

Learning for Ourselves, Respect, We Can



SUPERVISION (SAFEGUARDING) POLICY

Reviewer: Diane South

Reviewed by WSCC: January 2013

Adopted by Governors: 16 March 2016

Next update: January 2018

Background

Lyndhurst Infant school is committed to Safeguarding its children and in supporting all staff who work with children and families who need support.

Following a review into the EYFS 2008 by Clare Tickell, supervision is now mandatory for all staff that come into contact with children in the Foundation Stage (YR). As a school of good practice, this will be extended to all staff in all year groups at Lyndhurst Infant School.

What is supervision?

Supervision has its roots in Social work, therapy and counselling. Now that schools do a great deal of social work it seems logical to extend this into the school setting. Effective supervision is important for all practitioners involved in the day to day work with children and their families (Working Together to Safeguard Children DFE 2013)

“Supervision is...essential to help practitioners to cope with the emotional demands of working with children and their families which has an impact at all levels on intervention”
(DCSF 2008)

Supervision is a regular, planned, accountable two way process which should:

- Offer support and develop knowledge, skills and values
- Monitor the progress of professional practice
- Help staff to improve the work they do, thus improving outcomes for children
- Provide opportunities to discuss sensitive issues including safeguarding of children and any concerns raised about an individual or colleagues practice

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.

Unplanned or “ad-hoc” supervision

The pace of work and change and the frequency of supervision means that staff often have to “check something out” with a line manager, 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, 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 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.

While the day to day supervisor for a particular member of staff may change according to work patterns, the one to one sessions should be carried out by the same supervisor for a particular member of staff. If a supervisee is subject to frequent changes of supervisor it is difficult for a relationship based on trust, openness and honesty to be established and confidentiality may be, or may be perceived to be, compromised.

Benefits of supervision

- The children and families who attend Lyndhurst Infant school – the supervisory process should better equip staff to manage difficult and complex situations by allowing time to reflect on, and learn from, particular situations and practice more generally.
- Employees – the supervisory relationship should develop trust and open discussion with constructive feedback.
- Employer – effective supervision may encourage motivation and a shared understanding of safe practice and the policies and procedures around safeguarding issues.

Supervision

Supervision should be carried out by the 'right' person. Supervisors should be competent and clear about their role and responsibilities and how to access additional advice if needed.

Supervisors are normally the line manager:

EYFS staff – Charlotte Bull and Di South

FESO – Play Therapist

SLT – Di South

Head Teacher – Charlotte Bull

Y1 staff (if needed) – Heidi Esser

Y2 staff (If needed) – Jo Halley

SEND staff (if needed) – SENDCo and Sarah Davy

The aim of supervision is to allow staff and their supervisors to:

- Discuss and challenge concerns, issues and 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 CPD needs
- Explore the understanding of policy, philosophy and practice
- Ensure every child's safety and wellbeing
- To maintain an accurate and agreed record of professional progress

The rights and responsibilities of a supervisee

- Any member of staff to receive supervision when needed if involved in a difficult or traumatic case. This will be agreed at the start.
- EYFS staff to receive Supervision once per term
- To receive effective and sensitive supervision
- To be treated in an anti-discriminatory way
- To have their feelings and opinions recognised
- To raise issues of concern about their own practice and that of 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 recognise its value

Supervision Contracts should:

- State frequency of supervision meetings
- Approximate length and location of meetings
- Agenda items and confidentiality issues
- Agreement about note taking
- Procedures for complaints

Recording Supervision:

- A record must be kept of what was discussed and actions agreed to be stored in the 'SUPERVISION' file in DS office
- A record of any disagreements
- DS to benchmark and audit the quality of the supervision
- For CPD opportunities (Performance Management)
- Both parties must sign and date the notes and both should keep a copy – Supervisors copy to be files in 'SUPERVISION' file
- Supervision notes are confidential

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, e.g. their own line manager, this should always be with the knowledge of the supervisee. Supervisees should be aware, however, that other than themselves and their supervisor others will, from time to time, access records.

These might include:

- Senior Managers(e.g. for quality assurance purposes)
- Investigating officers(e.g. for disciplinary or case review purposes)
- Inspectors(e.g. Ofsted inspectors)
- Performance staff(e.g. for audit and quality assurance purposes)

Appraisal

There is some crossover with supervision and Appraisal – recognising training needs and meeting professional targets and standards.



Lyndhurst Infant School Supervision Contract

Supervisor	Supervisee	Date

Lyndhurst Infant School expects all staff to take part in regular supervision sessions. The main purposes of the supervision process are:

- That all staff are fulfilling their responsibilities to the expected standards
- To provide support
- To identify any professional development needs
- Last no more than 30 mins unless agreed before hand
- Be uninterrupted and held in a mutually agreed setting
- Be booked in advance and given priority
- Follow the agreed agenda and be recorded.

Signed:

Supervisor

Supervisee



LYNDHURST INFANT SCHOOL SUPERVISION RECORD

Supervisor	Supervisee	Date

Any issues/targets from previous meetings:

Agenda items:

- Management (Policies and procedures, roles and responsibilities, action plans, targets, workload)
- Learning and Development (Barriers to learning, development needs, learning opportunities, constructive feedback, reflecting on CPD)
- Support (Creative safe environments, maintaining trust, enabling expression of feelings, discussing personal issues, monitoring the health of the supervisee)
- Mediation (changes and developments, dealing with concerns and complaints about colleagues and others)
- Discussions of individual children – record in the child's individual record

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Issues arising including training needs:

Date of next meeting:

Signed:

Supervisor

Supervisee