



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Whole School Supervision Policy
Date of Issue:	24/03/2023
Date of Review:	Spring Term 2024
Author and Role:	Bev Hennefer, Headteacher with reference to School Bus.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	Signature removed for GDPR purposes
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 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 Single 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 School Supervision Policy

Legal framework

This policy has due regard to all relevant legislation, including but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- Employment Rights Act 1996
- The Children Act 1989
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy also has due regard to the following statutory guidance:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2022) 'Keeping children safe in education'
- DfE (2019) 'Reducing teacher workload'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Records Management Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Staff Wellbeing Policy

Definitions

Supervision - this is a regular, planned, two-way process in which a team of experts, such as the DSL and their deputies, will support and develop the knowledge, skills, and values of an individual staff member or group of staff members.

Critical reflection - the process of monitoring, reviewing and developing current practices.

Sessions - a scheduled, one-to-one safeguarding supervision session between a supervisor and their supervisee.

Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Handling complaints in accordance with the school's Complaints Procedures Policy.
- Holding the Headteacher and lead external Facilitator to account for the performance of the school's supervision scheme.

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Working with staff to support staff members who require supervision sessions.
- Acting proportionally and appropriately on any concerns about staff members.
- Ensuring that employees understand and act in accordance with this policy.
- Working with the HR to organise any additional relevant support for staff members, as identified in supervision meetings.
- Holding Facilitators to account for their performance.

The DSL is responsible for:

- Identifying which members of staff require supervision.
- Effectively delegating supervision responsibilities within the EYFS.
- Liaising with the headteacher with regards to any complaints that have been filed in relation to the sessions.
- Overseeing the safeguarding and organisation of all sessions.
- Attending meetings with the headteacher to discuss the progress of supervisees and the effectiveness of supervision.

All 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.
- 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.
- Offering feedback to senior leadership as appropriate based on the meetings with supervisees.

- Reporting any safeguarding concerns that supervisees have to the DSL immediately.

School staff are responsible for:

- Identifying whether they need to be supervised, if they are not already and have not been identified by the DSL.
- Ensuring they report all safeguarding concerns they have in line with the procedures laid out in the Child Protection and Safeguarding Policy

Key principles

Supervision will:

- Be a shared responsibility, with a clear supervision agreement between all parties.
- Have a pupil-centred approach and ensure that pupils' daily experiences are discussed and understood.
- Be an opportunity for reflective learning leading to informed actions.
- Be seen as an essential part of safeguarding practice and not as an optional activity.
- Meet professional standards – safeguarding requirements are met and sessions are conducted in a professional manner.
- Ensure supervisees understand their roles and responsibilities, the scope of their professional discretion and authority, and their accountability in safeguarding.
- Help to identify learning and development needs and promote the skills required to provide an effective education.
- Recognise the potential stresses in safeguarding practice and offer appropriate support.
- Establish clarity regarding information sharing in the interests of pupils.

Main functions of supervision

These functions will be carried out by supervisors when supporting supervisees; the lead supervisor will encourage supervisors to incorporate all these functions into their supervision meetings.

Management

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be delivered by a supervisor and achieved through discussion of:

- The overall quality of the supervisee's performance outcomes.

- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the employee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

Learning and development

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

- Helping supervisees identify their preferred learning style and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support

This function is to provide support for supervisees 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 supervisors and supervisees.
- Enabling and empowering expression of feelings in relation to the supervisee's work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

Mediation

This function is to ensure that the relationship between the supervisee, their team, and other departments with whom they work are effective. This will be achieved through:

- Briefing the lead supervisor about key issues raised by supervisees.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing other members of staff on changes that affect their area of work.
- Mediating between the supervisee, their team and, if necessary, other staff.

Types of supervision

One-to-one supervision:

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

Group supervision:

- This is the supervision of a number of school staff. School staff will meet with the Facilitator to discuss issues about their work and/or the way they work as a school team.
- This can be done in the context of a team meeting, twilight or a separate timetabled session.

Unplanned or 'ad-hoc' supervision

- The pace of work and the frequency of supervision mean that staff often have to obtain a decision or gain permission to do something in between formal supervision sessions.
- In addition, supervisees who work closely with their supervisor will be communicating daily.
- Where employees and supervisors work closely together this does not negate the need for private one-to-one time together on a regular basis.
- If a supervisor is absent from work for more than one month, the lead supervisor should ensure that effective arrangements are in place for the supervision of the staff in that section

Effective supervision

- **The senior leadership team will arrange a regular programme of supervision throughout the year for all staff, including themselves.**
- School will source suitably qualified external facilitators to lead supervision at Royal cross.
- All staff members will be responsible for identifying whether they require additional supervision sessions. If a staff member requires additional 1:1 supervision sessions, they will contact the Headteacher, who will arrange this.
- Early career teachers (ECTs) and new starters will receive two years of compulsory supervision.

