



Coton-in-the-Elms C/E Primary School

Staff Supervision Policy

Version	Last Review	Reviewed by:	Next Review	Comments
1	New	Lisa McIntosh Stephanie Marbrow	Sept 2024	In support of safeguarding arrangements
2	August 2024	Lisa McIntosh Stephanie Marbrow	Sept 2026	Reviewed. Change of edition of KCSIE and reference added to GDPR

Perseverance Enjoyment Awe and Wonder Compassion Excellence

Contents	Page
1 Introduction	3
2 Definition	3
3 Aims of Supervision	4
4 Benefits of supervision	5
5 Supervision Standards- Roles and Responsibilities	5
6 Supervisory Process	6
7 Confidentiality and Access	7
8 Appendices:	
1) Supervision Contract	8
2) Recording of sessions	9
3) Supervision Record	10

1. Introduction

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns they may have about the welfare and development of children in school and contribute towards highly effective practice and increased staff confidence.

This supports the development of a safe setting where children are safeguarded from harm. In addition, good supervision can enable the school to support staff wellbeing.

The school 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.

2. What is supervision?

Supervision is a partnership between the supervisee, the supervisor, and the school. Supervision will be carried out by a named professional who has completed or in the process of completing the relevant training requirements.

At Coton in the Elms school, we recognise the importance of staff development in keeping children safe throughout school; this takes the highest priority and therefore we provide supervision to all staff with responsibility for children and families who may be vulnerable.

Supervision is a regular, planned, accountable two-way process which should offer support and develop knowledge, skills and values of an individual, group or team.

All members of staff are invited to request additional supervision at any time to discuss any issue linked to safeguarding. This is in addition to their responsibilities under [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) and the school's safeguarding children policy. The senior leadership team, through their regular and routine review, may identify the need for additional supervision.

The Key Functions of Supervision are the 3 Ps...

1. Performance Management:

- Ensure that safeguarding children, performance, and practice is competent, accountable, and soundly based in research and practice knowledge.
- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need to provide an important check and balance on decision making and planning.

2. Professional Development

- Ensure that professional development needs are considered and supported.

3. Personal Support

- To provide a reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Supervision does not simply occur in a 1:1 session. It occurs in the context of a supervisory relationship and to be effective this must be based on trust so that a safe space is created in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, wellbeing, success, and achievement can all be explored.

It is therefore critical that over time this relationship develops so that when things are at their most complex and vulnerable, which is often outside of formal supervision, the supervisor and supervisee can communicate effectively.

There are different types of supervision, e.g., formal, and informal. Informal supervision is often on-going in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

2.1 Purpose of Supervision

The purpose of supervision is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including safeguarding of children and any concerns raised about an individual or colleagues practice.

Good supervision can provide staff with an opportunity to reflect upon their practice, explore any worries or concerns they may have about the welfare and development of all children in the setting and contribute towards highly effective practice and increase staff confidence. This can support the development of a safe setting where children are safeguarded from harm but in addition, good supervision can enable the school to support staff well-being.

3. Aims of supervision:

- Provide protected time to reflect on practice.
- Provide support with emotional well-being, resilience, picking up on demands and developing coping strategies.
- Have an opportunity to off-load, talk about how they are feeling when dealing with distressed pupils and the impact on their own life. This should feel restorative and help build resilience.
- Celebrating success.
- Review workloads and time management.
- Discuss and seek guidance on specific cases - review action plans, avoid drift.
- Provide a fresh view, talk through intolerances, frustrations e.g. with other agencies/ systems
- Provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered for areas for improvements.
- A space for issues relating to the workplace and to working practices to be identified and discussed including safer working practice and professional boundaries.
- Enable an opportunity to reflection, creative thinking, and solution focused thinking.
- Consider how their role fits with the rest of the school/ other services and the community.
- Identify achievements and good practice.

- Consider appropriate CPD/training needs in relation to their professional role and career aspirations.

