

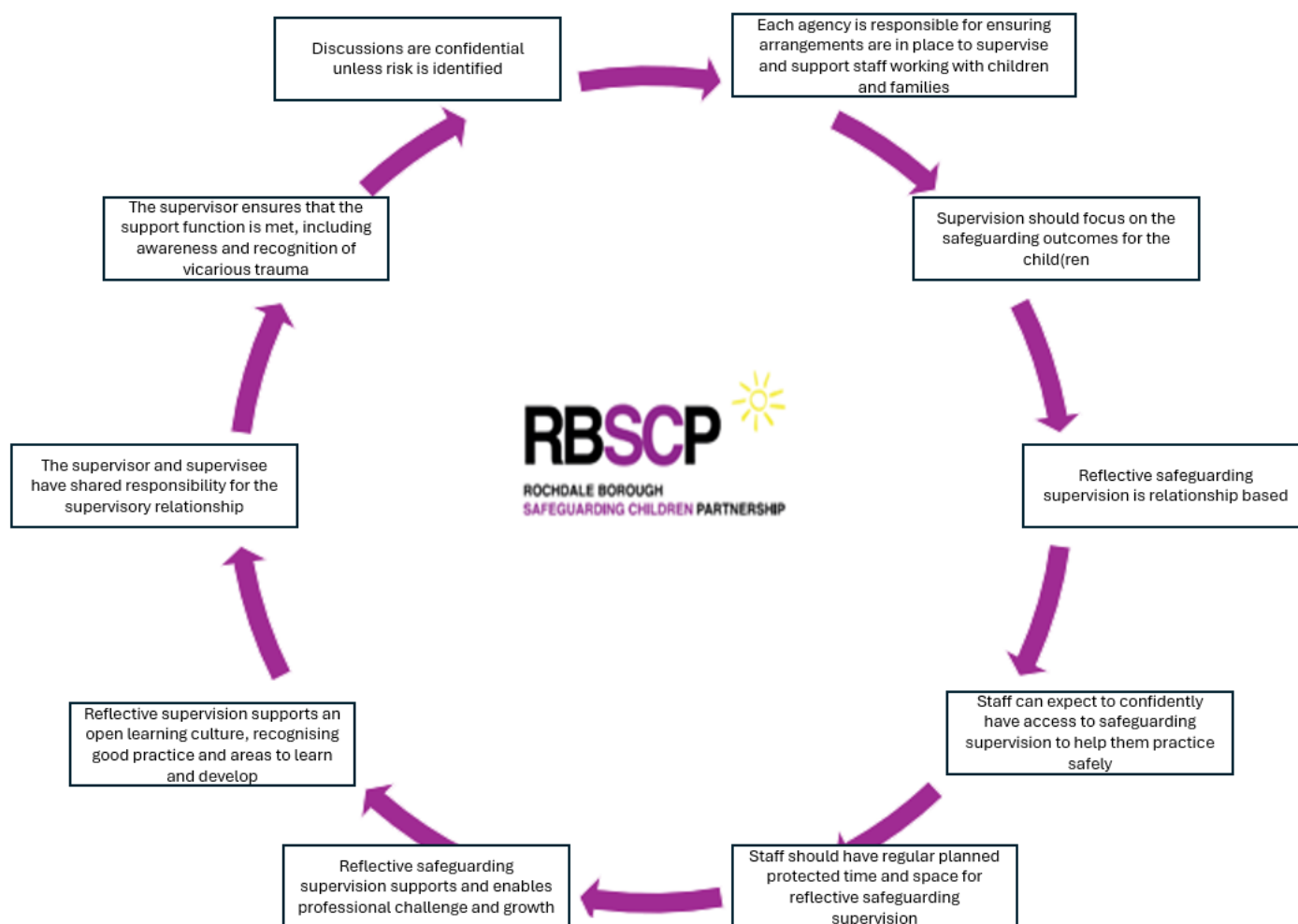
# Reflective Safeguarding Supervision Standards

Supporting safe practice, enabling critical awareness & taking care of the safeguarding children workforce in Rochdale

Reflective supervision allows time to move from the often complex and challenging tasks related to safeguarding matters, to focusing on the staff member's reflection on their own approach and practice, thoughts and emotional challenges. Effective support and supervision can:

- Keep a focus on the child's safeguarding needs
- Acknowledge and help address the emotional impact of the work
- Provide support following particularly complex or distressing cases
- Provide a forum for challenging views and exploring other possibilities and perspectives
- Provide a forum for identifying what works and what needs to develop
- Avoid delays in taking or following up actions.

