



Staff Supervision Policy

Date of last review: June 2023



Parbold Douglas CE Academy

Staff Supervision Policy [Last updated: June 2023]

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Introduction

At Parbold Douglas, our mission is to equip children with the vision, passion and skills needed to transform society. To do this we need our staff members to be at their best, feeling supported through challenging circumstances; supervision is one of the tools that enables this support. Our strong culture enables the framework and process of supervision to work. Our principles, curated collaboratively and lived out in all we do, encapsulate how we achieve this.

We care deeply - Our vision and culture matter – we care deeply about our work and each other. We insist on the highest standards, championing or challenging one another as required.

We are present - We cherish the time we spend together and seek to understand the experience of those we work alongside.

We value everyone - Every member of our team matters. We trust each other and respect each other. We speak up and we listen. We succeed together, sharing credit and responsibility.

We evolve - Leaders are influencers – they make change happen. We are pioneers, taking ownership and moving quickly to pursue excellence every day. As we move forward, we learn from our mistakes – we pause, reflect and adjust.

We rest - To work well, you need to rest well. Whilst we have high standards and high expectations, we want each member of our team to be at their best. This means maintaining a healthy, positive work-life balance that does not compromise personal wellbeing.

Through all of this, we flourish

We believe that our children flourish when our adults flourish. We unlock the potential in each member of our team, supporting them to thrive within a team that cares deeply.

What is supervision?

Supervision is a structured process designed to support, listen to and advise education staff with regards to all aspects of Safeguarding and Early Years. This includes providing safeguarding advice and guidance, discussion of any issues concerning pupil's development and wellbeing, identifying solutions to issues as they arise and coaching staff to improve personal effectiveness. Effective supervision provides a safe space for school staff to offload and reflect on factors related to their own wellbeing.

Staff often manage increasingly complex issues in their intensive work with children and families. They can feel anxious, discouraged or overwhelmed, lose confidence and perspective, feel threatened and unable to cope with the demands of their jobs. Even when things are going well, there is a need to step away from the day-to-day demands and review and reflect on practice. The role of the DSL itself is one which can be high-pressured and emotive. It is one requiring support to be able to complete the role effectively.

Through creating time to talk and a safe space, staff support and accountability can be achieved. Both parties should be committed to making supervision worthwhile, positive, honest, objective and unbiased. The needs of the child, family, school community and/ or staff member should all be taken into account. Parties engaging in supervision should be fair and open and promote equality and trust. Although not a core function of supervision, we acknowledge that safeguarding is an emotive issue and we will endeavour to provide a safe and supportive process whereby emotional wellbeing improves.

Supervision is statutory according to the following Statutory Guidance:



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- The Statutory Framework for EYFS 2021 states that: 'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.'
- Working Together to Safeguard Children 2018 states that: 'Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.'
- Keeping Children Safe in Education 2022 states that: 'The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.'

The purpose of supervision is:

- To develop confidence, and increase skills, insight and courage when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgemental style
- To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles
- To reduce stress-related absences, and increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with setting's values, policies, procedures and quality standards

Supervision in practice

Supervision can be facilitated on a 1:1, a small group basis or using a combination of both. Supervisors and supervisees are required to adhere to all the criteria set out in the Supervision Agreement (Appendix 1) which is discussed and approved at the initial session, before any supervision takes place. First names of pupils can be used in supervision sessions, however, only initials will be used on supervision records.

When supervision sessions are relating directly to pupils, discussions and recommended actions are recorded by the supervisor using the Recording Templates (Appendix 2/3). This may be added to the CPOMS of the child. When supervision sessions are relating to more generic issues or personal wellbeing then supervisees are encouraged to make their own notes as required.

Supportive working cultures

Critically, supervision should take place in the context of a supportive professional culture built on trust and respect, recognising the influence and impact of establishing good working relationships. In relation to safeguarding, there needs to be recognition of the need to provide a 'safe' space to 'hold' the strong emotions that are sometimes aroused by issues that arise in efforts to protect children. This also applies to everyday, often personal issues presented by staff, impacting on their well-being and effectiveness. Such scenarios require emotionally intelligent leaders and managers who confidently offer opportunities for open, honest reflection and demonstrate commitment to supporting supervisees in finding ways forward.

