b>	Approximately 30,560 pupils in 94 schools
<b>Primary Outcome(s)</b>	Contacts resulting in no further action (at the point of contact)
<b>Secondary Outcome(s)</b>	Contacts; Referrals; Child in Need assessments; Child Protection assessments; Looked After Children; Submission of Early Help Plans
<b>Contextual Factors</b>	The trial is taking place in one local authority. It will therefore be useful to consider how applicable the results may be for other areas. The report will present selected characteristics for the local authority, including school characteristics, to help place the results in context.

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## Background and Problem Statement

This trial aims to establish the impact of providing a designated senior social worker to supervise Designated Safeguarding Leads (DSLs) in primary schools in Bolton.

DSLs are responsible for safeguarding and child protection in schools, and are expected to: manage referrals; act as a liaison with safeguarding partners including local authority case managers, head teachers and other school staff; undergo specialist training; raise awareness; and maintain child protection files.<sup>1</sup>

Although the role can involve having to make difficult decisions about vulnerable children in often complex circumstances, DSLs tend not to receive any formal supervision.

The intervention being evaluated in this trial was developed by Bolton Council, in recognition of the fact that the DSL role can be stressful for teachers. In this project, the local authority will assign a dedicated social work manager to supervise DSLs to support children and families more effectively (by addressing issues earlier), improve the appropriateness and quality of contacts to children's social care. It is also hoped that the intervention will result in increased confidence in decision-making and reduced anxiety among DSLs. Supervision will be provided in the form of one-to-one sessions, taking place on a monthly basis. The intervention is described in more detail below.

## Intervention and Theory of Change

### Supervision of Designated Safeguarding Leads in primary schools in Bolton Council

This programme is proposing to offer formal supervision sessions to DSLs in the selected schools in the Bolton Council area for an initial period of 6 months. DSLs are the members of staff in each school tasked with the lead responsibility for safeguarding and protection of young people, which includes responsibility for referring cases that meet threshold levels of concern on to children's social services (CSC).

#### Rationale:

Statutory guidance developed in previous years has highlighted the importance of the role of a DSL, the training and support this individual ought to receive, and the critical role of supervision to ensure the best outcomes for the child and family at risk. The 'Keeping Children Safe in Education' guidance stipulates that DSLs ought to be senior members of a school's leadership team. This guidance also states that DSLs 'should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters...'. Further guidance such as 'Working Together to Safeguard Children' also emphasises that 'effective practitioner supervision can play a critical role in ensuring a clear focus on a child's welfare.'<sup>2</sup> Supervision should support practitioners to reflect critically on the impact of their decisions on the child and their family.'

Despite this guidance, DSLs in Bolton do not receive formal supervision to support them specifically with their child safeguarding responsibilities and are often ill equipped and

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<sup>1</sup> Department for Education (September 2019). *Keeping children safe in education: Statutory guidance for schools and colleges.*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

<sup>2</sup> HM Government (July, 2018). *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children.*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

undertrained to carry out their role most effectively. DSLs support children in challenging and complex circumstances, and this can often be stressful, challenging and emotionally taxing for the DSLs themselves.

### Supervision

Supervision is defined by this programme as an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. 'Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues'.<sup>3</sup> It serves to manage the emotional demands of the work, maintain relationships, and make difficult judgements and decisions often in light of conflicting information.<sup>4</sup> Supervision serves to reflect critically on one's own practice, receive emotional support, and to develop skills, knowledge and an increased understanding of the mechanisms of children's social care threshold limits and processes.

### Aim of programme

The aims of the intervention are to:

- Improve knowledge and understanding of children's social care processes and issues, resulting in reductions in inappropriate contacts to children's social care.
- Reduce DSL stress and anxiety, resulting in reduced rates of DSL burnout and turnover

### Materials

Bolton CSC have developed a series of documents and agreements for the implementation of the programme:

Firstly, agreements and contracts have been drafted for supervisors and supervisees, in order for all involved to have an understanding of the processes, and of expectations of roles and responsibilities. Evidence suggests that partnerships that enter into a formal agreement tend to be more sustainable. Such agreements and record keeping documents are listed below, and attached as appendices:

- Memorandum of understanding (Appendix A)
- Supervision agreement (Appendix B, 1)
- Record of supervision (Appendix B, 2 & 3)

**Supervision guidance and framework** (Appendix B): This document provides information on the process and standards of the intervention, of relevance for the organisation of the programme, and for the supervisor to best understand their role, covering:

- Objectives
- Supervision standards
- Principles of effective supervision
- Key functions of supervision
  - Management oversight and accountability
  - Continuing professional development
  - Multi-agency working
  - Voice of child
  - Personal support
- Roles and responsibilities
  - Supervisor

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<sup>3</sup> UKCC (1996). *Position Statement on Clinical Supervision for Nursing and Health Visiting*. London: United Kingdom Central Council for Nursing, Midwifery and Health Visiting.

<sup>4</sup> Wonnacott, J. (2012). *Mastering social work supervision*. London: Jessica Kingsley

- DSL/supervisee
- Supervision models & methods
- Record of supervision

**Introduction to Programme** (Appendix C): This document is an introductory guidance document for the DSLs involved. It provides an overview of the programme and practical advice and resources:

- Guidance and introduction to programme
- First session guidance
- Session checklist
- DSL session preparation sheet
- DSL session worksheet
- DSL time log
- DSL evaluation form

Procedure:

1. Initial supervision dates agreed between DSL and supervisor. Further supervision appointments to be scheduled in advance;
2. Supervision contracts signed, and decisions to agree how to move forward;
3. DSLs to attend formal, individual supervision sessions. A minimum of one session, and a maximum of 6 sessions.
4. DSLs to reach out if need for further informal supervision.
5. DSLs and supervisors expected to keep a record of sessions attended - logging these into the contact log, preparing and completing worksheets as necessary.

Who

The supervisor tasked with providing formal supervision to the DSLs is an experienced Social Work Manager, recruited into the role by Bolton Council. This person will form part of, and be line managed by the local authority's Education Safeguarding Team. This supervisor will also be in charge of scheduling sessions, and ensuring the programme moves forward as expected.

Supervision will be undertaken with school DSLs. Where schools identify multiple DSLs, the school will be given the opportunity choose which DSL to put forward for supervision.

How

Supervision sessions will follow the same format for each session, and for each DSL. These sessions will be individual supervision sessions, taking place face-to-face. All sessions will be logged, and a written record will be kept (Appendix B, 3)

Where additional support or sessions are needed on an ad-hoc basis, these should be logged and recorded as well, specifying whether these took place by email, phone or in person.

Where

The supervision sessions will take place within the schools of the DSLs. Where possible, the location of the sessions should remain consistent throughout, and ensure the space used is quiet and private, to minimise disruptions and allow for open discussion.

When

The formal supervision sessions should take place at regular monthly intervals (every 4-6 weeks), for a maximum of 2 hours at a time. Sessions will be offered between October 2019 and March 2020.

