

Support and Supervision Policy



1. DEFINITION OF SUPERVISION

"Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues."

UKCC (1996)

At Berry Hill, we promote and provide supervision for staff who identify they would benefit from support. Supervision is based on a solution-focused coaching approach which focuses on the possibilities of change, begins with people as central, resulting in staff feeling empowered.

Informal supervision is offered as on-going practice to enable staff to seek advice and support in situations that they deal with. Significant issues discussed through informal supervision will be recorded properly by staff and revisited at a formal session. It should promote well-being, professional development and safeguarding practice.

Informal supervision will be delivered by a member of the DSL team.

Supervision is also externally available for ELSA trained staff members and is delivered through the Nottinghamshire Educational Psychology Service termly.

Supervision for members of senior leaders will be facilitated through peer supervision by another member of the team.

Supervision meetings should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development and well-being.
- Focus on strengths and build on these.
- Identify solutions to address issues as they arise.
- Discuss the high impact aspects of their roles.
- Receive coaching to improve their personal effectiveness.
- Support staff to plan and achieve goals.

2. KEY FUNCTIONS OF STAFF SUPERVISION

The key functions of staff supervision are:

- To support, motivate and develop staff.
- To communicate the culture, values and objectives of the school.
- To achieve accountability and control.
- To communicate key information.

Supervision meetings enable the supervisor and supervisee to cover as needed:

- Ensure safeguarding and child protection procedures are effective.
- Check and discuss progress of existing work.
- Discuss any new work or tasks required.
- Cover each area of work related to the job role.
- Recognise achievements.
- Discuss any concerns about the project or a task.
- Discuss any concerns about performance or conduct.
- Discuss any concerns about working relationships.
- Discuss any health and safety issues.
- Identify training needs.
- Build and develop a team.
- Action plan together.
- Review progress against previous sessions.

3. GOOD PRACTICE IN SUPERVISION

Good practice in supervision means that the following points are adhered to:

Supervision should:

- Be prepared in advance
- Be held in a private place, last no longer than one hour, with minimal interruptions.
- Be structured with ground rules of empathy, respect, openness and honesty.
- Have flexibility to add to the agenda.
- Be a two way process which is supportive and motivational, maintaining fairness and consistency.
- Be agreed by both parties and agreement signed by both supervisor and supervisee.
- Be recorded: It is the supervisor's responsibility to take notes and make sure they are copied, circulated and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties; however, a summary sheet of actions will be completed during or immediately after the session.
- Deal with personal challenges, personality clashes and role boundaries.

Discussion

To reflect on individual cases/scenarios, the supervisor may find it useful to use:

- Tell me.
- Explain to me.
- Describe to me.

And consider 4 aspects

- SENSE - the story, what happened?
- FEEL - reflection, what was it like?
- THINK - analysis, what does this mean?
- DO - action plans, what next?

(Morrison T 2005) The Supervision Cycle

Supervision should enable the supervisee to consider the best way to support the pupil's current needs, reflecting on and adapting responses to achieve the best outcome for the pupil.

4. GUIDANCE NOTES

Each person in supervision will have their own style and approach: however the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener.
- Setting agenda - both parties to input.
- General and information sharing.
- Review notes and agreed actions from the previous session
- Specific case load issues discussed.
- Problem solving and finding solutions.
- Recognise and celebrate achievement.
- Job related resource and support needs.
- AOB.

5. RECORDING SUPERVISION SESSIONS

Every supervisor should make a written contract/agreement with their supervisees, taking into account:

- Frequency and length of safeguarding supervision.
- Location - supervision should take place in a private and uninterrupted space during the working day.
- Recording - it is the supervisor's responsibility to take notes and make sure they are made available to the supervisee and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties, however a summary sheet of actions will be completed during or immediately after the session. Case discussion with any changes in plan approved by the DSL are to go on a child's safeguarding record.
- Confidentiality - in general, supervision is considered as confidential, however there will be occasions where confidentiality will be overridden, for example in the case of child protection

issues relating to the supervisee or if not sharing information with senior school management could contribute in bringing the school into disrepute, there is a potential disciplinary matter or whistleblowing.

- Preparation for supervision - the supervisee should identify cases/issues to discuss and start to reflect on these.

6. MONITORING AND REVIEWING

This policy will be reviewed annually alongside the statutory safeguarding policy annual review.

APPENDIX A - SUPERVISION RECORD SHEET

Supervision Record Sheet	
Date	
Supervisor Name	
Signed	
Supervisee Name	
Signed	
Topics Agreed	
Discussion	
Actions Agreed and by Whom	

APPENDIX C - SUPERVISION AGREEMENT

This agreement is intended to clarify expectations and responsibilities for supervisors and supervisees based at Berry Hill Primary School.

The overall purpose of staff supervision is to develop and maintain best practice for service users. This will involve the supervision process including three main components.

1. **Staff Development** - to enable the staff through advice, consultation, identifying needs and opportunities to meet their responsibilities and targets.
2. **Staff Support** - to listen, encourage, provide perspective and plan commitments.
3. **Staff Accountability** - opportunity to ensure staff are meeting the requirements of the post, commitments to the team and that practice is carried out to an accepted professional standard.

In order to achieve these we agree to the following:-

- Each session will last up to 1 hour.
- Equal opportunity principles and anti-discriminatory practice will be integral in our discussions.
- The agenda for each session will be agreed at the start of supervision.
- It will be the responsibility of the supervisor to record the key content on the supervision proforma.
- Supervision records should be readable, provided as quickly as possible and signed as an accurate record at the next session.
- The record is the property of Berry Hill and this determines the limits of confidentiality.
- Preparation of supervision and the process itself will involve the observation of practice and associated record keeping.
- Breaches of respect and dignity should first be addressed between the two parties. Where this is impossible, or fails to resolve the issue, then it should be referred to the next line manager.
- The process and helpfulness of supervision will be reviewed together