The term 'supervision' could be interpreted as being overseen and this can evoke fear of being under surveillance, at risk of being judged or deemed inadequate in some way. Working together, through the supervision process together they might achieve a clearer and wider perspective, ultimately enabling 'SUPERVISION'.



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EYFS Supervision – Further Clarification and Guidance

The Early Years' Foundation Stage (EYFS) places an emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is a statutory requirement. Supervision improves practice and maintains effective early years provision.

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'

Good Practice Guidance for Supervision

Confidentiality

Issues of trust need to be thoroughly explored and the importance of confidentiality emphasised. Supervision should include a joint commitment to openness and clarity about what may be treated as confidential by both parties (or a supervision group). Any matters discussed in a supervision meeting can be treated as confidential when it is agreed that it is unnecessary to discuss them elsewhere. However, openness requires all parties to be sensitive to those occasions when difficult issues will have to be discussed elsewhere, and to be transparent about when and why this will be necessary and how it will be done.

Preparation

Commitment to preparation for supervision by both supervisor and supervisee, including a review of previous actions and consideration of points for discussion ensures effective sessions. The structure of the agenda can be jointly agreed by both parties at the beginning of each meeting, allowing prioritisation of topics and flexibility to reflect current needs. Topics for discussion may include:

- review of last supervision and tasks undertaken
- positive feedback and recognition
- professional development and training
- individual children's progress
- interactions with families, colleagues and other professionals
- safeguarding issues, as necessary
- Equality, Diversity and Justice (EDJ) reflections
- general health and safety issues

Agreed frequency and duration of meetings

Staff supervision is often planned on a 6-week cycle for each member of the team. (This maybe on an individual or group basis) Supervision is effective when meetings are scheduled in advance and timings are not changed. Meetings held at a time and venues agreed by both parties with an appropriate duration to the need of the supervision session.

Appropriate physical environment for supervision

Supervision should normally take place in an agreed confidential, comfortable setting where interruptions are minimised.



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Recording a supervision meeting

The prompt recording of supervision sessions is necessary to provide an accurate record of decisions made and actions required. Often the supervisor takes responsibility for documenting the discussion during the session, formally agreeing actions at the end and providing the supervisee with a record shortly following the meeting. Any safeguarding decisions will be clearly stated and recorded in case files (in accordance with safeguarding standards) The supervisee will check the notes upon receipt and send any additions/amendments to the supervisor. In line with data protection, the supervisor is responsible for the safe storage of supervision records.

Training

Supervision training is essential for all those leading or undertaking supervision. Training will include general supervision skills and detailed information for using standards and documentation.

Quality assurance

Regular monitoring and evaluation of supervision is the responsibility of setting leaders to ensure impact and alignment with development priorities and compliance with safeguarding policy.

Policy evaluation and review

The head teacher and assessment leader is responsible for reporting to the governing body on how the policy is being enforced and upheld. The governors are in turn responsible for evaluating the effectiveness of the policy.

The policy is reviewed every three years.

Date of last review: June 2023

Date of next review: June 2026



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Staff Supervision Agreement (Appendix 1)

Supervisor:	Supervisee:
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The supervision arrangements we have agreed are as follows:

How often we will meet	
Where we will meet	
How long each session will last	
Who will make a record of what was discussed/ agreed	
What we will do to try to make sure we don't get interrupted	
Where the supervision records will be kept	
How we will/will not use the supervision records	
Who else may see the supervision records	

Not every section needs to be covered during every session. However, it is recommended that each session begins with an open slot (welcome) and ends with a summary discussion and evaluation of the session (ending), including identifying the date of the next meeting.