### Tailoring/adaptation

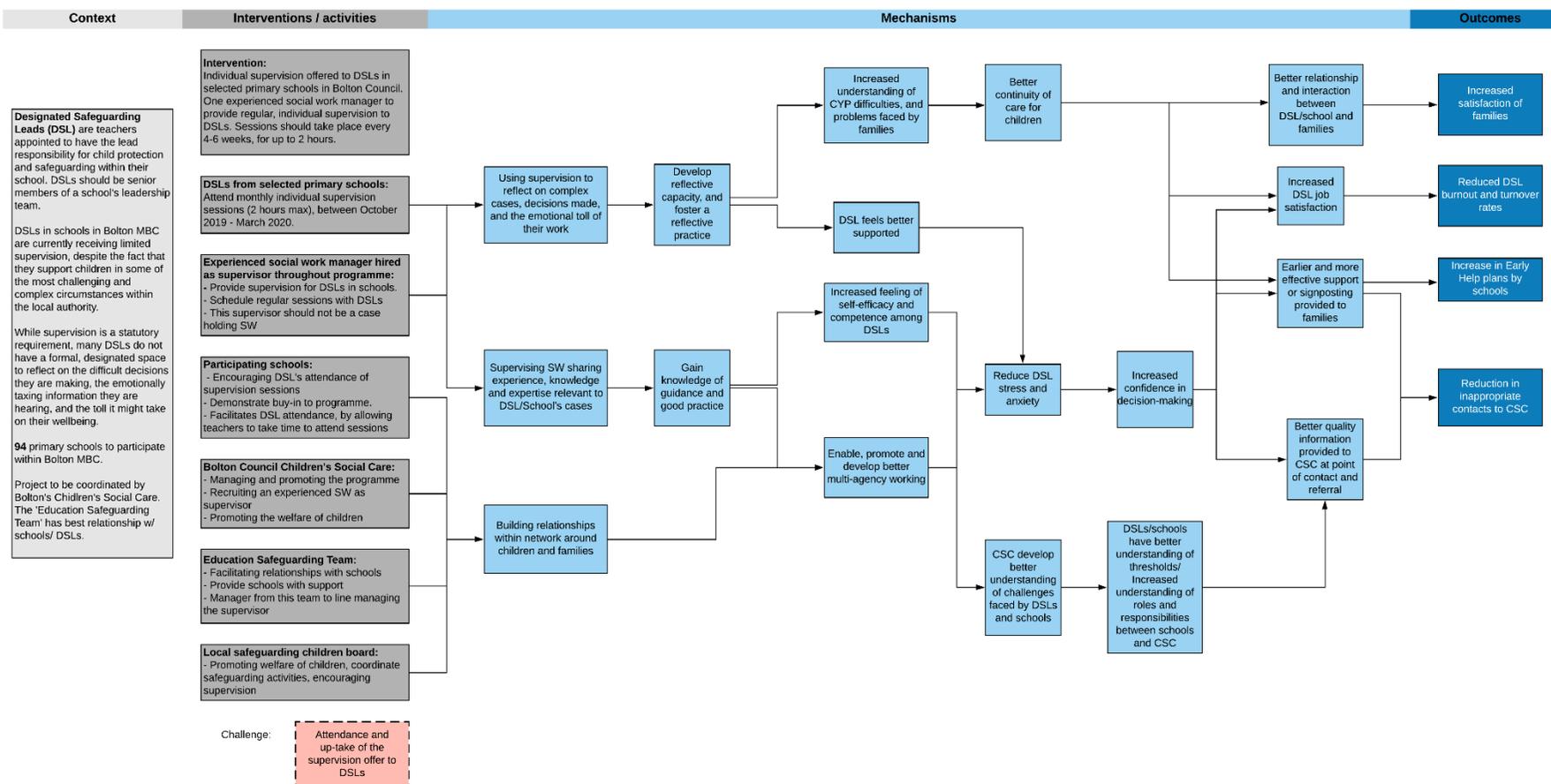
Given the nature of supervision, the content of the sessions will be tailored to the needs of each DSL, however the format and style of sessions will remain constant throughout.

### Logic model

The logic model for the intervention is presented in Figure 1. This sets out the context for the intervention, the activities that the intervention comprises and the stakeholders involved. It outlines the mechanisms through which the intervention is expected to operate and the intended outcomes.

Figure 1: Logic model

Logic model: Supervision of Designated Safeguarding Leads in primary schools in Bolton Council



## Impact Evaluation

### Research questions

A key aim of the intervention is to reduce inappropriate contacts to children’s social care. Establishing whether this is the case is not straightforward; greater expertise among DSLs could result in a reduction in contacts if it reduces the likelihood of DSLs making a contact “just in case”, but could also result in an increase in contacts if DSLs become more skilled in identifying children who may be in need. To assess the impact of the intervention requires consideration of the impacts on contacts and referrals, as well as on the outcomes of these – so what action is (or is not) taken following the contact or assessment.

The primary research question this evaluation is designed to answer is:

- What is the effect of providing support to DSLs in primary schools on the proportion of pupils for whom a contact is made which does not lead to a social care referral (i.e. no further action at contact)?

The evaluation will also address the following research questions:

- What is the effect of providing support to DSLs in primary schools on the proportion of pupils for whom an Early Help Plan is submitted?
- What is the effect of providing support to DSLs in primary schools on the proportion of pupils for whom a new referral is made?
- What is the effect of providing support to DSLs in primary schools on the proportion of pupils for whom a new referral results in a Child in Need Assessment (section 17 start)?
- What is the effect of providing support to DSLs in primary schools on the proportion of pupils for whom a new referral results in a Child Protection enquiry (section 47 start)?
- What is the effect of providing support to DSLs in primary schools on the proportion of pupils for whom a new referral leads to a child becoming a Looked After Child?

### Design

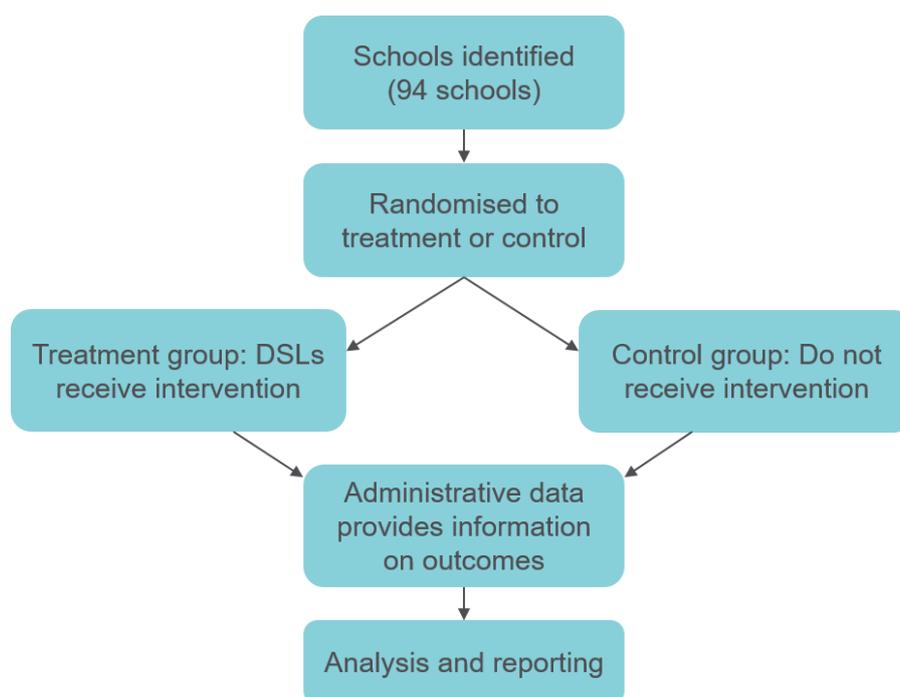
<b>Trial type and number of arms</b>		<b>2-armed cluster randomised trial</b>
<b>Unit of randomisation</b>		School
<b>Stratification variables</b> (if applicable)		Proportion of pupils eligible for FSM.
<b>Primary outcome</b>	variable	Proportion of pupils for whom a new contact is made which results in no further action (at the point of contact)
	measure (instrument, scale)	Local authority administrative data
<b>Secondary outcome(s)</b>	variable(s)	Initial contacts; Referrals; Child in Need assessments; child protection assessments; Looked After Children; Submission of Early Help Plans
	measure(s) (instrument, scale)	Local authority administrative data

The evaluation will use a clustered randomised trial design. There will be two trial arms; receiving the supervision and not receiving the supervision. Randomisation will take place at

school level with approximately half of primary schools being allocated to the treatment group (receiving the support of the designated social work manager) and half to the control group (who would not receive this support).