4. Benefits of supervision

Supervision is essential to how practitioners sustain good practice throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practice, to work as effectively, safely, and ethically as possible. Supervision also sustains the personal resourcefulness required to undertake the work. (BACP)

Benefits for the Employee	Benefits for the School
They can develop clarity about their roles, responsibilities, & accountabilities	Ensure there is a highly effective provision for children, parents, and carers.
They have dedicated, private time to reflect upon their practice	A positive relationship can be developed
Potential problems can be discussed	Communication may be improved between employee, supervisor, and employer
Areas of their work that need improvement can be identified at an early stage	Values, behaviours, and the vision of the team can be clarified and monitored
Training and development needs can be identified	Staff well-being is supported
They can receive supportive feedback about their work.	Staff retention rates may be increased
They may have an increased feeling of being valued by the school	Possible improvements in staff performance
A relationship can be developed with their supervisor.	Problems can be identified, and dealt with, at the earliest opportunity
Their motivation and job satisfaction may be increased	There may be a decrease in complaints about the school
Supervision enables staff to reflect on how they carry out activities within their role to provide a high-quality service	
Communication may be improved between employee, supervisor, and employer.	

One of the key benefits of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.

5. Supervision Standards- Roles and Responsibilities

The supervisor is responsible for: -

- Sharing the responsibility for making the supervisory relationship work.
- Creating an effective and supportive supervision environment
- Providing a suitable location and time.
- Agree the timescale within which supervision takes place.
- Eliminating interruptions.

- Maintaining accurate and clear records which are stored securely.
- Ensuring the supervision contract has been agreed and reviewed annually.
- Ensuring the organisations professional standards are met.
- Ensuring that where a change in supervisors occurs, a handover process is arranged between all parties concerned.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity

The supervisee is responsible for: -

- Sharing the responsibility for making the supervisory relationship work.
- Attending regularly and on time.
- Actively participating in an effective and supportive supervision session
- Accepting the mandate to be supervised and being accountable for any actions.
- Preparing appropriately for supervision sessions.
- Ensuring the recording of supervision is reflective of the meeting.
- Ensure that the contract has been agreed and reviewed annually.
- Aiming to meet the organisation's professional standards

Supervision and Appraisals

At Coton-in-the-Elms Primary School appraisals and performance management are not directly linked to supervision. However, issues related to performance and training needs would be considered as part of the agenda at supervision meetings. It is likely that, because of staff undertaking supervision, they will have evidence to support their own development which will contribute to their personal and professional development and thus support them in achieving their appraisal targets.

6.The Supervision Process

The Senior Leadership Team is responsible for ensuring that regular supervision meetings are conducted with every member of staff; the Supervision process is overseen and discussed with the Senior Leadership Team as part of their weekly meeting together.

Process and Frequency

Supervision is an essential part of the effective working relationship between supervisor and supervisee. The meetings are a two-way discussion and to be effective, each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties.

All staff must be provided with a termly supervision (1:1) meeting with their supervisor, which is booked in advance at an agreed time. Some staff may be identified as benefitting from additional supervision meetings, such as new staff or those working with complex cases. This would be agreed with staff during the meeting. There must be a written record of the meeting using the attached **Supervision Record Form**. (Appendix 1)

Meeting Procedure

- Supervision meetings usually last approximately 45 minutes to one hour.
- Supervision should take place in a private and uninterrupted space.
- If meetings must be cancelled for any reason, they should be rescheduled as soon as possible following the agreed procedure during the contracting process.
- Notice and relevant paperwork will be given to the employee prior to supervision meetings.
- Both parties should bring relevant paperwork to the meeting and be prepared.

- It is the supervisor's responsibility to record the meeting and provide a copy for the supervisee and file appropriately and securely.
- Both parties should sign the agreed paperwork.
- A date for the next meeting should always be arranged before the end of the supervision session.