In supervision we may focus on:

- Agreeing what we need to talk about
- Spending a few minutes finding out if you are okay and how you are feeling
- Checking that the notes of the last meeting were accurate
- Making sure that, as far as possible, we have done the things we agreed to do last time
- Reviewing your work through discussion, reports and observation, including Safeguarding children and adults
- Providing time for reflection on your experience and feelings about work and relationships
- Discussing and feedback on the work you have been doing
- Agreeing on future actions
- Talking about your skills, knowledge and experience and development needs
- Providing an opportunity for you to feedback on your experience/expectations of supervision
- Confirming the date of the next meeting

Supervisor (signed):	Supervisee (Signed):
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Staff Supervision Record Form (Appendix 2)

Supervisor		Supervisee:		Date:	
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<p>Welcome: How staff member is generally, what’s been happening or pre-occupying the staff member – an easing into supervision.</p> <p>Review of last supervision session.</p>	<p>Main responsibilities: This relates to day-to-day work and priorities. Discuss successes and challenges. Discuss specific work with children and families and practice development.</p>	<p>Relationships: Focus on relationships with staff members, children and families and other professionals.</p>	<p>Personal Development: What will help/have helped the supervisee to develop themselves into their role. What opportunities are there?</p>	<p>Anything else of note: Sometimes when safe spaces are created, other aspects arise. This can be discussed here.</p>	<p>Ending: Establish how a staff member feels at the end of supervision and an ongoing opportunity for the staff member to constructively feedback any issues raised.</p>
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Issue / Challenge	Advice / Discussions / Solutions	Plan / Actions Identified / Recommendations



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Additional Comments			
Date of next meeting:		Time of next meeting:	



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Group/ EYFS Supervision Record Form (Appendix 3)

Supervisor		Supervisee(s):		Date:	
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Section 1

	Childs Initials	Discussions	Actions and by whom
Questions/discussion points: (presentation, emotional wellbeing, behaviour, friendships, communication, contact with family, history, other concerns):			
Questions/discussion points: (presentation, emotional wellbeing, behaviour, friendships, communication, contact with family, history, other concerns):			

Section 2

Area for Discussion	Discussion	Actions and by whom
Policies		
Procedures		
Practice		
Updates		



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Training		
Other		

Additional Comments			
Date of next meeting:		Time of next meeting:	

EYFS Supervision Guidance:

Introduction

Record who has attended anyone who has been unable to attend. Agree who will feedback to these staff the discussions of the meeting. Think about where supervision records will be kept (bearing in mind the confidential nature) and agree that staff who do not attend must read the minutes (possibly signing to confirm they have read).

Section 1

Discuss any children staff have concerns about or would like to talk about (this could be due to safeguarding/wellbeing/behaviour/SEN concerns). Use the prompts if necessary. This section can also be used by the member of SLT to share updates regarding children, e.g. new behaviour plan, SEN info, safeguarding info.

Section 2

In this section share any other updates – every box does not need discussing, only the ones that are relevant, e.g. sharing intimate care policy, discussing new changes to keeping children safe in education, reminding people about safeguarding procedures and how to log incidents on CPOMS etc. You can also use this section to identify any training needs or ask staff to feedback any training they have been on so that they can share their knowledge with the rest of the group.

Section 3

Always offer all staff the option of a 1:1 supervision. Set a date and time for the next meeting.



Supervision Evaluation (Appendix 4)

Date:	Supervisor:	Supervisee:
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Please answer these questions as honestly as possible to help us assess the effectiveness of supervision. For every question you can put yourself anywhere on the line choosing a number between 1 and 10. 1 is strongly disagree and 10 is strongly agree.

1. Supervision has helped me to feel more confident at work.

1 2 3 4 5 6 7 8 9 10

Why?

2. Supervision has supported me to manage workplace stress more effectively.

1 2 3 4 5 6 7 8 9 10

Why?

3. Supervision has helped me to manage my workload more efficiently.

1 2 3 4 5 6 7 8 9 10

Why?

4. Supervision has developed my ability to solve problems independently.

1 2 3 4 5 6 7 8 9 10

Why?

5. Supervision has increased my knowledge of safeguarding related policies and procedures.

1 2 3 4 5 6 7 8 9 10

Why?

6. Supervision has improved my overall personal wellbeing.

1 2 3 4 5 6 7 8 9 10

Why?

Please share any additional comments overleaf.