The primary outcome for the trial will be the proportion of pupils for whom a new contact is made that does not lead to a referral. The secondary outcomes to be considered are new contacts, new referrals to social care, Child in Need plans, Child Protection plans, Looked After Children and submission of Early Help Plans. We describe these outcomes in greater detail in the section on outcome measures below. Data on all outcomes will be obtained from administrative data held by the local authority. This will comprise monthly data for all specified outcomes for the period from October 2019 to end of February 2020.

The diagram below summarises the key stages of the trial:



### **Randomisation**

Schools will be randomised within blocks defined on the basis of the proportion of children eligible for free school meals (FSM). Two FSM groups will be determined: 'high' and 'low' – with schools ranked by the proportion of pupils eligible for FSM, with thresholds for the 'high' and 'low' groups then chosen so that half of all schools fall into each group. This blocking is used in order to reduce the risk of imbalance between the treatment and control groups when randomising schools. Stratifying on the basis of previous social care activity may have been beneficial, but due to the timeframe within which randomisation needed to take place, it was necessary to make use of data that were readily available instead.

Randomisation of schools, to achieve a 50:50 allocation, will be performed as follows:

Each school will be assigned a randomly generated number;

- Schools will be sorted by block and random number
- The first school will be randomised to treatment or control
- Each subsequent school will be assigned to have the opposite outcome of the previous school.

The randomisation process will be recorded in the syntax and log files used to carry out the randomisation. Analysts will not be blind to group allocation.

### Participants

Primary schools located within Bolton local authority are eligible to participate. Schools have been identified by Bolton Council. A small number of schools are not eligible for the trial as the local authority has decided to provide alternative support in these cases. All other primary schools (94 schools in total) in the local authority will be eligible; all will be expected to participate in the trial unless the school declines.

### Sample size / MDES calculations

		MDES (Proportion of a Standard Deviation)
<b>MDES</b>		0.10
<b>Baseline/Endline correlations</b>	School	R2 of 0.5
	Pupil	0
<b>Intracluster correlations (ICCs)</b>		
	School	
<b>Alpha</b>		0.05
<b>Power</b>		0.8
<b>One-sided or two-sided?</b>		2-sided
<b>Level of intervention clustering</b>		School
<b>Average cluster size</b>		325
<b>Sample Size (children)</b>	Intervention	
	Control	
	<b>Total</b>	
<b>Sample Size (families)</b>	Intervention	n/a
	Control	n/a
	<b>Total</b>	n/a
<b>Sample Size (Social Workers)</b>	Intervention	n/a
	Control	n/a
	<b>Total</b>	n/a

The sample size for this trial is set by the number of schools within the participating local authority. After the exclusion of a small number of schools (as determined by the local authority), 94 primary schools are eligible for the trial. The MDES is therefore determined by the maximum available sample. Based on the assumption made above, this stands at 0.10.

### Outcome measures

Information on both primary and secondary outcomes will be obtained from administrative data that is already routinely collected by the local authority.

The primary outcome will be based on new contacts made which result in no further action (at the point of contact) between October 2019 and February 2020. It is acknowledged that this is a relatively short period over which to observe an impact; it is the intention of the WWCS to conduct a follow-up study at a later date.

Secondary outcomes will be:

- New initial contacts with the social care system
- New referrals to children's social care
- New referrals leading to a Child in Need assessment (section 17 starts)
- New referrals leading to a child protection enquiry (section 47 starts)
- New referrals leading to a child becoming a Looked After Child
- New submissions of Early Help Plans

These will all be assessed for the same time period as for the primary outcome measure.

### *Analysis plan*

Primary Analysis:

Information on school characteristics (for example, number of pupils by year group) will be used to construct a dataset effectively at "pupil" level. Data on outcomes obtained at school level will then be assigned to the dataset. For example, if there are 100 pupils in a school, and there are 5 contacts to children's social care services which lead to no further action, the dataset for that school will contain 100 rows, and the outcome indicator (in this example the number of contacts which lead to NFA) would be set to 1 for 5 of the rows and 0 for the remaining 95 rows.

The analysis will be carried out using linear regression, with standard errors clustered by school.

The regression models used for the primary analysis will include controls for prior social care outcomes (here no further action at contact), based on the previous school year (at school level). The models will also include a dummy variable capturing treatment allocation and strata indicators.

The estimated impact will be based on the difference between the intervention and control groups, regardless of contamination of the control schools or drop out by intervention schools. This is in order to estimate the "intention to treat" (ITT) effect.

Effect sizes will be reported, expressed as a proportion of the standard deviation in the control group (Glass's Delta), as per the WWCS Evaluation Guidance.

As there is one primary outcome measure the analyses will not be subject to multiple comparison adjustments.

Secondary Analysis

The analysis will be repeated for each of the secondary outcome measures specified above, using the same approach and model specification as described above for the primary outcome.

No subgroup analyses are planned.

Exploratory Analysis

As described above, our primary analysis will focus on identifying an intention to treat effect, but we will additionally test the robustness of our results to excluding any schools who drop out from receiving the intervention.

A record of attendance by DSLs at supervision sessions will be maintained by the social worker. The evaluation team will use this information to explore compliance with the intervention. We will attempt to identify the impacts of attending sessions, and hence of compliance, by estimating a simple dose response model, where the treatment variable in our main analytical model is replaced with a dosage variable, set to 0 for participants in the control group, and varying between 0 and 1 for the treatment group, where participants in schools whose DSL attended no sessions are scored 0, and those that attend all sessions are scored 1. If a DSL attends half the sessions, for example, they are scored 0.5.

We will also explore the feasibility of looking at time lags in effects. This will be dependent upon being able to obtain monthly data on outcomes from the local authority.

Our primary and secondary analysis explore outcomes for all children in the school, rather than limiting analysis to only children for whom contacts were made by the school. This is to capture any effects of signposting and early help by DSLs on contacts for children overall in these schools. We will analyse data on contact source if available, so we can explore the proportion of contacts made by school staff compared to other sources.

#### Contextual Factors Analysis

As the trial is taking place only in one local authority, it will be helpful to consider how applicable the findings are likely to be for other areas. To help inform this, the final report will include some discussion of the characteristics of Bolton compared with other local authorities in England, using, for example, published statistics by local authority on the number of assessments and referrals by children's social care services. The report will also present characteristics of participating schools in the local authority, for example, the distribution of Ofsted inspection ratings.

### **Ethics & Participation**

We take seriously the ethical issues raised in the research. NIESR adheres to the Ethics Guidelines of the Social Research Association. An ethics application describing the evaluation was prepared by the evaluation team and submitted to the NIESR Research Ethics Committee for review; this was approved in June 2019. Some changes to plans to the approach for recruitment of schools took place following this; these changes were notified to the NIESR Research Ethics Committee in July 2019.

The local authority has determined the schools that are eligible to participate in the trial. As the local authority is providing the intervention to schools, it is considered that the local authority can take the decision to randomly allocate schools to receive the supervision or not. Schools will be informed of their allocation following randomisation (with randomisation conducted by the evaluation team), and will receive a letter from Bolton Council informing them about the project and what this involves.

### **Registration**

The trial will be registered on the Open Science Framework (OSF).

## Data protection

We recognise that data protection is of the utmost importance and are fully committed to complying with the Data Protection Act 2018 and GDPR legislation. No personal data, or special categories of personal data, will be processed as part of this evaluation.

The evaluation will require the local authority to share data with the evaluation team. This will be in the form of aggregated data at school level; the data will not identify individuals. However, any potential risk of identification needs to be considered, especially given the sensitive nature of data on children's social care outcomes. Data will be stored and transferred in line with the principles set out in the NIESR Data Security Policy.

