



Support and Supervision Policy



The Stour Federation

1. RATIONALE

The document, 'Working Together to Safeguard Children' (2015) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training." There are various models or approaches to supervision and mentoring; one-to-one, group, or peer supervision. The choice of approach will depend upon a number of factors, including personal choice, access to support, length of experience, qualifications, availability of groups etc.

The Statutory framework for the Early Years Foundation Stage (2014) states:

3.22. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.23. Supervision should provide opportunities for staff to

- *Discuss any issues - particularly concerning children's development or wellbeing, including child protection concerns.*
- *Identify solutions to address issues as they arise.*
- *Receive coaching to improve their personal effectiveness.*

2. DEFINITION OF SUPERVISION

"Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues."

UKCC (1996)

In The Stour Federation we promote and provide supervision for:

- Designated Safeguarding Leads (DSLs).
- All staff who work at our SEND Specialist Resource provision.
- All early years staff.

There are different types of supervision - formal and informal. These procedures describe our approach to providing formal supervision; informal supervision is on-going as staff seek advice and support in situations that they deal with. This is good practice but should not replace formal supervision sessions. Significant issues discussed through informal supervision should be recorded properly by staff and revisited at a formal session.

Formal supervision is a recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. Supervision acts as a means for ensuring that members of staff have access to the support, training, and procedures they require for professional growth and development. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to

facilitate discussion.

Supervision meetings should provide opportunities for staff to:

- Discuss any issues – particularly concerning children’s development and well-being.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

3. KEY FUNCTIONS OF STAFF SUPERVISION

The key functions of staff supervision are:

- To Support, motivate and develop staff.
- To communicate the culture, values and objectives of the school.
- To achieve accountability and control.
- To communicate key information.

Supervision meetings enable the supervisor and supervisee to:

- Ensure safeguarding and child protection procedures are effective.
- Check and discuss progress of existing work.
- Discuss any new work or tasks required.
- Cover each area of work related to the job role.
- Recognise achievements.
- Discuss any concerns about the project or a task.
- Discuss any concerns about performance or conduct.
- Discuss any concerns about working relationships.
- Discuss any health and safety issues.
- Identify training needs.
- Build and develop a team.
- Action plan together.
- Review progress against annual targets.

4. DSL SUPERVISION

Supervision in a school may be offered both internally and /or externally. Supervision and support is available at 3 different levels for both individuals and as a group.

Group support and supervision can support group members through the discussion of:

- Sharing of knowledge and understanding where group members have a lack of experience.
- Struggles or uncertainty with relationships (outside the management context).
- Lack of clarity around roles and expectations.
- Sharing of positive outcomes.

Individual support and supervision:

Level 1

Internal support from a deputy DSL and/or Headteacher within the same school
(formal or informal)

Level 2

External support from another DSL working in an alternative school in the multi
academy trust
(formal)

Level 3

External support from an outside agency.
(formal)

Group support and supervision:

Level 1

Internal support as a group of DSLs/Early Years in the same school.

Level 2

External support as a group of DSLs/Early Years from schools across the multi
academy trust with similar case loads and projects.

Level 3

External support as a group of up to six from an outside agency.

5. GOOD PRACTICE IN SUPERVISION

Good practice in supervision means that the following points are adhered to:

Supervision should:

- Be prepared in advance with an agenda pre-agreed by both parties.
- Be held in a private place, last no longer than one hour, with minimal interruptions.
- Be planned in advance at a time and venue agreed by both parties during the working day.
- Be structured with an outline agenda relating to the person's job description.
- Have flexibility to add to the agenda.
- Be a two way process which is supportive and motivational, maintaining fairness and consistency.
- Be agreed by both parties and agreement signed by both supervisor and supervisee (appendix C).
- Be recorded: It is the supervisor's responsibility to take notes and make sure they are copied, circulated and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties; however, a summary sheet of actions will be completed during or immediately after the session. (See appendix A)
- Deal with personal challenges, personality clashes and role boundaries.

Discussion

To reflect on individual cases/scenarios, the supervisor may find it useful to use:

- **T**ell me.
- **E**xplain to me.
- **D**escribe to me.

And consider 4 aspects

- **SENSE** - the story, what happened?
- **FEEL** - reflection, what was it like?
- **THINK** - analysis, what does this mean?
- **DO** - action plans, what next?

(Morrison T 2005) The Supervision Cycle

Supervision should enable the supervisee to consider the best way to support the pupil's current needs, reflecting on and adapting responses to achieve the best outcome for the pupil.

6. GUIDANCE NOTES

Each person in supervision will have their own style and approach: however the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener.
- Setting agenda - both parties to input.
- General offload and information sharing.
- Review notes and agreed actions from the previous meeting.
- Specific case load issues discussed.
- Problem solving and finding solutions.
- Recognise and celebrate achievement.