The following standards aim to support organisations whose staff regularly deal with safeguarding children dilemmas and cases. Each setting will have its own supervision policies and culture; these standards can therefore be used to inform or strengthen existing organisational supervision arrangements and policies.



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| Each agency is responsible for ensuring arrangements are in place to supervise and support staff working with children and families. | Agencies are encouraged to have agreed written guidance in place which reflects the standards given here. That guidance should set out how staff will be supported through reflective safeguarding supervision, and the methods and techniques to operate this (such as use of one-to-one sessions, group and peer sessions)                                                                                                                                              |
| Supervision should focus on the safeguarding outcomes for the child(ren).                                                            | Giving focus to safeguarding outcomes within reflective safeguarding supervision can give clarity to action that needs to be done, and can help staff feel supported, increase confidence, and develop a sense of empowerment in their work. In turn this can positively influence their approach to decision making and their professional relationships with children, families and other agencies.                                                                     |
| Reflective safeguarding supervision is relationship based.                                                                           | Evidence shows relationships as a key source of resilience when dealing with emotionally challenging safeguarding issues. Holding the importance of a relationship-based approach in supervision will benefit the outcomes for both the organization and the staff who access it.                                                                                                                                                                                         |
| Staff can expect to confidently have access to safeguarding supervision to help them practice safely.                                | Safeguarding children is an emotionally challenging responsibility. Within this it is important to recognise the difference between line management requirements and reflective supervision. Line management supervision will often be task-orientated, whereas reflective supervision can offer emotional support, a chance to reflect on Planned, and learn from experience and give clarity to the approach that underpin the tasks needed.                            |
| Staff should have regular planned protected time and space for reflective safeguarding supervision.                                  | Agencies are encouraged to provide access to reflective supervision, which is protected and uninterrupted. Agencies should determine how this is done – for example as one-to-one and/or group supervision.                                                                                                                                                                                                                                                               |
| Reflective safeguarding supervision supports and enables professional challenge and growth.                                          | Learning what works well and in what contexts is important for both individual and collective practice. Taking the time to consider the factors of how and why something worked can help develop confidence in practice. Similarly, understanding the factors which may have influenced why something didn't work or could have been done differently, are important for practice development.                                                                            |
| Reflective supervision supports an open learning culture, recognising good practice and areas to learn and develop.                  | Many local & national serious case reviews highlight the lack of professional challenge between agencies working with a child and family. Whilst there are influencing factors as to why challenge isn't made – there is opportunity in reflective safeguarding supervision to consider a range of perspectives and build confidence to raise concerns to another agency using informal or formal processes (RBSCP Professional Challenge & Effective Resolution Policy). |
| The supervisor and supervisee have shared responsibility for the supervisory relationship.                                           | It is important that reflective supervision provides a trusting space. Within this each and all participants share the responsibility to enable mutual respect and trust, where all can feel confident to question and challenge assumptions or raise concerns.                                                                                                                                                                                                           |
| The supervisor ensures that the support function is met, including awareness and recognition of vicarious trauma.                    | Recognising how helping and wanting to help children affected by neglect and abuse impacts workers, is a key part of supervision. Enabling staff to cope with triggers and stress should be provided through offering emotional and practical support.<br>Recognising the impact of trauma on staff, whether due to a traumatic case or accumulation is an important function of reflective safeguarding supervision.                                                     |
| Discussions are confidential unless risk is identified.                                                                              | Being able to speak confidentially is important, however if any of the following arise, it must be acted on (i) a child/family member is at significant risk of harm, (ii) there is unsafe practice placing people at risk, or (iii) there is illegal activity.                                                                                                                                                                                                           |

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