



Supervision Policy

Minimum standards for the supervision of staff and volunteers working with children, young people and families

Author	Katie Jones
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Purpose

This policy has been produced to outline the standards for the supervision of staff and / or volunteers who work directly with children, young people and families. The Trust uses a third party provider - Create Safer Organisations - to support us in our processes.

We recognise the importance of staff working with children/young people on a regular basis and that those staff should receive good quality, supervision which offers high support and high challenge.

A Framework for Supervision

Introduction

Working Together¹ (2018) states that one of the responsibilities of an organisation is to provide effective supervision in order to address the need to safeguard and promote the welfare of children. National and local Serious Case Reviews repeatedly contain the theme that **'robust and reflective supervision should be available and incorporated into everyone's working life.'**

This policy outlines the requirements and processes of supervision to ensure effective supervision.

Supervision

There are different types of supervision, e.g. informal and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often on-going in most effective teams, as staff members seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

Significant issues discussed through informal supervision should be clearly recorded immediately and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting.

The Key Functions of Supervision

Performance Management

- Ensure that performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge.
- Ensure that safeguarding children practice is consistent with school/college organisational procedures.
- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.

Professional Development

- Ensure that professional development needs, including safeguarding practice, are considered and supported.

Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

Roles and Responsibility

CSO as the Supervisor is responsible for:-

- Sharing the responsibility for making the supervisory relationship work
- Ensuring confidentiality, subject to service user and staff safety
- Creating an effective sensitive and supportive supervision
- Identifying a suitable time and location
- Agree the timescales within which supervision takes place.
- Eliminating interruptions
- Maintaining accurate and clear records in relation to comments about or actions for the supervisee as well as changes or actions in relation to particular cases.
- Ensuring that the supervision contract has been agreed and reviewed annually.
- Ensuring the school/college professional standards are met.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity.
- Ensuring the shared responsibility for case oversight and maintenance, including safeguarding, accountability and workload.

The supervisee is responsible for:-

- Sharing the responsibility for making the supervisory relationship work
- Attending regularly and on time, participating actively and bringing their agenda.
- Accepting the mandate to be supervised, and being accountable for any actions.
- Preparing appropriately for supervision sessions.
- Ensuring the recording of supervision is reflective of the particular meeting.
- Ensure any identified changes or actions regarding individual caseloads are recorded on the case files
- Ensure that the contract has been agreed and reviewed annually.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the organisation's professional standards

Group supervision

In some cases it may be necessary or appropriate to conduct a group supervision session, where there may be several staff involved in direct work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

When a group supervision process is undertaken the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:-

- The group should clarify and agree the boundaries of confidentiality
- The records should reflect that this was a group supervision

Supervision Agreement

The agreement between a supervisee and a supervisor will clearly outline's the responsibilities and expectations of both parties as outlined above. This will be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract will form part of the supervision records.

Frequency of Supervision

The frequency of supervision is highlighted on the contract form under the section "supervisor's responsibilities". The frequency of supervision will be dependent on the role and workload of the individual in the school.

Supervision sessions should be regular (occurring at set intervals) and frequent enough to provide the support and oversight needed.

The supervisor and supervisee will agree on the duration and frequency of supervision taking into account the experience of the supervisee and the complexity of work. It will be appropriate to arrange for more frequent supervision for staff who are newly qualified or new to post but also if there are particular pieces of work which need more time in supervision.

Recording

Recording will follow the principles that:-

- The contract is the initial record of agreement between both parties.
- All supervision sessions must be recorded by the supervisor.
- Records of supervision will be signed off and dated by supervisor and supervisee. All records of supervision are confidential and will be stored securely by the supervisor. A copy will be provided to the supervisee.
- They will be subject to inspection and audit.

Records of case management decisions of individual cases through supervision will be recorded on the record and should also be recorded on individual CYP (Children & Young People) and family records held by the school/college

Confidentiality

Issue

Behaviour /activities which bring school into disrepute.

Harm to self or others

Gross Misconduct

Breach of Child Protection Policies

Discipline Breaches

Actions relating to performance and capability regarding putting children's safety at risk

Information given by supervisee will have significant impact on the organisation

Response

Duty to report through correct channels

Reported via line management structures

May need to be reported