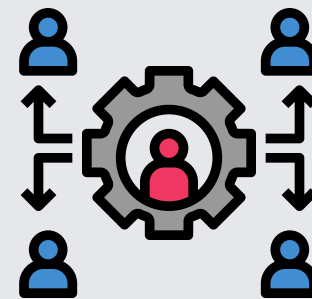




# HSCP Safeguarding Supervision Standards



Professional supervision is a process in which the supervisor enables, guides and facilitates the practitioner's development and need for support, in meeting certain organisational, professional and personal objectives. In recognition of such, the HSCP has developed 10 Safeguarding Supervision Standards as a guide to support managers providing safeguarding supervision to practitioners. This does not supersede individual agency's policies; it is to develop a common understanding across agencies for the minimum requirements for safeguarding supervision. This Good Practice Bulletin provides an overview of the standards.



## Standard 1

**All practitioners receive formal and regular safeguarding supervision.**

Supervisions will provide a shared approach across the HSCP to promote achievement of positive outcomes for children. Supervision will promote effective engagement with families, challenge practitioner assumptions and bias, assessments of need, timely provision of services and professional responsibility for progressing actions in a timely way. Supervision should review and assess progress of plans and identify level of risk. Frequency should increase where risks of harm are escalating.

## Standard 2

**Supervision is prioritised, and held in an environment which promotes professional curiosity, meaningful reflection and discussion.**

Safeguarding supervision should be held within practitioner's contracted hours of work, it should be pre-arranged, prioritised and allow adequate time for meaningful, open, transparent and reflective discussions, which allow a thorough exploration of complex situations.

Supervision should only be postponed in exceptional circumstances. Any cancelled session should be reconvened at the earliest opportunity.

Supervision will take place in an environment which affords privacy, offers a 'safe space' for the practitioner/supervisor to reflect and hypothesise, where interruptions will be avoided wherever possible.

## Standard 3

**Supervisory arrangements are outlined in a written agreement within the first 4 weeks of the start of the relationship.**

The supervision agreement should address:

- Respective roles and responsibilities.
- The frequency of supervision
- How the supervision sessions will be recorded.
- How written records will be shared with practitioners.
- Expectations for when and how they will be stored on children/young people's files, in line with each agency's internal supervision policy/guidance.
- Arrangements for dealing with disagreements
- Contingency arrangements in place should a supervisor be absent from work.

## Standard 4

**Supervision is a planned and purposeful activity.**

Both supervisor and practitioner prepare for the supervision by identifying issues to be discussed and agreeing an agenda in advance.

Actions agreed at the previous supervision meeting are reviewed, to ensure these have been progressed.

Records of supervision should be completed and provided to all those in attendance in a timely manner following supervision.



# HSCP Safeguarding Supervision Standards



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## Standard 5

**Effective induction processes are in place to ensure practitioners are aware of their safeguarding responsibilities**

Induction processes ensure that practitioners are aware of safeguarding procedures and their responsibility to promote the welfare of children, including information sharing protocols and action required if they have concerns that a child has suffered or is likely to suffer significant harm.

## Standard 6

**Supervisors and practitioners are effectively supported and trained to carry out their role.**

Individual agencies will provide regular safeguarding supervision training for supervisors, including refresher training.

Supervisors should attend a designated supervision course in line with individual agency policy.

Supervisors must be appropriately skilled and experienced to provide safeguarding supervision.

## Standard 7

**Supervision ensures that management functions are met.**

Supervisors will ensure that:

- The practitioner's workload is monitored, priorities for work agreed, timescales are specified, and progress is reviewed,
- Case recordings are monitored to ensure they are of good quality and reflect the lived experience and voice of the child.
- Decisions are recorded and where resources are identified to meet need, these are allocated, or authorisation is sought to obtain necessary services/support, where relevant.
- Risk of harm is identified, including reflections on risks arising from families' non-engagement and plans/actions amended accordingly.



## Standard 8

**Supervision promotes a commitment to equality and diversity in all aspects of work.**

Full consideration is given within assessments, plans and interventions to children's racial, ethnic, and cultural identity, the impact on their lived experience and on how professionals respond to their needs.

It promotes an opportunity for reflection and acknowledgement of the discrimination and prejudice that children may experience and, in so far as possible, this is countered by service provision.

## Standard 9

**Supervision recognises the emotional impact of safeguarding children. It ensures the practitioner's emotional wellbeing is considered, their personal safety is prioritised, and support needs are met.**

Supervision should enable practitioners to have a 'safe space' to discuss the stresses of their work and reflect on personal issues which may impact on their practice. It should also ensure practitioners feel confident to raise any concerns regarding their personal safety.

## Standard 10

**The supervisor ensures that the continuing professional development standards set by agency's regulatory bodies are met.**

Supervision should help practitioners to develop their professional competence through reflective discussions which generate respectful challenge, professional curiosity and promote practitioner's insight into their practice. It should also provide feedback to the practitioner on their practice, identify areas where practice could be better, and encourage and promote a culture of openness, reflection and continued professional development.