



HCAT

Staff Supervision

Policy

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1	Original	September 2025

HCAT Staff Supervision Policy

1. Introduction

Effective staff supervision is essential for maintaining a high standard of performance, promoting professional development, and ensuring the well-being and accountability of all employees. This policy outlines the framework and expectations for supervision at Hoyland Common Academy Trust (HCAT). It aims to support a positive working environment where staff are guided, motivated, and provided with regular opportunities for reflection, feedback, and growth.

Supervision is recognised as a collaborative process that contributes to the delivery of high-quality services by fostering communication, reinforcing organisational values, and identifying training or support needs. This policy applies to all staff and is designed to ensure consistency, transparency, and effectiveness in supervisory practices.

The document, *Working Together to Safeguard Children*, HM Government, 2018, highlights the role of supervision for those with safeguarding responsibilities.

2. Definition of Safeguarding Supervision

Safeguarding supervision is the provision of professional support and learning which enables practitioners to develop knowledge and competence. It facilitates the practitioner to be able to take responsibility for their own practice and respond to the needs and risks presented by children and young people. Safeguarding supervision is separate from line management supervision.

3. Purpose of Safeguarding Supervision

The purpose of Safeguarding Supervision is to:

- Review workloads, if needed.
- Discuss and seek guidance on specific cases.
- Provide an opportunity where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries by a professional experienced in safeguarding children.
- Allow for issues relating to the workplace and to working practices to be identified and discussed.
- Identification of achievements.
- Provide support with emotional well-being and resilience.

Safeguarding supervision is not related to appraisal, auditing or line management. It is therefore not essential that the Supervisor sits hierarchically above the supervisee, thus reciprocal arrangements can be used.

4. Supervision Models and Tools

Across HCAT we operate professional supervision using:

1. Managing case load
2. Emotional Support

Managing case load

The supervision is offered from Senior Leaders within the school and reviewed regularly through weekly Designated Safeguarding Lead (DSL) meetings and monthly Vulnerable Children and Families meetings (VCFM). Through this approach staff are supported in understanding roles and responsibilities, how to prioritise workload and offered advice and guidance on specific cases.

Emotional support

We operate a tiered approach to emotional support throughout the supervision process; this is flexible depending on the case and staff involved.

Primary Schools:

- Peer support: DSLs across the Trust offer support, guidance and emotional support to individuals following safeguarding cases.
- Executive support: Executive leaders across the Trust offer more tailored support for individuals including advice and recommendations.
- External support: The Trust have an agreement with Occupational Health to support with the wellbeing of staff following more complex cases. This can lead to a counselling pathway to ensure the correct support and supervision is provided. In these cases, the Head of Academy would inform their Executive Leader, this would then be further discussed with HR and a referral form submitted.

Secondary Schools:

- Peer support: DSLs across the Trust offer support, guidance and emotional support to individuals following safeguarding cases.
- Principal support: Principal of the school offer more tailored support for individuals including advice and recommendations.
- External support: The Trust have an agreement with Occupational Health to support with the wellbeing of staff following more complex cases. This can lead to a counselling pathway to ensure the correct support and supervision is provided. In these cases, in DSL would inform the Principal, this would then be further discussed with HR and a referral form submitted.

Most supervision would be private and take place at a pre-arranged time. However, there is also a place for unplanned or 'ad hoc' supervision, if the supervisee requires this.

There are many different tools that can be used during supervision, including:

- Processes that help to frame the dilemma or issue that the supervisee is facing.
- Wonnacott's Discrepancy Matrix (looking at what is known, not yet known or unknown about a case from the point of view of the professionals and the family).
- Supervisee anxiety scale for use in helping to deal with stress, anxiety and workload pressure

5. Entitlement to Safeguarding Supervision

It is important that safeguarding supervision is provided to the DSL. If a DSL is not receiving safeguarding supervision at the required frequency during the year they should:

- In the first instance discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process; or

- If a solution is not agreed, the supervisee should raise the issue with their Executive Leader or Principal.

Appendix 1 – References and Useful Links

Keeping children safe in education Statutory guidance for schools and colleges, Department for Education, 2025

[Keeping children safe in education 2025](#)

Working together to safeguard children, HM Government, 2023

[Working together to safeguard children 2023: statutory guidance](#)

Barnsley Safeguarding Children Partnership

[Barnsley Safeguarding Children Partnership](#)

