

Staff Supervision Policy

Meanwood CE Primary School



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Vison and values

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Meanwood C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

Meanwood Church of England Primary School exists to enrich the lives of children through the teachings of Jesus Christ. We will enable children to flourish emotionally, physically, spiritually and academically: providing the best opportunities and experiences through our wide and varied curriculum.

Our vison will be lived out through our CARE values.

Values

COOPERATE: Share and learn together

ACHIEVE: Try your best, always

REFLECT: Value everyone and everything

EMPATHISE: Stand in someone else's shoes

1. Introduction

The aim of this policy is to provide a framework for the professional supervision of all staff working at Meanwood CE Primary School. The principle aim is to ensure that it meets the needs of the school, the staff and their supervisors regardless of the area in which they work and sets out the procedures for supervision.

Meanwood CE Primary 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 staff 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.

Supervision should provide opportunities for staff to:

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

Meanwood CE Primary School is committed to ensuring that key members of our workforce receive good quality effective supervision on a regular basis. Professional supervision is critical to the way in which this can be achieved. This policy sets out the expectations of how staff should be supervised and guides line managers in the key elements needed to supervise staff in all relevant settings effectively.

2. Structure and General Principles of Supervision

Supervision is a regular, planned, accountable process, which must provide a supportive environment for reflecting on practice and making well-informed decisions using professional judgement and discretion.

Supervision should enable workers to:

- Be accountable for their practice and uphold professional standards.
- Make sound professional judgements based on good practice and seek advice from line manager.
- Proactively contribute to the organisational structure of the school to ensure consistency for staff and pupils e.g. through using school calendar daily and voicing any concerns/issues relating to this immediately.
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g. in relation to child protection, SEND, staffing, CPD.
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g. further training, issues with staffing structure, issues with specific children.
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Meanwood CE Primary School e.g. through following the Whistleblowing Policy.
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider school structure.
- Contribute to research and use knowledge and experience to explore new ways of working.

- Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g. share experiences within the team through; staff meetings, feedback to teachers after lessons and challenging actions taken to safeguard children (as necessary and in keeping the school's Child Protection Policy).
- Communicate with their line manager on issues that are identified in the school in relation to; policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff.
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase.

It is important to recognise that supervision does not occur only as a stand-alone event but as a continuum of daily practice in a school. In addition to formal 1 to 1 supervision arrangements, the continuum of supervisory support and oversight will include 'informal' impromptu supervisory discussion between formal sessions and may also incorporate case and practice discussions within local group supervision arrangements.

The impromptu or group supervision processes do not and should not replace formal, planned 1 to 1 supervision arrangements, although both are valuable as complementary practices.

3. Formal 1 to 1 Supervision

Formal 1 to 1 sessions form the central principle of the supervisory process in our school. Although complemented by other supervisory supports as outlined above, the consistency provided by the supervisor-supervisee relationship provides a safe base for considering issues and concerns, as well as practice reflection and learning.

Recognising supervision as a core mechanism to help staff reflect on their practices, Meanwood CE Primary School remains committed to providing regular planned supervision for key staff; this includes:

- Staff working in the EYFS
- All trained DSLs
- SENDCO
- Learning Mentor

When formal supervision takes place, staff will be identified at the beginning of the academic year and a contract will be issued to them (*see appendix 1*). Staff sign and return to the DSL or DDSL.

4. Frequency of Supervision Sessions

It is all DSLs responsibilities to ensure supervision is undertaken by line managers at least once a term. The supervision of part-time staff should follow the same frequency patterns as for full time staff and should not be scheduled on a pro rata basis. Agency and temporary staff (working within the school for more than 5 weeks) should receive supervision in the same way as permanent staff.

Agreed and scheduled supervision sessions must be given priority over other activities and should not be cancelled unless there are exceptional circumstances.

1-1 Supervision – to be undertaken by line manager every term (12 weeks). Both parties are responsible for ensuring supervision occurs. A record of each supervision meeting is recorded (*see appendix 2 and 3*).

