



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Whole School Supervision Policy
Date of Issue:	17/03/2020
Date of Review:	Spring Term 2021
Author and Role:	Bev Hennefer, Headteacher with reference to School Bus.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	
Details:	This Policy: details roles and responsibilities of the key staff involved in supervision, it details how staff members will be supported in order to possible to fulfil their roles and provide our pupils with a high-quality education.
Cross reference:	Health & Safety Policy Single Equalities Policy Stress Policy Well-being Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Royal Cross Whole School Supervision Policy

Rationale

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm.

Statement of intent

Royal Cross School is committed to ensuring that all our staff members receive the best support possible to fulfil their roles and provide our pupils with a high-quality education.

By implementing this policy, we hope to provide staff with opportunities to:

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

For clarity, the school sees the role of supervision as helping our staff members to improve their knowledge and skillset, feel valued and supported and offer guidance where required.

Legal framework

This policy has due regard to all relevant legislation, in conjunction with the following school policies:

- Complaints Procedures Policy
- GDPR Policy
- Child Protection and Safeguarding Policy
- Early Years Supervision Policy
- Staff Wellbeing Policy

What is supervision?

Formal supervision has been around for many years in Social Work, therapy and counselling. Government guidance has now identified that effective supervision is important for any practitioner involved in day to day work with children and their families.

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

Aims of supervision:

To allow staff and their supervisors to:

- Discuss and challenge concerns, issues or difficulties;
- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Review work and workload;
- Explore feelings and emotional impact;
- Develop practice and competencies, including training needs;
- Explore the understanding of school policy, philosophy and practice;
- Ensure every child's safety and wellbeing;

The rights and responsibilities of staff:

- To receive effective and sensitive supervision;
- To be treated in an anti-discriminatory manner;
- To have their feelings and opinions recognised;
- To raise issues of concern about their own practice and that of their colleagues;
- To learn from mistakes and seek advice if they are unsure;
- To be listened to and receive appropriate professional support;
- To be briefed about changes;
- To commit to regular supervision and understand its value.

Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Supporting external supervision for the Senior Leadership Team (SLT) within Royal Cross.
- Handling complaints in accordance with the school's Complaints Procedures Policy.
- Holding the Headteacher account for the implementation of the school's supervision programme.

The Headteacher is responsible for:

- Enabling the implementation and management of this policy.
- Ensuring that staff understand and act in accordance with this policy.
- Ensuring there are identified Facilitators to lead group supervision sessions.
- Ensuring that the SLT access external supervision arrangements.

The facilitator is responsible for:

- Communicating any concerns / safeguarding issues to the Headteacher /DSL.

- Collaborating with senior leadership team (SLT) to identify additional training needs for supervisees.
- Setting the duration of the sessions.
- Managing the group agreement contracts.

In addition, facilitators are responsible for:

- *Acting in accordance with this policy at all times.*
- *Setting the main areas for discussion in each session.*
- *Preserving confidentiality, where possible and appropriate.*
- *Being constructive, offering balanced feedback, and focussing on the positives as well as challenges.*
- *Respecting diversity, proactively providing opportunities for supervisees to raise any issues with regards to this.*
- *Maintaining up-to-date records of the sessions.*
- *Reporting any safeguarding concerns that supervisees have to the DSL immediately.*

Staff are responsible for:

- Cooperating with the group supervision agreement
- Contributing to sessions by communicating their particular areas of concern.
- Attending the sessions that are scheduled for them.
- Taking responsibility for their own learning and professional development, ensuring they keep up-to-date with developments.

Main functions of supervision

These functions will be carried out by the facilitators:

Learning and development (CPD)

This function is to encourage and assist staff in reflecting on their performance and to identify their learning and development needs. The learning and development function will be achieved through:

- Assessing development needs and identifying learning opportunities.
- Encouraging staff to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support (personal support)

This function is to provide support for staff to carry out their role. This will be achieved through:

- Creating a safe environment within supervision meetings where trust and confidentiality are maintained.
- Clarifying the difference in support and counselling between facilitators and staff.
- Enabling and empowering expression of feelings in relation to staff's work role.
- Monitoring the health of staff and referring to occupational health or counselling when appropriate.

Supervision for EYFS Staff

Supervision is a legal requirement for EYFS staff – in the revised EYFS Statutory Framework (2014) supervision of staff becomes a 'must' rather than the 'should' it was in the previous EYFS (2012). This was following a Serious Case Review linked to Little Ted's Nursery in 2010.

It further states that 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

Supervision for Other Staff

Supervision is an important part of staff development and keeping children safe. Therefore, at Royal Cross Primary School, we aim to provide structured supervision for all staff who have a named responsibility for Safeguarding or who are identified as keyworkers for vulnerable pupils.

In addition, all members of staff can request a meeting at any time to discuss any issue linked to safeguarding. This is in addition to their responsibilities under the KCSiE documentation and the school's child protection and safeguarding policies.

To ensure the best quality supervision, sessions will be led by an external trained facilitator.

Who has supervision and how often?

- At Royal Cross Primary School, the Headteacher is the Designated Safeguarding Lead (DSL) and the Deputy Headteacher is the back up DSL.
- The Headteacher & Deputy receive external supervision.
- All members of the EYFS team receive supervision provided by the Early Years Teacher. (Recorded on school child protection and online monitoring system (CPOMS).
- All members of the support staff receive supervision provided by an external trained facilitator.