## Personnel

Delivery team:

- Wilson Litchmore (Supervising Social Worker)
- Jacqueline Parkinson (Education Safeguarding Officer)
- Simon Manseri (Former Principal Social Worker, Bolton)

Evaluation team:

The evaluation team comprises

- Lucy Stokes (Principal Economist, NIESR)
- Francesca Foliano (Senior Economist, NIESR)
- Richard Dorsett (Professor of Economic Evaluation, University of Westminster, and NIESR Fellow)

The evaluation will be led by Lucy Stokes, who will have overall responsibility for the project, leading on the design, analysis and reporting. Francesca Foliano will contribute to trial design as well as working on data collection, analysis and reporting. Richard Dorsett will act as an expert advisor to the team.

## Timeline

Dates	Activity	Staff responsible/leading
June-July 2019	Identification of participating schools	Bolton
July 2019	Randomisation	NIESR
October 2019-March 2020	Supervision sessions delivered to treatment schools	Bolton
February 2020	Collection of administrative data on outcomes	Bolton and NIESR
January-March 2020	Analysis and report writing	NIESR
28 February 2020	First draft evaluation report	NIESR
31 March 2020	Final evaluation report	NIESR

# Appendix A: Supervising Designated Safeguarding Leads – Memorandum of Understanding

## Memorandum of Understanding

### 1. Introduction

This Memorandum of Understanding (MOU) establishes the responsibilities and expectations of Bolton Council and \_\_\_\_\_ primary school in the delivery of supervision to the Designated Safeguarding Lead (DSL) in your school.

### 2. Why are formalising the partnership with schools?

For the project to be successful, we want to a form partnership with schools that:

- Are sustainable
- Have impact
- Are mutually beneficial

Evidence suggests that partnerships that enter into a formal agreement tend to be better formed and more sustainable. We know we have good existing and meaningful partnerships with your school, and we believe this will help us to explore whether this way of working could be adopted more widely to other schools.

We would like to formalise our arrangement with schools in order to clarify the activities and benefits of the project for all involved to raise the ambition for what can be achieved through this approach.

The way we intend to do this this is through agreeing something called ‘a memorandum of understanding’ (MOU) to ensure that the promised outcomes of our partnership:

- Are fully delivered
- Can be evaluated

### 3. The benefits of a MOU

There are several benefits to formalising our partnership through an MOU.

On accountability and governance, it provides:

- Clarity for all partners about what each is putting in, what each is getting out and the timeframe for doing so.
- The opportunity for school governing boards to scrutinise and agree to the work – this can be helpful for gaining governor support.
- A document that can be shared with all stakeholders to give clarity about what the partnership involves, and how their school is benefiting from and contributing to the partnership
- On sustainability, it provides:
- A tool for integrating the work into the strategy and ethos of both the school and LA
- An opportunity to safeguard the partnership
- An opportunity to build a shared responsibility
- On evaluation, it provides an opportunity to build impact evaluation into the partnerships from the outset and setting out clearly the achievements it hopes to realise.

### 4. Common concerns

It is common for schools to be put off by the formal nature, and at times, the detail of a MOU. These concerns should not overshadow the benefits of formalising a partnership.

It is important to keep 2 important points in mind:

- A MOU is not a legally binding document
- It is a statement of serious intent – agreed voluntarily by equal partners – of the commitment, resources, and other considerations that each of the parties will bring.
- It has moral force but does not create legal obligations.

## Project Background

The council successfully bid for funding from 'What Works for Children's Social Care' (WW-CSC) for the project which will test a new model for supporting schools in their duties to safeguard children and young people.

## Aims and Objectives

The aim is for families to get (Early) help as soon as a problem emerges at any stage in a child or young person's life, so things do not escalate and get worse – ensuring *the right support is provided at the right time, in the right way*; diverting families from statutory social work intervention and offering an alternative which is more appropriate and where the referral is dealt with speedily and delay is avoided.

It's important that our helping early offer is holistic, looking at the wider needs of the family and how to provide support which is part of a continuum enabling us to respond to the different levels of need children and families may experience. Having a collaborative approach is key.

We believe collaborative working through a 'restorative practice approach' focuses our attention on developing a 'good' relationship with your school. This approach will enable us to learn from previous experiences examining how attitudes, beliefs and behaviours have contributed to a culture that doesn't cultivate healthier working relationships. We hope this work will lead to better outcomes for children and stronger partnership working.

### 1. Designated Safeguarding Leads

DSLs are staff members within each school tasked with ensuring the safety of young people and working with social care where appropriate. The project is founded on the recognition that in supporting DSL's in intervening early and tackling the causes, not the symptoms is critical to improving children and families' lives from their school community.

It is hoped that this support leads to more timely referrals to social services, and referrals that appropriately minimise social services involvement in family life, and more provision of early help to support families that might be struggling ultimately reducing the demand and subsequent costs on services.

### 2. Definition

Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team; undertaken by suitably trained professionals.

### 3. Supervising Designated Safeguarding Leads – Structure and Expectations

Supervision to be offered to the named Designated Safeguarding Lead for child protection in your primary school. There are different types of supervision, e.g. informal and formal, group supervision, peer supervision. This framework is specific in addressing 'formal supervision' i.e. one to one supervision between LA supervisor and DSL. The supervision is a partnership between the Designated Safeguarding Lead, the Supervisor, the School and the Local Authority.

[See Supervision and Safeguarding Support in Education - Guidance Document](#)

### 4. Purpose

The purpose is for professionals to:

- Reflect on practice.
- Improve the quality of their work.
- Increase understanding of professional issues.
- Achieve agreed objectives and outcomes.

### 5. Clientele

The school will have responsibility for identifying the children, young people and their families where their needs are complex and long-standing but where the criteria for statutory intervention under the Children's Act (1989) is not met but is currently managed at Early Help\*. In particular, the project would like the schools to focus on the following groups of people:

- Parents who are experiencing problems related to poor mental health;
- Family conflict;
- Substance misuse;
- Domestic abuse and which is impacting upon their parenting;
- Children and young people excluded from school; with poor educational outcome; with behavioural and social and emotional issues;
- Children at risk or already involved in crime and anti-social behaviour;
- Children on the margins of the care system – either likely to enter care or returning home after a period in care.

## 6. Function/Provision

It is important to note that the school was identified as part of a randomised controlled trial of 47 primary schools across Bolton. As stated, the provision will be providing supervision to identified DSL's. The engagement process will be open and transparent working together with the schools towards achieving a positive outcome from this opportunity.

## 7. Analysis of Need

A comprehensive analysis of need will be pivotal to the project in order to plan how we can support schools in terms of providing them with the tools to deal with these more effectively 'in house'; and working with them to help them understand the threshold limits and the mechanisms of social care referrals.

## 8. Feedback and evaluation

Evaluating projects and programmes can be a transformational step in making sure the work you do is of the highest quality, making it as effective as possible, based on robust evidence. The findings will help to shape the work that is done in the future and focus attention on how to achieve the intended outcomes and impact.

In the context of the work, an effective evaluation and good feedback mechanisms will help to identify the type support needed and to who.

## 9. Complaints

If the School has any issue with aspects of the service or advice given this can be initially discussed informally with the project lead. If you remain unsatisfied with the service a formal complaint can be made in line with the standard Bolton Council procedure.

<https://www.bolton.gov.uk/complaints/health-education-social-care-complaints>

## 10. Advice and information

The project is designed to provide advice, guidance and support to schools. Any implementation of this advice must be in line with the schools existing policies and procedures and be in line with the corporate families safeguarding procedures. Any liability pertaining from the implementation of this advice lies within the school.

## 11. Disclaimer

It should be noted that by signing this document or by participating in the project, the partners are not committing to any legally binding obligations. It is intended that the partners remain independent of each other and that their collaboration and use of the term 'partner' does not constitute the creation of a legal entity, nor authorise the entry into a commitment for or on behalf of each other.