Targeted Improvement – as per line managers and supervisee's agreement. This can be impromptu.

5. Supervision Recording

Supervision discussions should be recorded and copies agreed and held by both the supervisee and supervisor.



Name of member of staff:

1. Purpose of supervision

Supervision is a way of ensuring accountable decision making and safe outcomes for children. The supervisor's role is to ensure staff and those directly involved in casework and child protection are coping both physically and emotionally with the demands of the role and are handling the work suitable and professionally. It also provides the worker with the forum to reflect on the content, process and progress of their work. The supervision record will identify agreed action points and we will review these at each supervision session.

Supervision should be undertaken on a regular basis, with designated staff responsible for or working with identified vulnerable children and/or their families. It should include cases with children who are subject to a child protection care plan, children with social care involvement, children giving cause for concern, children looked after (CLA) and children subject to an Early Help Plan or where staff are case holders for a family support and parenting service and plan or the case has been de-escalated from social care.

2. Supervision for school

Should take place at a minimum of every four weeks. This may increase or decrease to once per half term if there is a need. Supervision should last approximately one hour.

3. Supervisor's responsibilities and expectations

The Supervisor will meet with the supervisee a minimum of once per half term, or more frequently if necessary. These will commence in September 2022 and will be in a confidential space which is appropriate and free from distraction.

- To undertake an open and honest discussion re cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies including the cluster guidance and support meetings.
- Discussion will focus on any current identified child protection cases, social care de-escalations and any identified vulnerable child/family where there are general safeguarding issues, or a CAF in place, or a family support plan or casework is being undertaken.
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work and training will be included.
- If we have significant concerns about you, we may need to share this.

4. Supervisee's responsibilities

- Open and honest discussions re cases that the staff are working with and have responsibilities for.
- Implement actions to be taken to protect any child where there is reason to believe is at risk of harm.
- Implement actions to meet agreed outcomes for the child/family.
- Agree to inform other professionals where they are involved with families of any information that may impact on a child's safety. Discuss the appropriate referral with other agencies including the cluster guidance and support meetings.
- To ensure all relevant information is recorded on CPOMS.

In the event of a serious case review (SCR) these records will be used as evidence as part of Internal Management Review (IMR).

In the event that there is unresolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together withto ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

Supervisee signed Date

Supervisor signed Date

This contract should be reviewed on an annual basis.

Date of review of contract: September 2023

Signed.....



Appendix 2 – Supervision Decision Record



Supervision Decision Record – Meanwood CE Primary

Name of child/Family:

Date of birth of child:

Supervision date:

Supervisee:

Supervisor:

Details of holidays, sickness absence and training undertakes since last supervision:

Brief synopsis of safeguarding history if appropriate:

Concerns:

Please indicate if the cases represented represent ALL current cases or a sample.

Actions agreed (to be completed post session):

Signature of supervisor and date:

Appendix 3 – EYFS Supervision Record

Record of Supervision



Supervisor:

Supervisee:

Date:

EYFS requirement;

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.

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

GENERAL NOTES:

- 1. All one to one meetings are signed and dated to ensure that both parties agree they are an accurate record.**
- 2. If ever problems or difficulties occur with work, or that impact on work, staff members are asked to use the system of one to one meetings to discuss these.**
- 3. One to one meetings are confidential. General feedback will be shared with the Headteacher. Record of the meeting is saved in the Supervision file.**

Agenda items:

1. Health & Safety
2. Safeguarding
3. Issue/Actions from previous supervision
4. a) Areas of work (list individual areas in session)
b) Key Children and families
5. Work objectives from your Annual Appraisal
6. Personal development and training

One to One preparations:

1. Questions

	See safeguarding supervision.
5. Work Objectives from Appraisals	
6. Personal development and training (identified through EYFS requirements, the supervision/appraisal process, through peer observations or through personal interests.)	
7. Absence management / Time Management	
8. Other issues (list)	

Signed: (Supervisor)	
Signed: (Supervisee)	
9. Next supervision: Date: Time: Venue:	