- All members of the teaching staff and School Business Manager receive supervision provided by an external trained facilitator.

Regular supervision meetings take place as follows: -

- Each half term there is a group supervision meeting for the EYFS team.
- Each term there is a team supervision meeting arranged for all other staff groups. (see table included in policy)

Any member of staff can request additional 1:1 supervision at any time during the year.

Types of supervision

Peer group supervision:

This is the preferred model of supervision within Royal Cross and involves groups of staff who are all involved in similar tasks.

Staff will meet with the facilitator to discuss issues about their work and/or the way they work as a team.

Peer groups will consist of:

- *Teaching staff and school business manager*
- *Support staff*
- *Senior leadership team (external)*

In addition, and if needed there will be opportunities for one-to-one supervision:

- One-to-one private supervision at a pre-arranged time with an agreed agenda and preparation on behalf of both parties.
- All staff will be able to access this level of support.

Effective supervision

- All staff members will be responsible for identifying whether they require additional supervision sessions.
- NQTs and new staff will receive additional 1:1 supervision on a regular basis for up to one year alongside mentoring support.
- Facilitators may plan an agenda for each session, to ensure the session is focussed.
- Staff will also contribute towards an agenda as appropriate or /requested.

Frequency of supervision

- Particular circumstances, e.g. work-related stress, that apply to the employee may mean that they require more frequent supervision.

The table below shows the frequency of supervision meetings for staff.

Staff groups	Frequency	When?	How?
NQT	Fortnightly	Directed time	Paid time.
EYFS staff	Half Termly	School day - class meetings	Paid time
Support staff	Termly	Twilights	Paid time
Classroom teachers + SBM	Termly	Directed time - staff meeting time.	Paid time.
SLT	Termly	TBC	Paid time

Supervision agreements

At Royal Cross, we believe that it is essential that staff and facilitators jointly develop a supervision agreement before supervision is undertaken. The agreement includes details of how both parties will record the meetings and how they may be shared. The contract is annotated and agreed at the first 1:1 or group supervision session.

Both parties sign and retain a copy of the contract.

Recording

Records of sessions will be kept to a minimum:

- *Brief account of topics discussed and any agreed actions – if agreed & appropriate*
- *Account of any disagreements / issues / child protection / safeguarding needing follow up actions by SLT through appropriate school policies and procedures.*
- *Recording through school CPOMS for EYFS (safeguarding)*

Confidentiality

- The Facilitator may communicate to the headteacher, but will not discuss specific details from the session, unless necessary.
- Confidentiality is maintained at all times; however, **due to the nature of safeguarding, total confidentiality may not always be possible.** If concerns are raised which indicates that pupils could be in danger, this will be communicated to the relevant people, such as the headteacher, DSL and parents, if appropriate.

- Confidentiality procedures, as outlined within the school's Child Protection and Safeguarding Policy, are maintained at all times.
- Security measures, protecting records of sessions, will be implemented to ensure confidentiality is maintained in line with the school's GDPR policy.

Record keeping

- Any records will be kept in accordance with the school's Records Management Policy.
- Access to any supervision records will be controlled in accordance with the school's Staff Confidentiality Policy.
- When an employee leaves the organisation, any records will be retained for two years after the member of staff has left and then securely disposed of. Electronic copies will be securely deleted after the two-year period.

Complaints

- All complaints in relation to supervision and this policy will be handled professionally and by the governing board.
- If a facilitator or member of staff has a complaint, they will report it to the chair of governors immediately.
- All complaints will be handled in accordance with the school's Complaints Procedures Policy.

Monitoring and review

- This policy is reviewed annually by the headteacher.
- All amendments and updates to this policy are communicated to all staff members

Appendix 1: Guidance for Staff

Supervision will promote and model the following indicators of a safe setting

- Staff are respectful to all employees as well as children
- Staff are open about discussing good and poor practice
- Blame only occurs in extreme circumstances
- Leaders model the appropriate behaviour
- Staff are knowledgeable about the vulnerability of the children that they look after
- Staff are aware that abusers may already be in the employment of the provision
- Children are listened to
- Staff are listened to and empowered to challenge poor practice
- Parents are encouraged to be involved in planning their child's care and are welcomed into the provision
- Staff are valued
- The culture of the setting is embedded and fortified
- Whistle-blowing procedures are in place and staff know how to use them

Supervision will benefit the Practitioner:

- Opportunity to look at your role and responsibilities, where you are now and where you would like to go.
- To reflect on, analyse and evaluate own practice
- Supports the setting of personal goals and a chance to review, change or adapt recent or past actions
- Promotes confidence and safe working practices

Supervision will benefit the Provision:

- To find out about staff as individuals
- An opportunity to respectfully challenge practice
- Reiterates ethos and the culture of the setting
- To make sure children and their families receive the highest quality care and service
- To improve communication and share responsibility
- Assist staff retention
- Maximise safeguarding of children

Supervision is Supportive:

- It is a time to be listen to each other, value, motivate and empower staff
- Get staff involved in problem solving
- Can be used to reduce stress and explore staff feelings
- Will support staff to manage work effectively
- Any issues can be discussed