

Safeguarding Supervision Policy and Guidance

Approved	March 2026
Date of review	March 2027
SLT Lead	Director of Education
Signed:	
Chief Executive Officer	 _____
Chair of Trustees	 _____

Definition of Safeguarding Supervision

Supervision is a method of supporting staff so they can provide for the needs of their students. Safeguarding supervision is a regular, planned, accountable two-way process which should offer emotional support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained therefore promoting a safe culture.

1. Purpose of Safeguarding Supervision for Designated Safeguarding Leads (DSLs)

The purpose of Safeguarding Supervision is to:

- Provide protected time to reflect on practice
- Provide support for emotional well-being, resilience, picking up on demands and developing coping strategies
- Have an opportunity to talk about how they are feeling when dealing with potentially distressing situations. It should feel restorative and help build resilience
- Celebrate successes
- Discuss and seek guidance on specific cases – review action plans, avoid drift. Provide a fresh eye, talk through intolerances and any perceived frustrations
- Provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered on areas for improvement
- Allow for issues relating to the workplace and to working practices to be identified and discussed including safer working practice and professional boundaries
- Enable an opportunity for reflection, creative thinking and solution focussed thinking
- Consider how their role fits with the rest of the school/other services and the community
- Identify achievements and good practice
- Consider appropriate CPD/training needs in relation to the safeguarding role

2. Principles

- Safeguarding supervision is not related to and does not replace appraisal, but should complement it.
- It is not counseling and a supervisor, at times, may need to refer a supervisee to other services such as counseling. The Gallery Trust offers 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance.
- The relationship between supervisor and supervisee should be positive and trusting
- The school Senior Leadership Team (SLT)/Members of Rapid Improvement Board (RIB)/Local Academy Board (LAB)/Trustees 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 the direction of the plan and work for individual children.
- The supervisor will have attended supervision training and also have supervision available to them

3. Model of Safeguarding Supervision In The Gallery Trust

Trust Universal offer
All Trust Designated Safeguarding Leads will have access to one session every full-term, face to face. The aim is to support the wellbeing of DSL and build strategies for them moving forward with challenges of the role. (Including Trust Safeguarding Manager) This can be either group or individual supervision
Trust Amber offer
This is where DSL or other DDSLs across the Trust can request an additional supervision session, either individual or 1:1. Level of need to be assessed by the Safeguarding Supervisor in initial request. Aim is to support the wellbeing of DSL and build strategies for them moving forward with challenges of the role.
Incident Response
This is to be used when there is a significant incident, defined by the Trust or school leader. The incident would require an initial assessment of the threshold for supervision needed. The response could then be individual supervision, group supervision or referral to outside support agencies.

4. Safeguarding Supervision Contract (1:1)

Supervisors will make a written contract / 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;
- Recording – it is the Supervisor’s responsibility to take notes and make sure they are made available to the Supervisee and filed. Records must be kept in a secure location.
- 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 school



- management could contribute in bringing the school 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

A contract is included at **Appendix A**.

Supervision Contract

Safeguarding Supervision Contract			
Supervisee:	[Enter Name and Role]		
Supervisor:	[Enter Name and Role]		
Agreed Date:	/ /	Review Date:	/ /
Supervision Agreement:	<ul style="list-style-type: none"> • Safeguarding supervision will be undertaken each full term, or sooner if requested, and will be for 1 hour • Every effort will be made for supervision to take place in an uninterrupted environment. • The preparation for supervision will include identifying cases to discuss and starting reflection on these • Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement. • If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the Head Teacher/ School Director will be consulted with the agreement of both parties. If the disagreement is with the Head Teacher/ School Director, this should be referred to the Trust CEO with the aim of reaching a resolution • Supervisors will respect the confidentiality of the Supervisee in all areas except Child Protection – concerns about which need to be referred on or whether information is identified that could bring the organisation into disrepute which may need to be reported via line management, where there is a potential disciplinary matter or whistle blowing • Where appropriate, notes and agreed actions will be recorded, shared and kept securely • Any decisions made on individual cases and agreed by the DSL will be entered into an individual child's safeguarding record by the school DSL 		
Supervisee:	[Insert signature]	Date:	/ /
Supervisor:	[Insert signature]	Date:	/ /



Appendix B

Safeguarding Supervision Notes and Action Template

Item	Notes	Agreed Action	By Whom	By Date
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /
				/ /

Name	Role	Signature	Date Agreed
	Supervisee		/ /
	Supervisor		/ /