- ECTs and new starters will consult their line manager with queries about procedural tasks before questioning their supervisor. This ensures that supervision sessions are used to maximum efficiency.
- School staff will be honest and open in sessions, so that Facilitators are able to support them effectively.
- In addition to scheduled supervision, the Headteacher will organise drop-in sessions, when they are free to be contacted by all staff for a 1:1 chat.

In addition, the Headteacher will ensure that:

- Facilitators have appropriate knowledge and appropriate skillsets.
- Facilitators plan the agenda for each session, outlining any issues that they wish to discuss with school staff, to ensure the session is focussed.
- Facilitators plan their agenda for each supervision session, outlining any areas in which they may require additional guidance.

Frequency of supervision

- **All staff in direct contact with children will receive regular supervision.**
- **All Early Years staff in direct contact with children will receive regular supervision.**
- **ECTs and new starters will have fortnightly sessions with their supervisor.**
- The level of supervision required reflects the employee's level of experience and competence.
- Particular circumstances, e.g. work-related stress, that apply to the employee may mean that they require more frequent supervision.
- The actual frequency for individuals will be agreed between the Headteacher and school staff as appropriate and in response to additional supervision requests.
- Agency and temporary staff will receive supervision in the same way as permanent staff, following the same process detailed above.
- Disciplinary measures will include an increase in formal supervision.

Volunteers

The school will decide on a case-by-case basis whether to consider a volunteer for supervision. Where the decision is made to supervise a volunteer, the school will have regard to the statutory guidance issued by the Secretary of State that can be found in Annex E of 'Keeping children safe in education' to help determine the appropriate level of supervision.

The supervision will be:

- By a person who is in regulated activity relating to children.

- Regular and day-to-day.
- Reasonable in all circumstances to ensure the protection of children.

Supervision agreements

All Facilitators and school staff will enter into an agreement and will address the following points:

- The objectives and purpose of supervision.
- The content of supervision.
- The rights and responsibilities of the Facilitator.
- The rights and responsibilities of the school staff present and not present.
- Procedural considerations, e.g. how notes from meetings will be recorded.
- The purpose and objectives of the Supervision Agreement can be amended at any time but must be authorised by all present.

Training

At Royal Cross Supervision will be provided through external providers with appropriate and recognised training.

When supervision takes place within Royal Cross (EYFS) to ensure the best quality supervision, supervisors will undertake supervision training to consolidate their skills and knowledge.

As part of their inductions, all new members of staff will receive an introduction to the school's supervision methods and familiarise themselves with this policy.

Any supervisors within Royal Cross will keep up-to-date with sector updates and new guidance to train supervisees and ensure they can sufficiently prepare for new requirements.

Critical reflection

- Critical reflection will be used to enable members of staff to establish the most effective methods in safeguarding practice, by evaluating the areas of improvement and adjusting the relevant policies and procedures accordingly.
- Supervisees will use sessions to critically reflect upon their understanding and application of knowledge, theory and skills, considering how these impact pupils and making the appropriate adjustments, such as undertaking further training.

- As appraisals and performance management overlap, in terms of their remit, sessions and the progress made due to them will be considered during appraisals.
- Any practices that require development will be communicated to the headteacher and the governing board and recurring areas of concerns will be addressed through school's safeguarding policies and procedures.

Recording

Records of sessions will be kept by the Facilitator to:

- Account for what was discussed and what actions were agreed.
- Account for any disagreements.
- Benchmark and audit the quality of supervision.
- The Facilitator will keep this record in a secure location in line with GDPR guidance.

Confidentiality

The supervisor will communicate progress 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 as there may be a concern over a pupil's wellbeing. If a supervisee mentions a concern 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 and Staff Confidentiality 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 Staff Confidentiality Policy and Volunteer Policy.

Complaints

All complaints in relation to supervision and this policy will be handled professionally and in accordance with the school's Complaints Procedures Policy.

Monitoring and review

This policy is reviewed regularly by the Headteacher. All amendments and updates to this policy are communicated to all staff members by the lead supervisor.