Signed on behalf of Bolton Children services:

..... Date .....

*[NAME, POSITION]*

Signed on behalf of .....school:

..... Date .....

*[NAME, POSITION]*

## Appendix B: Supervision and Safeguarding Support in Education – Guidance Document

### Understanding what works? A supervision framework for Designated Safeguarding Leads.

#### Introduction

We know that good practice involves the ability to develop and maintain relationships, to manage the emotional demands of the work and to make judgements and decisions, often in the light of conflicting information (Wonnacott 2012). This is demanding work and will only be effective if practitioners are encouraged and supported to reflect critically on their practice and to continue to develop their knowledge and skills.

Supervision is a fundamental task in supporting the development of staff's skills and practices in work with children, young people and families and the safeguarding of those in their care.

It is important that supervision provides support, challenges practitioners to critically reflect on their cases and develops an inquisitive approach to their work and is based on a good understanding of the key elements of effective supervision, as well as the evidence and research that underpins good practice.

#### Definition of Supervision

Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. "Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues" UKCC (1996).

#### Statutory Guidance

The document, **'Working Together to Safeguard Children'** (2018) states; 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.

The Statutory Framework for **'Early Years Foundation Stage – EYFS'** (2017) states that, 'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.'

**'Keeping Children Safe in Education'** (2018) states that Designated Safeguarding Leads, '...should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters...'

#### The Objectives of Reflective Effective Supervision

Professional supervision is a process in which the supervisor enables, guides, and facilitates the Designated Safeguarding Lead (DSL) development and need for support, in meeting certain organisational, professional and personal objectives. This occurs during formal prearranged meetings.

**These objectives are:**

- To continually improve the quality of services to, and outcomes for, children, young people and families;
- To ensure the DSL is clear about roles and responsibilities;
- To recognise the impact of what can be emotionally demanding work with children, young people and families on the DSL and agree ways to manage these pressures/demands;
- To debrief and offer support following significant events that have impacted on the DSL;
- To consider the DSL's personal safety when undertaking his / her work and take action;
- To identify the DSL's learning and development needs and arrange to meet them through the use of self-directed learning, courses, coaching, mentoring, job shadowing, research and literature;
- To signpost the DSL to useful literature and research, and the policy and procedures, to support evidence informed practice;
- To provide feedback to the DSL's on his / her practice and performance and identify any actions for improvement/development, and acknowledge evidence of professional development and competence;
- To monitor the DSL's progress in meeting the continuing professional development.
- To put in place appropriate safeguards as necessary to ensure work is carried out safely;
- To consider the resources the DSL has available to do their job and discuss issues arising where they are not adequate;
- To provide a safe environment in which practice can be discussed and reviewed. Professional challenge about casework practice, assessment, analysis and decision making between the DSL and supervisor is an essential part of effective supervision and should take place in a respectful and child/young person focused manner;
- Professional supervision is the key process for balancing professional autonomy with responsibility to the service user, professional ethics and standards, along with accountability to Children, Schools and Families and society as a whole.

## Supervision Standards

In order to achieve the objectives outlined above, we have developed 8 Standards to ensure effective supervision.

1. The relationship between the supervisor and DSL is strong and effective;
2. Supervision is organised and evidenced through good recording;
3. Supervision is a planned and purposeful activity and ensures that work/tasks are completed to the required standard;
4. Supervision facilitates effective social and emotional support;
5. Supervision facilitates critical reflection and analysis;
6. Supervision promotes a commitment to diversity in all aspects of work;
7. Supervision supports continuing professional development;
8. Supervision facilitates a continued improvement in the quality of services to, and outcomes for, children, young people and their families.

## Principles of Effective Supervision

All DSL will have a written supervision agreement which is consistent with this professional supervision policy. (Please see [Appendix 1: Supervision Agreement](#)).

Supervision must:

- Focus on the child.
- Ensure consistency with local authority and school/college procedures.
- Provide a safe environment for reflection and professional challenge.
- Acknowledge the emotional impact of the work.
- Recognise and manage feelings and beliefs which may affect the safeguarding of children.
- To ensure equality of opportunity it is necessary to have an understanding, and to work sensitively and knowledgeably, with diversity to identify the particular issues for a child and his / her family, taking account of experiences and family context.
- Supervision should reflect understanding and commitment to diversity and equalities issues.
- Identify when a case potentially needs to be escalated concerns about case progress or other aspects of case management, including ineffective multi-agency working.

Understanding what works? A supervision framework for Designated Safeguarding Leads in Education	
Principle elements	
<b>Collaboration</b>	Value of working in partnership.
<b>Autonomy</b>	Exercising professional autonomy within a framework of accountability, decisions, planning and actions on the basis of a sound assessment and robust evidence.
<b>Empathy</b>	Systemic approach which emphasises relationships as key to understanding family's experiences.
<b>Purposefulness</b>	The quality of knowing what you intend to do, or the behaviour that shows this, in order to achieve more meaningful and sustainable changes for families.
<b>Clarity about concerns</b>	Understanding threshold and the management of risk to support critical decision making based on sound evidence.
<b>Child focus</b>	Keeping the child in focus when making decisions about their lives.

**Safeguarding supervision will always keep a focus on the best interests of the children in the school and promote their safety and well-being.**

**The Key Functions of safeguarding supervision are:  
Management Oversight and Accountability**

- The child is central to all decision-making activity within the supervision process, so that children receive child focused services that meet their needs.
- The frequency of supervision sessions meets projects standards (minimum 1 during the duration of the project).
- Practitioners experience supervision as providing an opportunity to reflect, to receive professional challenge and to be supported in providing challenge to others.
- The supervision process evidences management oversight and support that assesses practitioners' compliance, and, professional competence/confidence with regard to adhering to local policies, protocols and procedures, and promotes timely progression of the case.
- The supervision process checks interventions are working effectively to improve outcomes for children:
  - Intervention plans are adhered to, and staff contribute to any reassessment of the plan, so that they have a positive impact on the child and address the diverse needs of children and young people, including effective communication.
  - Swift, effective action is taken when plans are not working or a deterioration is recognised, and potential vulnerabilities are identified and countered.
  - Parental non-compliance and/or disguised compliance is recognised and acted upon, reported to children's social work appropriately and recorded.
- To provide reflective space to offload in order to analyse on-going concerns and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.
- To review workloads and issues relating to workplace and working practices can be identified and discussed; checking out that our processes are fit for purpose. This includes triangulation of evidence bases and reviewing needs against thresholds.

### Continuing Professional Development

Practitioners have the knowledge to apply correctly the thresholds and referral processes to support effective and accountable practice, so that -

- Safeguarding children performance and practice is competent, accountable and soundly based in research and practice knowledge; and that staff fully understand their roles, and responsibilities and the scope of their professional and statutory duties.
- Professional development needs with respect to safeguarding practice are considered and supported, including learning from serious case reviews.
- Practitioners are aware of the threshold's guidance, know where to find it and use it to support the making of high quality, evidence-based referrals.
- Practitioners are aware of how to make appropriate referrals to all relevant agencies, including safeguarding referrals and out of hours' services.
- Practitioners are clear about the requirement to obtain consent.
- Practitioners are aware of the need to receive feedback on a referral made and take action to pursue feedback where it is not received.
- Practitioners are aware of where to go for advice regarding a referral if he/she needs clarification; where advice is sought this is recorded.

### Multi-agency working

To check out the quality of information sharing including core group work, MASE, early help and other appropriate multi-agency meetings so that –

- There is appropriate involvement and engagement in cases.
- Practitioners are aware of, understand and apply information sharing protocols.
- Practitioners review the evidence, prepare reports (using relevant templates) and actively contribute to multi-agency meetings.
- Records of multi-agency meetings are obtained, relevant actions are followed through and reported on as necessary.
- Practitioners are aware of the Bolton LSCB dispute resolution procedures and use these effectively.

### Voice of the Child

- Professionals consider what life is like for the child.
- The child's wishes and feelings are gathered and considered in an age appropriate way.
- Wider diversity issues are appropriately identified, understood, addressed and recorded.

### Personal Support

- To provide reflective space for the DSL to discuss and work through the personal impact of the safeguarding role and responsibilities. This includes support to address the emotional impact of the work where required.
- Clarify boundaries between support, counselling, consultation and confidentiality in supervision.
- Help the DSL to explore emotional blocks/barriers to their work.
- Create a safe climate for the DSL to reflect on their practice and the impact it has on them as a person.

### Roles and Responsibilities

**The 'supervisor' is responsible for -**

- Sharing the responsibility for making the supervisory relationship work.
- Ensuring confidentiality, subject to child and staff safety.
- Creating an effective, sensitive and supportive supervision.
- Providing suitable time and location.
- Agreeing timescales within which supervision takes place.
- Eliminating interruptions.
- Maintaining accurate and clear records.
- Recording supervision.
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide an opportunity for staff to raise issues about their experience and diversity.

**The 'DSL' is responsible for –**

- Sharing the responsibility for making the supervisory relationship work.
- Attending regularly, on time and participating actively; being open and honest, raising concerns and seeking support where needed.
- 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 particular meeting.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the school's professional standards and ensure the school's professional standards are met.

### Supervision Model & Methods

The Model of Supervision is based upon Wonnacott's (2012) 4x4x4 model and is designed to be a practical tool which helps to promote reflective supervision.

The framework includes:

#### **The four stakeholders in supervision:**

Service users, Staff, Head/School and Partner organisations

#### **The four functions of supervision:**

Management, Development, Support and Mediation

#### **The four elements of the supervisory cycle:**

Experience, Reflection, Analysis and Action

The four stages of the supervision cycle promote reflective practice, critical thinking and secure decision making. Using it as a basis for discussions can therefore be considered for effective supervision on casework and other opportunities for learning.	
<b>Experience</b>	Working with the DSL to understand what is happening in their current practice. Where this relates directly to work with children/families, it is an opportunity to make sure that their perspective is introduced into the discussion.
<b>Reflection</b>	Engaging with the DSL to explore their feelings, reactions and intuitive responses. This is an opportunity to discuss any anxieties and acknowledge situations where stress may be impacting on their work. Where the discussion relates to specific work with children/families, it is an opportunity to explore any assumptions and biases that might be driving their practice. This can be an important element of working with diversity and promoting anti-oppressive practice.
<b>Analysis</b>	Helping the DSL to consider the meaning of the current situation and use their knowledge of similar situations to inform their thinking.

<b>Action</b>	Working with the DSL to identify where they wish the work to get to and how they are going to get there. Action will result in a need to carry out/inform SMART plans.
---------------	--

Supervision will be undertaken with DSL's responsible for or working with identified vulnerable children and/or their families subject to Early Help support through case work at Early Help. This will not include children who are subject to a child protection, children with social care involvement and children looked after (LAC).

This guidance is primarily where 'one to one' supervision that takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. Supervision of DSL's will be offered externally by the project's social worker. Internally supervision of staff delivered within school may continue depending on the school's policy \ management structure. This provision is not to supersede or replace any existing supervision arrangements, structures or policies that occur with regard to the support of the DSL's.

### External supervision of DSL's

This will be supervision from the project social worker as part of the agreed supportive structure. The head teacher will maintain oversight of this arrangement. Supervision records should in this case be shared with the DSL's manager who has agreed this supervision arrangement, in order to maintain oversight and ensure actions are followed through.

### Other methods of supervision

It is recognised that supervision is an on-going process that takes place in other ways. The two other main methods are outlined below. They have a place but should not replace planned, formal, recorded, one to one session.

### Group safeguarding supervision

In some cases, it may be necessary to conduct a group safeguarding supervision. This is a session where there may be several staff involved in direct child protection/safeguarding work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

In group supervision the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:

- The group should clarify and agree the boundaries of confidentiality
- The records should reflect that this was a group supervision.

Convening group supervision is not a recorded outcome of this project.

### Unplanned or "ad-hoc" supervision

The frequency of the project supervision means that staff may have to 'check something out' with a supervisor, obtain a decision or gain permission to do something in between formal

supervision sessions. In addition, where there are additional or escalating concerns for a child, the DSL may feel the need to communicate more frequently about thresholds, decision making, disagreements between agencies etc.

This form of supervision is a normal and acceptable part of the supervisor\DSL relationship. However, the following points should be considered when unplanned or ad-hoc supervision occurs:

- Any decisions made with regard to a child or family should be clearly recorded. (Please see [Appendix 2: Family record](#)).
- This does not negate or replace the formal agreed supervision sessions.
- The number of contacts (phone calls, emails etc.) will be monitored and recorded.

### Frequency of Safeguarding Supervision

The frequency of supervision will be a minimum of one session during the duration of the project. This does not replace or negate the DLS's supervision in regard to non-DSL related matters, duties or their performance, worker specific and non-child-related discussions, professional development and personal issues.

The supervisor and DSL will agree on the duration of the supervision taking into account individual experience and the complexity of individual cases.

If there are non-DSL specific circumstances such as personal difficulties, difficult professional relationships within school, performance issues or health related issues, supervisor to signpost DSL to their Staff care policy.

### Supervision Agreement

A sample supervision contract is provided in [Appendix 1](#). At the contracting / introduction meeting, the supervision contract will be discussed by all parties (this may include the DSL's manager/head teacher), signed and copied to the file.

### Preparing for supervision

Both parties should prepare themselves for the meeting including:

- Review previous notes and agreed actions – on-going between sessions.
- Hold any preparatory discussions if needed, to ensure the meeting has maximum impact.
- Alert each other if there are new 'significant' agenda items.
- Parents' consent gained before their details can be explicitly shared with supervisor.

### Supervision Agenda

Each person in supervision will have their own style and approach, the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener.
- Setting agenda – both parties to input.
- General offload and information sharing.

- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed.
- Check core group meetings etc. attended, minutes received. Any drift and delay? Has this been acted upon? Step down arrangements in place and being monitored?
- Problem solving and finding solutions.
- Recognise and celebrate achievement.
- AOB.

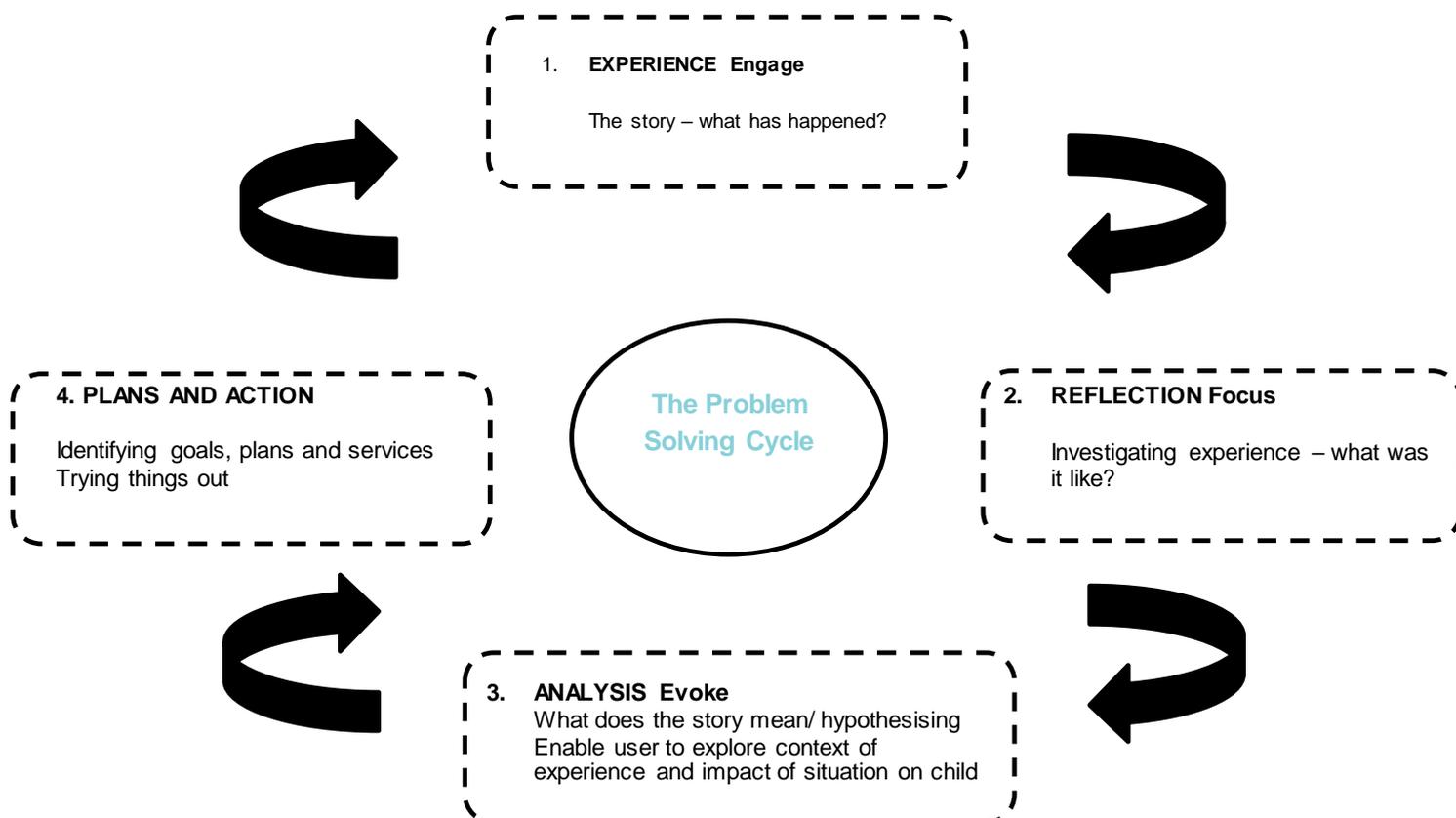
### Location/environment

Creating the right environment is an important element but we must accept that this is not always possible within school; however, we should strive to:

- Have a quiet private space to allow for open discussion.
- Ensure a relaxed atmosphere possibly with refreshments.
- Try to avoid telephone interruptions.
- Prioritise this time and avoid interruptions.
- Make sure you keep to agreed starting and stopping times.
- Consider the time of day supervision is scheduled.

### The problem-solving cycle

The following model is included to provide a method to ensure reflection and analysis on cases. Often the stages of reflection and analysis are not included, and the tendency is to jump directly from the experience to plans and action.



## Recording

(Please see Appendix 3: Supervision record)

Recording should follow the principle that-

- All supervision sessions must be recorded by the supervisor.
- Records of supervision should be signed and dated by supervisor and DSL.
- All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure management decisions of individual cases through supervision are recorded on the appropriate child's file.
- DSL must gain parents' consent before their details can be explicitly shared with supervisor.

## Quality Assurance

Supervision files will be subject to inspection and audit.

## Annex 1: Example of a supervision agreement

### Supervision Agreement

This is an agreement between ..... and ..... which outlines the agreement for the two-way supervision process.

1. Formal supervision will take place on..... for a maximum of 2 hours. The venue will normally be at your school.
2. Additional ad-hoc supervision will be available as and when required. Any decisions made during such supervision will be recorded.
3. Supervision dates will be mutually agreed in advance.

If supervision has to be cancelled for any reason, it is the responsibility of both parties to rearrange as soon as possible.

We will try and ensure that the supervision time is uninterrupted (barring emergencies) and that privacy can be maintained.

A joint agenda will be prepared at the start of each supervision session. Both parties are expected to prepare and bring relevant issues for discussion.

A record will be kept of supervision discussions will be stored electronically in the designated secure drive. The names of the children (but not the detail) will be noted on the personal supervision record.

DSL must gain parents' consent before their details can be explicitly shared with Supervisor.

Ordinarily, only the parties to the supervision record will have access to it. It is not, however, a confidential document and may be used in a different context e.g. for audit purposes, legal proceedings, SCR etc.

Signature of Supervisor:

.....

Signature of Supervisee:

.....

Date:.....

**Annex 2: Example of Supervision Family Record**

**Designated Safeguarding Lead Supervision Recording  
Individual CYP/Family Record**

**School name:**

**Record of Case Supervision**

Name of CYP/Family			
D.O.B. of CYP			
Supervision Date			
Supervisee			
Supervisor/Manager			
Concerns (include establishing what the concerns are, and if the case is not moving forward ('stuck') or drift/delay)			
Actions agreed	Yes	No	Not applicable
Actions completed	Yes	No	Not applicable
Concerns referred to supervisor's manager	Yes	No	Not applicable
This form stored in supervisee's supervision file (TBA)	Yes	No	Not applicable
Copy of form placed on child's record (TBA)	Yes	No	Not applicable

**Signature of Supervisor:**

.....

**Signature of Supervisee:**

.....

**Date:** .....

## Annex 3: Example of supervision record

### Record of Safeguarding Supervision

DSL	
Supervisor	
Date	

#### Agenda Items

1. Review of agreed action points from last meeting/matters arising
2. Supervision Prompt Sheet
3. Discussion under 3 key functions
4. AOB and date of next meeting

Review of previous supervision session	
<b>Progress on actions</b>	
Notes of discussion	
<b>Management e.g.</b> <ul style="list-style-type: none"> <li>• Reviewing performance in relation to safeguarding practice</li> <li>• Application of safeguarding policies and procedures</li> <li>• Safeguarding roles and responsibilities</li> <li>• Development and monitoring of action plans</li> <li>• Monitoring safeguarding workload</li> </ul>	
<b>Professional Development e.g.</b> <ul style="list-style-type: none"> <li>• Identifying preferred learning style and barriers to learning</li> <li>• Assessing development needs and identifying learning opportunities</li> <li>• Giving and receiving constructive feedback on performance</li> <li>• Reflecting on learning opportunities undertaken and applying that learning to the workplace</li> </ul>	
<b>Support e.g.</b> <ul style="list-style-type: none"> <li>• Enabling and empowering expression of feelings in relation to the work role</li> <li>• Discussion of personal issues impacting on performance at work</li> </ul>	
<b>Names of individual children discussed:</b> <i>The details of a discussion of an individual child should be recorded in the child's</i>	

<i>individual record once DSL has gained parents' consent.</i>			
<b>Actions agreed</b>			
<b>Management</b>	Agreed Actions	By whom	By when
<b>Professional Development</b>	Agreed Actions	By whom	By when
<b>Support</b>	Agreed Actions	By whom	By when

DSL's signature:

.....

Supervisor's signature:

.....

Date of Next Meeting:

.....

## **Appendix C: An Introduction to our Supervising Designated Leads (DSL) in Education Program**

### **1. Introduction**

Designated Safeguarding leads require and have a right to supervision. Effective supervision will ensure organisational and professional goals are achieved within a context of support and accountability.

### **2. Aims**

Supervision can be defined as 'a means of making explicit the aims of the parties to work toward agreed goals in agreed ways'.

Both parties must work towards a shared perception of, and commitment towards, supervision based on clarity about agreed roles, responsibilities and expectations. The responsibilities of both supervisor and supervisee are listed below.

Supervisors and supervisees have a joint responsibility to constructively contribute to the supervisory process and need to be familiar with this policy and procedure.