Creating the Right Environment

- Regarding venue, be aware this is a professional relationship so that a private room booked well in advance is good practice; however, if the space needs to be in a public place, then ensure that the supervisee has input into the final decision.
- No phones or mobile phones around or on (unless in an agreed/notified personal emergency; these will be identified, expected, urgent, work-related calls).
- To ensure that supervision time is prioritised and not interrupted
- Ensure that room layout and furniture create a comfortable atmosphere for open communication.
- Put supervision times in the diary and inform other colleagues
- Where possible, place a sign on the door where supervisions are taking place to avoid interruptions
- Make sure that sessions start and finish at agreed times.
- Consider the time of day that sessions are held.

Recording supervision meetings

The supervision meeting will be recorded on the attached **Supervision Record Form** (Appendix 2/3) and should be completed during the meeting. Both parties will sign the form and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff, and one will be securely filed.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record, initials of the children discussed will be used rather than full names.

At all times during the process, staff will be mindful of the need to comply with GDPR regulations.

7. Confidentiality and Access

It is important for staff to be comfortable in discussing all aspects their work but there needs to be clarity as to what will happen to the information discussed if it raises concerns about the practice of a particular member of staff or a child. Accordingly, this policy is compatible with our Safeguarding (children) Policy, Allegations against staff and Whistleblowing Policies. Any records agreed through the supervision contract should be maintained confidentially and not be accessible to other staff.

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. To maintain standards, supervisors will need to discuss the content of the supervision sessions with others, e.g., line managers, their own supervisor, this should always be with the knowledge of the supervisee. Access to supervision records should be controlled and all paper records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Equally, access to any electronic files must be accessible only by the Supervisor and their line

- Senior Managers (for quality assurance purposes)
- Investigating Officers (e.g., for disciplinary purposes)
- Inspectors (e.g., Ofsted)

Supervision Contract

Page 8 of 11

As Supervisor I agree to the above and:	Offer you support, constructive feedback, information, and advice to enable you to reflect in depth on issues affecting your practice and to develop professionally and personally. I agree to help you to make decisions about your work where required, to take decisions about issues that you bring to my attention that are outside your remit and to assist you in prioritising work in accordance with the needs of the service, service users and carers. Signed (Supervisor).....
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Appendix 2

TEMPLATE FOR RECORDING SUPERVISION

Name of Supervisor.....

Name of Supervisee.....

Location.....

Date.....

Topic	Summary of discussion Key points only	Actions	Timescale	Who is responsible for Action

Agreed by (Name of supervisee)

Signature..... Date.....

Agreed by (Name of supervisor)

Signature..... Date.....

Supervision implementation action plan				Date:
What needs to be done?	To achieve what outcome?	Who needs to be involved?	When & frequency?	Who is responsible?

Date and time of next meeting:

Supervision Record

Name of supervisor:	Date of supervision:
Name of supervisee(s):	
Type of supervision: (Circle) 1 – 1 Supervision or Group Supervision	

Where there is disagreement but a supervisor feels it is necessary to record something they have been told, because of its possible impact, this should be discussed and rationale also recorded. Both/All parties should receive a signed copy of the record following completion of the meeting.

What is going well?

Health/welfare, children & families, performance progress, professional development, additional responsibilities

Discussion/Reflection

(including Actions from the last meeting)

Actions/Decisions

(including timescales)

What has been a challenge?

Health/welfare, children & families, performance progress, professional development, additional responsibilities

Discussion/Reflection

(including Actions from the last meeting)

Actions/Decisions

(including timescales)

What do you think could be a future challenge?

Health/welfare, children & families, performance progress, professional development, additional responsibilities

Discussion/Reflection
(including Actions from the last meeting)

Actions/Decisions
(including timescales)

Is there anything you would like support with?
Health/welfare, children & families, performance progress, professional development,
additional responsibilities.

Discussion/Reflection
(including Actions from the last meeting)

Actions/Decisions
(including timescales)

Reflection on Performance Management Targets
Discussion/Reflection
(including Actions from the last meeting)

Actions/Decisions
(including timescales)

Any other business?
Discussion/Reflection
(including Actions from the last meeting)

Actions/Decisions
(including timescales)

Signatures

Supervisor: Date:

Supervisee(s): Date:

..... Date: