



Supervision Policy

**Responsible for policy:
Chair of Directors**

CC3 Quality Provision and Performance

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Definitions

In this **Supervision Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Supervision Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Chair'** means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- v **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Governing Body'** means the governing body of the School.
- ix **'Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- xiv **'Supervision'** involves talking through the impact the work has on you personally as well as exploring decision making. It is vital for practitioner's wellbeing, professional development and management oversight. Most importantly, supervision helps to achieve the best possible outcomes for children.

Scope

The purpose of the policy is to provide consistency of entitlement and flexibility to meet statutory and non-statutory supervision to staff working at both Primary and Secondary school within The Romero Catholic Academy. Those working in the arenas of Early Years, Special Educational Needs and Disability, Safeguarding, Pastoral and where appropriate, Leadership from across schools or within the Shared Services Team will be covered through this policy.

The Early Years' Foundation Stage places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a **statutory** requirement. Clare Tickell's (June 2011) independent report of the review of the EYFS highlighted the role of supervision in improving practice and maintaining effective early years provision. Her recommendation for the implementation of sector-wide supervision, underlined the need for support, performance management and continuous professional development, and this is specified within the revised EYFS.

Whilst it is statutory for early years to access supervision, we have identified that it is good practice for those in roles with a heightened awareness of high level emotionally challenging situations that can be found in pastoral roles and those with responsibility for the safeguarding of pupils, to be offered a level of supervision through this policy.

The policy has been written following consultation with Principals, staff across the relevant job families in the schools and an external supervision consultant drawing on recent and relevant documentation.

1. Introduction

Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. "Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues" UKCC (1996).

"Supervision involves talking through the impact the work has on you personally as well as exploring decision making. It is vital for practitioner's wellbeing, professional development and management oversight. Most importantly, supervision helps to achieve the best possible outcomes for children." Barnados, Scotland.

The document, 'Working Together to Safeguard Children' (2023) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."

There are statutory and non-statutory elements to supervision which are included and explained in the policy.

As The Romero Catholic Academy, we have considered the various models or approaches to supervision and believe that our staff have an entitlement to supervision. We are committed to an offer that meets statutory responsibilities and extends beyond this, within a flexible framework and responds to need.

2. Statement of Intent

Our Values are fundamental to our long-term success and represent the set of standards under which all of us in Romero MAC will work and against which performance will be assessed and rewarded.

- **Respect- We respect and value those we work with and the contribution that they make.** We demonstrate a commitment to valuing the staff team and invest in them through the extensive supervision offer.
- **Integrity- We act fairly, ethically and openly in all we do.** Supervision offers a vehicle to share good practice, identify issues and deal with them consistently, appropriately, and quickly.
- **Service- We put our children at the centre of all we do.** The approach to supervision further strengthens safeguarding procedures as a model of best practice.
- **Excellence- We use our energy, skills and resources to deliver the best sustainable results.** Our approach to supervision enables us to share our vision and school improvement priorities as we strive for excellence to secure the best possible outcomes for our children.

3. Purpose

Statutory

Supervision is statutory for all staff in the Early Years.

Statutory Framework for the Early Years Foundation Stage, 2017 and Statutory Framework for the Early Years Foundation Stage (Early Adopter version), July 2020 states:

“3.21. 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.

3.22. Supervision should provide opportunities for staff to: Discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns, identify solutions to address issues as they arise, receive coaching to improve their personal effectiveness”

All schools will ensure that the statutory duty around supervision is met.

Non-Statutory

TRCA is committed to providing regular, planned supervision for the following groups:

- Designated Safeguarding Leads
- Learning Mentors
- Family Support Workers and CAF Co-Ordinator/ Lead CAF Co-Ordinator
- SENDCos

In addition to this offer TRCA offer a menu of supervision opportunities that can be accessed flexibly according to level of need (See Appendix A).

The purpose of the supervision process is to:

- Ensure best practice in keeping children safe and decision making around safeguarding
- Emotional well-being/work life balance is considered
- Achievements are identified and celebrated
- Sharing and reinforcing key priorities for school improvement
- A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries
- Issues relating to the workplace and to working practices can be identified and discussed
- Review of workload, if needed.

4. Three levels of structure for supervision

In terms of supervision, the structure for the eight schools and Shared Services Team is as follows:

1. **EYFS** Supervision in the EYFS is **statutory** and it will be facilitated by the EYFS lead or the relevant Senior leader at least termly. The EYFS lead will access termly supervision with a senior designated supervisor within the school.
2. **DSLs, Learning Mentors and Family Support Workers** supervision is **good practice**. Termly supervision for this group will be offered/ provided by senior designated supervisors within the school.
3. **Teaching/ Pastoral staff** at any time there may be the identification of a particular member of staff to access supervision. This maybe in relation to a specific incident or support that is given to a pupil who has particularly high tariff needs. Where this is identified, this could be informal and incidental supervision. Referral to Occupational Health for further counselling and support can be made upon request.

In addition, a menu of support is available for staff to access according to needs. (See appendix A).

5. Logistics

Critically, supervision should take place in the context of a supportive professional culture built on trust and respect, recognising the influence and impact of establishing good working relationships. In relation to safeguarding, there needs to be recognition of the need to provide a 'safe' space to 'hold' the strong emotions that are sometimes aroused by issues that arise in efforts to protect children. This also applies to everyday, often personal issues presented by staff, impacting on their well-being and effectiveness. Such scenarios require emotionally intelligent leaders and managers who confidently offer opportunities for open, honest reflection and demonstrate commitment to supporting supervisees in finding ways forward.

For staff accessing Supervision, the following should be considered:

- Frequency and length - these meetings should take place when needed. There may be a preferred pattern to the meetings.
- Supervision should take place in a private and uninterrupted space during the working day. (See Appendix B)
- Recording supervision – 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. (See Appendix C and E)

6. Confidentiality

There will be three levels relating to the need to breach confidentiality within supervision as set out below, this is provided so that all individuals receiving supervision within their employment are clear about what can and cannot remain confidential to supervision. Should the supervisor leave then the replacement would have access to the previous six months records.

Issue	Response
<ul style="list-style-type: none"> • Behaviour or activities which bring the school into disrepute. • Harm to self or others • Illegal activity • Actions of gross Misconduct • Activities where child protection and vulnerable adult policies apply 	There is a duty as an employee to report/action through the appropriate channels
<ul style="list-style-type: none"> • Activities that may lead to disciplinary action being taken • Actions relating to performance and capability regarding putting children's safety at risk 	Items would need to be reported via line management structures
<ul style="list-style-type: none"> • The information given by the supervisee will have significant impact on the organisation 	Items may need to be reported via line management structures

7. Monitoring and Review

As part of the monitoring and reviewing process, the senior designated supervisors will be offered support, training and development as part of their role.

A Mental Health First Aider will be available to all staff members across the MAC. (See Appendix A).

The Impact will be measured by sampling of cases and staff voice through TRCA staff questionnaire.

The Board of Directors delegate the implementation of this policy to the Academy Committee of each school.

This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

8. Links to other policies

This Supervision Policy is linked to:

- TRCA Behaviour Policy
- TRCA Positive Handling Policy
- School Child Protection Policy
- TRCA EYFS Policy
- TRCA Special Education Needs and Disability Information Report and Policy
- [Supporting the Mental Health and Well Being of Education Staff Through Professional Supervision Structures, June 2019, Barnados Scotland](#)
- [Statutory Framework for the EYFS \(Early Adopter\) Published 2023](#)
- [Working Together to Safeguard Children 2023](#)

Appendix A Supervision Menu

For staff, we have a range of services that offer a level of supervision:

- Supervision from a senior designated supervisor
- Preventative/Early intervention through group supervision
- Buddy System offer within the school or across the MAC.
- Senior Leaders supervision opportunities from another leader colleague within the organisation
- Signposting to Occupational Health counselling and support
- Teaching with Heart; Good Shepherd, Sacred Heart, St Patrick's
- BHSF plan (Bronze Level access)

Access to a Mental Health First Aider:

The following staff have been trained in October 2020. The course is developed by MHFA England, and facilitated by an accredited MHFA trainer. The table details those in each entity that have been trained.

- Impact of mental health issues
- Stigma and discrimination
- Depression, symptoms, risk factors & depression in the workplace.
- First aid for depression & treatment and re-sources for depression
- Alcohol, drugs and mental health
- First aid for suicidal crisis
- Non-judgemental listening skills
- Self-care
- First aid for anxiety disorders
- Crisis first aid after a traumatic event
- Cognitive distortions and CBT
- Personality disorders
- Eating disorders
- Self-harm
- Psychosis & Schizophrenia
- Bipolar disorder

Appendix B Guidance and Good Practice

Supervision Meeting Guidance and Good Practice Guidelines

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
- Matters arising from previous meetings
- Children and family development and wellbeing including child protection concerns
- Discussion of roles/responsibilities and any support required/signposting
- Any concerns held by the supervisee/supervisor
- Recognise and celebrate achievement
- AOB

EYFS additions

- Review of children's records where appropriate

Working guidelines for Good Practice

Creating the right environment is an important element but we must accept that this is not always possible within school, however we should strive to:

- Have a quiet private space to allow for open discussion
- Ensure a relaxed atmosphere, possibly with refreshments
- Try to avoid telephone interruptions
- Prioritise this time and avoid interruptions
- Make sure you keep to agreed starting and stopping times
- Consider the time of day supervision is scheduled.

Appendix C Supervision Meeting agenda

Supervision Meeting

Date:

Venue:

Time:

Supervisor

Supervisee:

AGENDA

Ref.	
1.	Welcome and Informal Opener
2.	Matters arising from previous meetings
3.	Children and family development and wellbeing including child protection concerns
4.	Discussion of roles/responsibilities and any support required/signposting
5.	Any concerns held by the supervisee/supervisor
6.	Recognise and celebrate achievement
7.	Confirm Actions
8.	AOB/Date of next meeting

Appendix D Coaching Sentence Stems

Coaching Sentence Stems

(based on examples in Elena Aguilar, *The Art of Coaching: Effective Strategies for School Transformation*, 2013)

<p>Active Listening Stems</p> <ul style="list-style-type: none"> • So.... • In other words.... • What I'm hearing, then.....Is that correct? • Is there anything else you feel I should know? 	<p>Non-judgemental Responses</p> <ul style="list-style-type: none"> • I'd love to hear more about.... • I am interested in hearing more about... • That sounds great – tell me more • Thanks for sharing your thoughts on that. Can you tell me more about.....
<p>Clarifying Stems</p> <ul style="list-style-type: none"> • Let me see if I understand.... • I'd be interested in hearing more about.. • To help me understand can you give me an example of..... • So, are you saying/suggesting..... • Tell me what you mean when you.... • Tell me how that is like (different from).... • To what extent is....? • How often does that happen? • When did you first notice..... 	<p>Probing Stems</p> <ul style="list-style-type: none"> • What's another way you might....? • What would it look like/feel like if.....? • What do you think would happen if...? • How was....different from (or similar to)? • When have you experienced something similar before? • How did you decide..... • Tell me more about.... • I'm intrigued by / interested in..... • I wonder.....
<p>Supportive Stems</p> <ul style="list-style-type: none"> • I can see you feel quite strongly/upset. Would you like to talk about your feelings abouta bit more? • How do you feel when..... • It sounds like you have lots of ideas to try out! Which will you try first? • It sounds like you handled that in a really confident manner – how did that feel? • You did a great job when you..... • I am confident you'll be successful because..... 	<p>Catalytic Stems</p> <ul style="list-style-type: none"> • Tell me about a time when..... How did you deal with that? • I hear you're struggling with..... How are you thinking of starting on this? • Ok...so what would you do differently next time/if this was to happen again? • You have mentioned lots of different things that are concerning/worrying/affecting you -the last thing you mentioned was....How important is that to you? • What do you think you can do to work on this situation?
<p>Interrupting Stems</p> <ul style="list-style-type: none"> • Would you be willing to explore your reasons for.... • I'd like to ask you about...is that ok? • What's another way you could.... • What would it look like if..... • What do you think would happen if... • I'm noticing (some aspect of your behaviour)....do you think that is the case? • How do you want others to see you in this situation? 	<p>Prescriptive Stems</p> <ul style="list-style-type: none"> • I need to remind you that school policy is.... • I want us to think about that in terms of the School Improvement Plan priorities • Have you talked to.....about that yet? • Last time we talked you were going to...Has that happened yet? • What has got in the way of moving forward on that? • I'd like to suggest..... • I have some concerns about what you have told me. I need to pass that on to... so we can make sure that you are supported/ that everyone is safe/school policies are being followed