Supervision should be a positive experience that enables supervisor and supervisee to develop a common understanding of how they will work together.

### **3. Objectives**

1. To ensure clarity about roles and responsibilities.
2. To ensure we meet objectives.
3. To ensure quality of service to service users.
4. To develop a suitable climate for practice.
5. To assist professional development.
6. To help reduce stress in the workplace.
7. To ensure we have the resources to carry out our work.
8. To promote effective staff care.
9. To monitor and manage workload - including work planning and the use of time.
10. To provide support and guidance on individual cases/projects.
11. To discuss any personal issues which may be impacting on the individual's performance at work.

### **4. The Key Principles of Supervision are:**

- The best interests of the families and the service are at the heart of the supervision.
- Supervision is a shared responsibility.
- Supervision is regular with minimal interruptions.
- Supervision involves the four functions: management, development, mediation and support.
- Supervision promotes anti-oppressive practice.

## **5. Method**

Central to the policy is the emphasis on Contract. This will apply to all staff and form the basis of an agreed framework for individual supervision. The Supervision Contract form will be agreed and signed by both parties.

Supervision will consider and reflect on the performance of the supervisee, providing constructive feedback on work completed.

Supervision is the appropriate forum to ensure that staff have the support that they need to deal with issues relating to any complaints, discrimination or racism from service users, customers or colleagues.

In order to promote effective supervision, a structure has been developed which will provide all staff with an opportunity to meet with their line manager at specified intervals for formal, agenda based, and supervision sessions.

## **6. Rights and Responsibilities of Designated Safeguarding Lead**

- To receive effective and sensitive supervision.
- To be treated in an anti-oppression manner.
- To have own feelings and opinions.
- To learn from mistakes, to be unsure or not to know.
- To be listened to.
- To be briefed about changes.
- To have experience and contribution acknowledged.
- To participate in problem solving by reflecting and explore options.
- To challenge decisions, they do not agree with and reach a resolution with the supervisor.
- The right to call on a third party, usually the supervisee's line manager, if the supervisee is unhappy with the quality of supervision, the supervisor's practice or there are other issues that they feel have not been resolved. In such circumstances the supervisee will be respected for their decision to seek an alternative way to resolve their concerns.

## **7. Responsibilities of Supervisor and Designated Safeguarding Lead**

- To share responsibility for making supervision work.
- To accept the mandate to be supervised/accountable (supervisee).
- To negotiate a supervisory contract.
- To attend regularly and on time.
- To have an agenda and participate actively.
- To be open and share information.
- To seek and use guidance and knowledge appropriately.
- To promote anti-oppressive practice and behaviour.
- To take responsibility for own feelings.
- To work towards achieving agreed action plans.
- To inform supervisor/supervisee if plans cannot be achieved.

- To promote the best interests of the service users.
- To accept responsibility for own performance.
- To be active in the pursuit of own development (supervisee).
- To be clear and honest in seeking assistance.
- To be responsible for own learning (supervisee).
- To give and accept constructive feedback.
- To identify own potential (supervisee).
- To use time effectively and in accordance with agency expectations.
- To take appropriate action to care for self.

## **8. Professional and Personal Development**

The Directorate recognises the value and importance for staff to have opportunities for professional and personal growth and development within their work.

During supervision, sufficient time should be allocated to consider training needs and planning how areas for further development can be addressed. Where appropriate both parties can agree development time outside of supervision. It is necessary to have a clear purpose in allocating this time and for it to be discussed in supervision sessions that follow.

In allocating development time, the supervisor must consider the impact on current workloads and other team members. There will be times when current work demands will over-ride the allocation of development time.

## **9. Recording Supervision**

Supervision must be recorded with written evidence of discussions that take place and decisions/plans agreed. A copy of the supervision record must be given to the supervisee.

Where appropriate decisions made during supervision about a young person should be recorded and stored on the young person's file, ideally in RAISE.

## **10. Confidentiality within Supervision**

It is important for staff to be comfortable in discussing all aspects of their work. To encourage this, there needs to be clarity as to what will happen to information discussed. The supervisor must clarify this with all employees.

As a general rule, information shared within supervision will be treated as confidential in that it should be handled with sensitivity, and only shared on a 'need to know' basis. In most circumstances this will be clear to both parties, but its practical application will depend on developing trust and partnership between supervisor and supervisee.

## **11. Dealing with Problems**

It is important that both parties take prompt action to overcome difficulties within supervision. Supervisor and supervisee need to be aware of potential blocks to effective supervision such as interruptions and lack of space. They should consider how to tackle these.

Where difficulties do arise, it is the responsibility of supervisor and supervisee to address these in an open and positive manner.

It is also important that both parties listen to each other and do not personalise problems.

If the supervisor and supervisee encounter difficulties, they cannot resolve it is everyone's interest to involve a third party (usually the supervisor's line manager) to help resolve any issues.

## **12. Informal Supervision**

The supervision policy focuses on formal supervision, but many decisions are made informally between supervisor and supervisee.

Whilst informal supervision is an important aspect in the development of the relationship between supervisor and supervisee it is necessary to consider how informal decisions are recorded. This is the responsibility of both parties who will agree whether a written record is required and who is responsible for recording this.

## **13. Desired Outcomes from a Supervision**

- Formal supervision will take place at regular intervals (every 4-6 weeks).
- An agreed, written record exists.
- Where applicable service user files have record of decisions made in supervision.
- Both parties work towards agreed Children's Services, professional objectives.
- Assists process of professional development.

## At the First Session

Task to be complete	DSL	Supervisor
Contracting / outlining the relationship meeting.		
Identify and outline specific learning goals from the relationship.		
Define expectations.		
Determine accountability measures.		
Establish ground rules		
Defining and maintaining confidentiality.		
Establishing protocols to work through difficult situations.		
Discuss follow-up.		
Sessions and actions.		
Confirm time frames / Frequency of meetings.		
Ownership and accountability.		
Preparation, before the session and accountability after the session.		
Consent		

What documents do I need for the sessions?

Supervisor	DSL
DSL Time Log.	DSL Preparation Sheet (to be sent before the session).
Supervision Session Framework (to be used in the session).	DSL Session Worksheet (potentially to be used in the session).
Supervision Session Framework (to be used in the session).	DSL partnership Evaluation Form.

## DSL Preparation Sheet

<b>DSL Name:</b>		<b>Date:</b>
<b>Challenges/Topics I would like to explore in the session</b>		
How to:		
How to:		
How to:		
<b>The Green Zone</b>	<b>The Amber Zone</b>	<b>The Red Zone</b>
<b>Issues in the Green Zone:</b>		<b>Issues in the Red Zone:</b>
<b>Steps I can take to tackle these issues are:</b>		<b>Steps I can take to tackle these issues are:</b>
<b>Any other thoughts around challenges/topics I would like to explore in the session based on my preparation?</b>		

## DSL Session Worksheet

<b>DSL Name:</b>	<b>Date:</b>
<b>Supervisor Name:</b>	<b>Duration of session:</b>
<b>The Challenges / Agenda for the Session:</b>	
<b>Actions to take for the next Session</b>	
<b>Incomplete from previous Session?</b>	
<b>Insights during this session</b>	



## DSL Evaluation Form

<b>DSL Name:</b>	
<b>Supervisor Name:</b>	
<b>Date:</b>	
<b>Hours Spent:</b>	
<b>Please explain in your own words how you experienced the process</b>	
<b>What was the personal value you gain from the experience?</b>	
<b>What was the value you believe the organisation gained as a result of the supervision you received?</b>	
<b>Three things you want to acknowledge yourself for</b>	
<b>Three things you want to acknowledge your supervisor for</b>	
<b>Three pieces of specific feedback for your supervisor</b>	
<b>What, if anything, would have made the process better</b>	