

Designated Safeguarding Lead and Team Supervision Policy and Guidance

Greenleas School



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1. Definition of Safeguarding Supervision

Safeguarding supervision is a method of supporting staff so they can provide for the needs of their students. Often called reflective safeguarding supervision, it is a regular, planned, accountable two-way process which offers emotional support and develops knowledge, skills and values. Its purpose is to monitor professional practice and improve outcomes for children and young people.

Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained therefore promoting a safe culture. This will relate to Teaching Standards and the CBC Staff Code of Conduct.

Supervision is a structured process whereby an appropriately qualified, experienced and nominated supervisor meets with a member of staff to allow that person to reflect upon their safeguarding practice and assist with concerns that may require resolution

2. Purpose of Safeguarding Supervision for DSLs DDSLs and Safeguarding Team

- Provide protected time to reflect on practice
 - provide support with emotional well-being, resilience, picking up on demands and developing coping strategies
 - have an opportunity to off-load, talk about how they are feeling when dealing with distressed students and the impact on their own life. It should feel restorative and help build resilience
 - Celebrate success
 - Review workload and time management
 - discuss and seek guidance on specific cases – review action plans, avoid drift. Provide a fresh eye, talk through intolerances, frustrations e.g. with other agencies/systems provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered on areas for improvement
 - provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered on areas for improvement
 - enable an opportunity for creative thinking and solution focussed thinking
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- consider how their role fits with the rest of the setting/other services and the community
- identify achievements and good practice
- consider appropriate CPD/training needs in relation to the safeguarding role

3. Principles

- Safeguarding supervision is not related to and does not replace appraisal, but should complement it
- It is not counselling and a supervisor at times may need to refer a supervisee to other services such as counselling or the EAP service
- The relationship between supervisor and supervisee should be positive and trusting
- The Senior Leadership/Governors/Executive Board should see supervision as an important aspect of the professionals' work and ensure adequate time is provided
- The supervisor may not sit hierarchically above the supervisee e.g. reciprocal arrangements, use of independent supervisor. However, where someone other than the line manager provides supervision, the line manager still provides accountability for the work and should oversee direction of the plan and work for individual children/young person
- Decision making on a child's records should be recorded on a child's CPOMS record and be signed off by the DSL who remains responsible
- Where supervision takes place across settings or with an independent person, confidentiality of individual children/young person and families must be maintained. Case discussions will therefore be anonymised
- The supervisor should have attended supervision training and also be receiving supervision themselves.

4. Opportunities for Supervision at Greenleas School

- Weekly SLT meetings when cases and trends are reviewed
- Half termly DSL forum where training and service updates are provided
- DSL and DDSL received 6 weekly supervision through Talking Heads
- Pastoral Leads, Pre School Managers and SBM receive supervision through Supervision in Schools.

To reflect on individual cases/scenarios, the supervisor may find it useful to use the individual case supervision form in Appendix D which can then be uploaded to a child's CPOMS record.

Supervision should enable the supervisee to consider the best way to support the student's current needs, reflecting on and adapting responses to achieve the best outcome for the pupil.

5. Safeguarding Supervision Agreement

Every supervisor should complete a Safeguarding Supervision Agreement with their supervisees taking into account.

- frequency and length of safeguarding supervision
- location – supervision should take place in a private and uninterrupted space during the working day
- confidentiality – in general, supervision is considered as confidential, however there will be occasions where confidentiality will be overridden, for example in the case of child protection issues relating to the supervisee or if not sharing information with senior management could contribute in bringing the setting into disrepute, there is a potential disciplinary matter or whistleblowing
- preparation for supervision – supervisee should identify cases/issues to discuss and start to reflect on these.