- Job related resource and support needs.
- AOB.

7. SUPERVISION FOR THE SPECIALIST RESOURCED PROVISION (THE DOVECOTE)

Given the high level needs and presentations of children who attend our Specialist Resourced Provision (SRP), we provide supervision for all staff employed at the setting. Staff are trained by the Local Authority Educational Psychology team to carry out weekly group supervision. These group sessions should:

- Monitor the mental health and well-being of the staff.
- Discussion of health and safety concerns.
- Observations of changes in need.
- Updates on family circumstances.
- External support and training needs that may be required from outside agencies.
- Further advice to be given by educational psychologists.

External support is provided through termly supervision meetings with staff from the SRP to share concerns and individual cases.

All staff can access external support on a 1-to-1 level through an external agency (as per DSL supervision).

8. RECORDING SUPERVISION SESSIONS

Every supervisor should 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. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties, however a summary sheet of actions will be completed during or immediately after the session. A recording sheet is provided (Appendix B). Case discussion with any changes in plan approved by the DSL are to go on a child's safeguarding record.
- 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 - the supervisee should identify cases/issues to discuss and start to reflect on these.

9. MONITORING AND REVIEWING

An action plan will be written and reviewed annually in partnership with school DSLs, the Trust SENDCO and the CEO.

This policy will be reviewed annually alongside the statutory safeguarding policy annual review.

This policy will be considered alongside the SIAMs inspection framework.

APPENDIX A - DSL SUPERVISION AGENDA

DSL Supervision Agenda	
Date	
Time	
Introduction	1. Welcome
	2. Clarify roles and confidentiality
	3. Agreed expectations
Specific case discussions (when appropriate also put on child's safeguarding file)	4. Review notes of previous meeting
	5. Share experience
	6. Reflections (feelings)
	7. Analysis - celebrate success and good practice as well as considering what could be improved
	8. Action planning
	9. Impact of work on individuals professionally or personally and any additional support which may be necessary
	10. Professional practice issues, e.g. new policies, quality of performance, safer working practice, professional boundaries, role within school
Development	11. CPD support and access to resources, e.g. reflect on recent or forthcoming training development opportunities
Completion	12. AOB
	13. Date of next supervision

APPENDIX B - SUPERVISION RECORD SHEET

Supervision Record Sheet	
Date	
Supervisor Name	
Signed	
Supervisee Name	
Signed	
Topics	
These may include: <ul style="list-style-type: none">● Performance● Impact of work on the individual● Professional development, including training● Organisational issues	
Actions Agreed and by Whom	

APPENDIX C - SUPERVISION AGREEMENT

This agreement is intended to clarify expectations and responsibilities for supervisors and supervisees based at

[Insert school]

The overall purpose of staff supervision is to develop and maintain best practice for service users. This will involve the supervision process including three main components.

1. **Staff Development** - to enable the staff through advice, consultation, identifying needs and opportunities to meet their responsibilities and targets.
2. **Staff Support** - to listen, encourage, provide perspective and plan commitments.
3. **Staff Accountability** - opportunity to ensure staff are meeting the requirements of the post, commitments to the team and that practice is carried out to an accepted professional standard.

In order to achieve these we agree to the following:-

- We will meet as a minimum once a year at the midpoint review and at other times at the request of the staff member. We will also employ other, informal methods of checking staff's well-being. A week's notice will need to be given to allow the supervisor preparation time for supervision. Supervision intervals may be increased in certain circumstances, for example, returning to work after a period of absence.
- Each session will last up to 1 hour.
- Equal opportunity principles and anti-discriminatory practice will be integral in our discussions.
- The agenda for each session will be agreed at the start of supervision.
- It will be the responsibility of the line manager to record the key content on the supervision proforma.
- Supervision records should be readable, provided as quickly as possible and signed as an accurate record at the next session.
- The record is the property of [insert school] and this determines the limits of confidentiality. Records may be seen during inspections, complaints procedures or checked by the police in Child Protection enquiries. As a result, the recording of personal information arising from supervision will be limited to statements about work related consequences of personal issues.
- Preparation of supervision and the process itself will involve the observation of practice and associated record keeping.
- The line manager will seek to ensure that all criticism is constructive and focused on service to users. Breaches of respect and dignity should first be addressed between the

two parties. Where this is impossible, or fails to resolve the issue, then it should be referred to the next line manager.

- The process and helpfulness of supervision will be reviewed together

This agreement will be reviewed and renewed annually on the completion of the staff member's appraisal.

Supervisor Signed:

Supervisee Signed:

Date:

Date: