



Supervision Policy

January 2023

Review by January 2024

Introduction

Thomas Johnson Lower School is committed to providing staff with high quality support and supervision. This policy is for all staff working with children in Early Years and Foundation Stage, School Safeguarding Team (DSL and DDSL) and any member of staff involved with a safeguarding disclosure/concern. This policy is not exclusive to the staff identified and supervision is available to all staff upon request.

Definition of supervision

The definition of supervision that is often used for school settings, which has been adapted from the work of Morrison (2005) states that:

Supervision is a process by which one member of staff is given responsibility by the school to work with another staff member in order to meet certain organisational, professional and personal objectives, which together promote the best outcomes for students. These objectives and functions are:

- 1. Competent accountable performance (managerial function)*
- 2. Continuing professional development (developmental/formative function)*
- 3. Personal support (supportive/restorative function)*
- 4. Engaging the staff member with the school (mediation function)*

Purpose of supervision

1. To provide the staff member with support, guidance and possible actions on difficult safeguarding children issues.
2. To discuss the staff member's current workload and its manageability.
3. To discuss current issues and where necessary any corrective action.
4. To exchange and share information about work and organisational issues.
5. To enable the supervisor to support the staff member to identify and plan for any changes in priority and strategic direction

Frequency of Supervision

1:1 supervision meetings should usually take place half termly with the expectation that there will be a minimum of 6 meetings per year. In certain circumstances there may be a need for meetings to be more frequent.

Types of Supervision

1:1 Supervision

Personal Supervision (one-to one's) sessions are normally held on a planned one-to-one basis and are a requirement for all members of EYFS and Safeguarding Team staff. These sessions will include a focus on successes, issues, professional development and case supervision. These meetings will be pre-arranged, with a set agenda and recorded.

The content of the agenda should always include the following:

- An opportunity for the staff member to talk about how they are feeling about their job. Although supervision focuses on work issues, the staff member should also have the opportunity to discuss any personal issues that may be affecting their performance at work.
- A review of current caseload and any current challenging issues.
- Any identified training needs.

Group Supervision

This should not replace individual supervision, but can be used to complement it. It will involve a

group of staff, all involved in the same task, meeting with a supervisor to discuss issues about their work or the way they work together as a team. This may be done in the context of a regular team meeting or as a separate session to look at specific issues.

Unsupervised or 'ad-hoc' supervision

The pace of work, change and the frequency of supervision, means that staff often have to "check something out" with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions.

In addition, staff who work closely with their supervisor will be communicating daily about work issues, problems arising, and changes in policies or procedures. This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However, the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- Any decisions made with regard to a child or family should be clearly recorded on the child's records / CPOMS as appropriate where supervisees and supervisors work closely together.
- This does not negate the need for private one-to-one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.

The Environment for Supervision

Supervision should take place in a comfortable setting within the workplace that is private and not liable to interruption.

Only the DSL and/or supervisor should attend the meeting unless both decide it would be appropriate for a third person to be present

Preparation and Duration of Supervision

The staff member and the line manager should prepare in advance for the meeting, with issues they wish to place on the agenda being notified beforehand, or agreed at the start of the meeting.

- Both should check that actions from previous supervision sessions have been carried out.
- Typically, meetings will last around one hour.
- Additional items may be added to the agenda by agreement.

Recording of supervision meetings

The supervisor will produce notes of supervision meetings, providing a clear record of discussions, agreed actions and decisions.

The supervisor should make notes during the meeting using the attached form. This form should be copied and given to the staff member at the end of the meeting.

Confidentiality

The supervisor must make it clear that issues raised in supervision cannot always be kept confidential if they relate to work. Some problems cannot be resolved without discussion with others in the organisation.

Supervision Agreement

The supervision agreement (sometimes called a supervision contract) is the working agreement between the supervisor and the supervisee. It should be seen as a positive document that ensures transparency and security in supervision. An agreement, for example, helps to clarify:

- The responsibilities of both parties and their shared responsibility for the process;
- Expectations of supervision;
- Boundaries and how confidentiality will be addressed;
- How difficulties might be handled and
- Practical arrangements.

EYFS Supervision

The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 requires that early years practitioners are engaged in a cycle of supervision.

“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.”

All EYFS staff at TJLS will engage in a supervision cycle. This policy is concerned primarily with 1:1 supervision that takes place in private at a pre - arranged time with an agreed agenda and preparation on behalf of both parties. All staff within the organisation that have regular direct contact with children in the Early Years will have access to this method of supervision.

It is recognised, however, that supervision is an on-going process that takes place in other ways which have been outlined in this policy.

Purpose of Safeguarding Supervision for DSLs and DDSL’s (Designated Safeguarding Leads and Deputy Designated Safeguarding Leads)

The purpose of Safeguarding Supervision is to:

- 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 students and the impact on their own life. It 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 eye, 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 on areas for improvement
- Allow for issues relating to the work place and to working practices to be identified and discussed including safer working practice and professional boundaries
- Enable an opportunity for reflection, creative thinking and solution focussed 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 the safeguarding role