**DSL Supervision Process guidance**

Purpose of supervision is to reach a balance between personal support and guidance, managerial review and case management analysis encouraging reflection upon good practice. Supervisory sessions need not cover all aspects of supervision simultaneously or in the same manner. Vital however, is a planned, structured approach to delivery and a sound supervisor/ supervisee relationship supported by a supervisory “contract” (example below). Supervision conversations should be solution focused and mirror use of open questioning in Early Help practice. [EARS](https://www.birmingham.gov.uk/downloads/file/10516/signs_of_safety_ears_in_education) This document is intended as guidance for you to adapt to your setting.



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| For supervision training courses relating to this model please contact; [Services for Education S4E](https://www.servicesforeducation.co.uk/)  |
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**Management of DSL Role – developing a robust Safeguarding System in your setting**

**`**Inspectors should consider how well leaders and managers….have created a **culture of vigilance and appropriate action is taken** for children or learners who need extra help or who may be suffering or likely to suffer harm`. OFSTED 2019

Use existing reports and school assessment tools e.g. OFSTED reports, School improvement partner reports, Section 175 self-assessment as a basis for analysis.

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| **Example areas to select**  | **Supporting evidence**  | **Tools to support development**  |
| **Compliance with policies and procedures**  | Birmingham Safeguarding Children Partnership S175 Education Safeguarding system and practice review  | Birmingham Safeguarding Children Partnership S175 action planEducation Safeguarding system and practice review action plan[Education Safeguarding webpage](https://www.birmingham.gov.uk/info/50045/safeguarding_briefings/1986/policies_and_procedures_for_education_safeguarding)  |
| **Trends for staff raising concerns**  | CPOMS/ My Concern | Analysis by year groups, departments etc |
| **Trends across cohort / community**  | [Police School Panels](http://www.policeandschools.org.uk/)  | [Public health local area health profiles](https://www.birmingham.gov.uk/info/50120/public_health/1332/local_area_health_profiles) |
| **Profile of Early Help intervention**  | Numbers of Early Help assessments/ plans completed  | Quality assurance reports from Education Safeguarding team[Payment by results guidance](https://www.birmingham.gov.uk/downloads/file/13425/payment_by_results_guidance_03-07-2019)  |
| **Joined up working across school** | Joint approaches, interventions DSLs , behaviour leads, mental health leads, SENCO | Early Help Assessments/ plans |
| **Part time tables / attendance**  | Are any children on reduced or part time timetables?  | Are these granted in **very** exceptional circumstances? Are plans time limited? |
| **Managing Challenging Behaviour/ risk assessments** | [Behaviour audit survey for schools inspectors ( Creating a culture Tom Bennett)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf) | DfE publications[Mental health and behaviour in schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)[Independent report - Behaviour in schools](https://www.gov.uk/government/publications/behaviour-in-schools) |

**Case Reviews**

`Clear procedures in place, effective use of risk assessment, working in partnership`

OFSTED 2019

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| **Types of discussions**  | **Method**  | **Support** |
| **Review** of Children with a Safeguarding Vulnerability | 1:1/ group  | Wider school staff e.g. attendance officer, SENCO, behaviour lead |
| **Outcomes** for requests for support / referrals to FTB etc. | 1:1/ group | CASS Education team 0121 303 2291/ request support with CASS enquiries |
| **Review** of Early Help Assessments/ plans/ outcomes  | 1:1/ group  | Request quality assurance for specific cases – Education Safeguarding educationsafeguarding@birmingham.gov.uk |
| **Identification** of additional services/ interventions for families  | 1:1/ group  | Family support team duty lines[The Waiting Room](https://the-waitingroom.org/) Google searches |
| When cases get “stuck” | 1:1/ group – action learning sets | CASS Education team 0121 303 2291Action learning set training – S4E |

Professional Development Whole Schools and personal

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| **Conversation starters** |  |  |
| What would your schools safeguarding culture be like if your values were being lived all day, every day? | What are you looking to develop? | How will you support individuals/ be supported to embrace new ways of working? How will you resource this? |
| Which groups of people are key to delivering excellence in safeguarding in your school? | Who can help you?What can you do? | Describe your best day at work.What/ who helps you to function at your best? |
| What behaviours do you see that promote excellence? How can desired behaviours be developed across other areas? | What are your…?1. Development ideas
2. Vision and values
3. Long term goals
 | What are the repeating patterns of your work life?( what do you do well and find yourself repeating in different situations) |

