

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

STAFF SUPERVISION POLICY



DATE AGREED: OCTOBER 2023

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Staff Supervision Policy

November 2019

Introduction

This policy and associated paperwork have been with reference to Keeping Children Safe in Education 2016, all DfE guidance, recommendations of the Serious Case Review into Little Ted's Nursery in 2010 as well as guidance published by the Kent County Council Education Safeguarding Team to aid schools and academies in fulfilling their responsibilities in providing supervision to their staff.

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns they may have about the welfare and development of all children in the setting and contribute towards highly effective practice and increased staff confidence. This supports the development of a safe setting where children are safeguarded from harm.

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 'should' which it was in the 2012 Framework. This was following a SCR linked to Little Ted's Nursery in 2010.

The Framework 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

Although the EYFS is only applicable to schools with a Nursery and Reception classes, supervision is an important part of staff development and keeping children safe. At Gisburn Road Primary School, we recognise the importance of staff development and keeping children safe throughout school; this takes the highest priority and therefore we also provide supervision to all staff with responsibility for children and families who may be vulnerable.

All members of staff are invited to request additional supervision at any time to discuss any issue linked to safeguarding. This is in addition to their responsibilities under KCSiE 2016 and the school's safeguarding policy. The Safeguarding team, through their regular and routine review, may identify the need for additional supervision.

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 (Working Together to Safeguard Children... Chapter 2 para 4 DfE:2013).

Similarly, lessons from serious case reviews have found that supervision is essential for any staff working in this sector "Supervision is ... essential to help practitioners to cope with the emotional demands of work with children and their families which has an impact at all levels of intervention" (DCSF:2008).

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.

Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Who benefits from supervision?

The main beneficiary of supervision should be the service user, so in the case of the Gisburn Road Primary School, the children who attend the school and their families.

Effective supervision ensures the delivery of efficient and safe care through regular monitoring of practice, professional support and the identification of an employee's training and development needs. It also supports increased staff retention which ensures continuity of care for children.

For the employee, supervision provides professional one to one support and "space" away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This hopefully increases the feeling of being valued by management at the school which in turn, increases job satisfaction.

For the employer, communication between staff and management is improved, allowing for full discussion of the school's objectives, and priorities. Effective supervision encourages motivated, confident employees who understand the principles of safe practice and can mentor and support each other more effectively in the school. Staff are more focussed and efficient, knowing their individual priorities which increases productivity. Staff are clear about their responsibilities, what policies and procedures should be followed and what to do when they have concerns about either their own or others' practice.

Qualities of a 'good' supervisor

Supervision is only effective and positive for individuals and the organisation if it is carried out by the 'right' person. Supervisors should be competent, perhaps gaining skills through a management training programme, specific supervision training or shadowing a more experienced supervisor. They need to be clear about their role and responsibilities and on where to access additional advice when they need it.

A supervisor will have responsibility for the day to day oversight of staff and the work they do, as well as conducting regular supervision meetings. However, it is vital that school management give careful consideration to 'matching' who is the most appropriate person to supervise each member of staff. For example, if there are known tensions between individual members of staff, it is going to be difficult to achieve a positive, trusting supervision relationship for either member of staff.

Some of the skills of a 'good' supervisor are: Honesty; accountability; challenging; trustworthy; supportive; diplomatic; empathic; reliable; competent; good time keeping skills; interested; responsible; non-judgemental.

The intent of supervision is 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 a supervisee:

- ☐ 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.

Key Questions

- What are your key issues?
- What has gone well / is going well?
- What could be better?
- What actions need completing?
- How will you measure success?

Outcomes

When supervision takes place this will be logged on CPOMS under the 'Supervision' tab. Date and time of meeting. If any actions come from the meeting these will be noted.

Supervision Contracts

At Gisburn Road, we believe that it is essential that supervisors and supervisees jointly develop a supervision contract before supervision is undertaken. The contract includes details of how both parties will record the meetings and how they may be shared. An example of such contract is included in

Appendix 2. 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.

Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work but there needs to be clarity as to what will happen to information discussed if it raises concerns about the practice of a particular member of staff or a child. Accordingly, any supervision policy must be compatible with the safeguarding children, allegations against staff and confidentiality policies within the school. Any records agreed through the supervision contract should be maintained confidentially and not be accessible to other school staff.

Frequency

The frequency of supervision may depend on a number of factors including staff ratios, availability of supervisors and availability of rooms, for example. Although no guidance is given in the Early Years Foundation Stage 2012 as to the expected frequency of supervision, “appropriate arrangements” should be in place with sessions held sufficiently often to allow it to be a meaningful experience for both the supervisee and supervisor and to ensure the purpose of supervision, as outlined above, is met. Good practice would suggest that supervision and group supervision should be held once every term.

Some staff, for example if they are new in post, dealing with challenging cases or less confident, may need supervision sessions to be held more regularly.

At Gisburn Road Primary School, the following routine for supervision is established:

- The DSLs and SLT will receive 1:1 supervision from an external counsellor once a term.
- All members of the EYFS team receive group supervision provided by the EYFS at least every half term.
- The teachers will receive x1 group supervision and x1 1:1 supervision (if required) once per term from the Headteacher.
- The teaching assistants/welfare will receive x1 group supervision and x1 1:1 supervision (if required) once per term from the Deputy Headteacher/Assistant Headteacher.
- The non-teaching staff (admin/site supervisor) will receive a 1:1 supervision once per term from the Listening Tree.
- Any member of staff can request additional supervision at any time during the year.

How does supervision fit in with the appraisal process?

At Gisburn Road Primary School appraisal and performance management is not directly linked with supervision. However, issues related to performance and training needs would be considered as part of the agenda at supervision meetings. It is likely that, as a result of staff undertaking supervision, they will have evidence to support their own development which will contribute to their personal and professional development and thus support them in achieving their appraisal targets.

A focus on how well an individual is performing in relation to organisational needs and priorities should not, however, be the main focus of the sessions. If one considers the comments of Mike Craddock, the

Chair of the Little Ted's Serious Case Review panel, it is clear that he was considering the need to provide a safe space where difficult issues may be raised in a supportive and confidential manner. The kind of issues to which he alluded were working relationships, concerns about colleagues' behaviour and actions and the impact of personal relationships on reporting concerns. Individual attitudes and the opinions, values and beliefs underpinning these need to be explored to assist staff in distinguishing personal and professional beliefs and to develop a professional identity. This is particularly important for less experienced staff or those who have not had independent professional training.

Appendix I: 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. This could include training opportunities
- 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
- Provides an opportunity to agree actions for both parties

Supervision will benefit the Provision:

- To find out about staff as individuals and enable them to see where the provision they work for is going and how they can contribute to it
- An opportunity to respectfully challenge practice
- Reiterates provisional expectations 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 their work and ongoing commitment
- Get staff involved in decision-making and problem solving
- Can be used to reduce stress and explore staff feelings
- Will support staff to manage work effectively
- Any issues can be discussed including issues related to health and safety, safeguarding and workload



Appendix 2 – Supervision Contract

Agreement between _____ and _____

We agree to:

Date:

Signed: