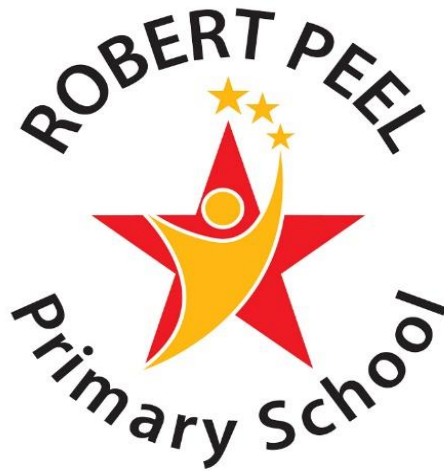


Robert Peel Primary School

Supervision Policy



Date policy last reviewed:

April 2025

Signed by:

_____ Headteacher Date: _____
_____ Chair of Governors Date: _____

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Statement of Intent

Robert Peel Primary School is committed to ensuring that all our staff members receive the best support possible to fulfil their roles and provide our pupils with a high-quality education. We also understand the importance of providing effective supervision of staff.

By implementing this policy, we hope to provide staff with opportunities to:

- Discuss any issues – particularly concerning pupil's development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.
- Make use of the support offered to help cope with the demands of protecting pupils.

1. Legal framework

This policy has due regard to all relevant legislation, including but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- Employment Rights Act 1996
- The Children Act 1989
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy also has due regard to the following statutory guidance:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2019) 'Reducing teacher workload'

[Updated] This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Records Management Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Staff Handbook
- Volunteer Policy
- Wellbeing Policy

2. Definitions

Supervision – this is a regular, planned, two-way process in which teachers or experts, such as the DSL and their deputies, will support and develop the knowledge, skills, and values of an individual staff member or group of staff members.

Critical reflection – the process of monitoring, reviewing and developing current practices.

Sessions – a scheduled, one-to-one safeguarding supervision session between a supervisor and their supervisee.

3. Roles & Responsibilities

The Governing Body is responsible for:

- Monitoring the overall implementation of this policy.
- Handling complaints in accordance with the school's Complaints Procedures Policy.

- Holding the Headteacher and lead supervisor to account for the performance of the school's supervision scheme.

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Working with the lead supervisor to identify staff members who require supervision sessions.
- Communicating any concerns about staff members to lead supervisor.
- Liaising with the lead supervisor to monitor the progress of supervisees.
- Ensuring that employees understand and act in accordance with this policy.
- Selecting an appropriate safeguarding supervision team, such as the DSL, their deputies and Senior Leaders.
- Liaising with and monitoring the effectiveness of the safeguarding supervision team.
- Ensuring that all supervision meetings are scheduled appropriately and regularly, to ensure there are no interruptions and sessions are productive.
- Handling any complaints that are filed against the safeguarding supervision team or the supervisees, in accordance with the Complaints Procedures Policy.

The safeguarding supervision team is responsible for:

- Acting in accordance with this policy at all times.
- Organising and leading all sessions on a case-by-case basis.
- Preserving confidentiality, where possible.
- Creating an effective and supportive supervision schedule that accounts for the needs of individual supervisees.
- Ensuring that the school's safeguarding standards and requirements are met by implementing effective strategies for staff to develop their skills.
- Respecting diversity and proactively providing opportunities for supervisees to raise any diversity issues.
- Clarifying the tasks and areas of development that they expect the supervisee to complete.
- Offering constructive and balanced feedback, including strategies for improvement and progression.
- Attending a half termly meeting, where the full safeguarding supervision team is present, to communicate potential areas of concern and discuss any other concerns the supervision team may have.
- Maintaining an up-to-date knowledge base with regards to safeguarding and making note of changes that may impact sessions, such as the release of new DfE guidance or updates to legislation.

The DSL is responsible for:

- Identifying which members of staff require supervision.
- Effectively delegating supervision responsibilities, such as allocating supervisees to supervisors.

- Liaising with the Headteacher with regards to any complaints that have been filed in relation to the sessions.
- Overseeing the safeguarding supervision team and the organisation of all sessions.
- Organising a half termly meeting with the full safeguarding supervision team to communicate potential areas of concern and discuss any other concerns the supervision team may have.
- Attending half termly meetings with the Headteacher to discuss the progress of supervisees and the effectiveness of the supervision team.

The lead supervisor is responsible for:

- Communicating the progress of supervisees to the Headteacher.
- Collaborating with supervisors to discuss and identify additional training needs for supervisees.
- Working with Senior Leaders to organise relevant training for staff members, as identified in supervision meetings.
- Setting the duration of the sessions.
- Holding supervisors to account for their performance.

All supervisors are responsible for:

- Offering constructive and balanced feedback, including setting clear tasks and areas for development.
- Respecting diversity, proactively providing opportunities for supervisees to raise any issues with regards to this.
- Maintaining rigorous and up-to-date records of the sessions.
- Offering feedback to the lead supervisor based on the meetings with supervisees.

Supervisees are responsible for:

- Cooperating with the strategies set by their supervisor.
- Contributing to sessions by communicating their particular areas of concern.
- Attending the sessions that are scheduled for them.
- Taking responsibility for their own learning and professional development, ensuring they keep up-to-date with developments.
- Communicating to the lead supervisor, where necessary, that they feel there is inadequate guidance and support being given to them.
- Actioning the targets that their supervisor sets them.

All staff members are responsible for:

- Identifying whether they need to be supervised, if they are not already and have not been identified by the lead supervisor.
- Ensuring they report all safeguarding concerns they have in line with the procedures laid out in the Child Protection and Safeguarding Policy.

4. Key Principles

Supervision will:

- Be a shared responsibility, with a clear supervision agreement between the Headteacher, the supervisor and the supervisee.
- Have a pupil-centred approach and ensure that pupils' daily experiences are discussed and understood.
- Be an opportunity for reflective learning leading to informed actions.
- Be seen as an essential part of safeguarding practice and not as an optional activity.
- Meet professional standards – safeguarding requirements are met and sessions are conducted in a professional manner.
- Ensure supervisees understand their roles and responsibilities, the scope of their professional discretion and authority, and their accountability in safeguarding.
- Help to identify learning and development needs and promote the skills required to provide an effective education.
- Recognise the potential stresses in safeguarding practice and offer appropriate support.
- Establish clarity regarding information sharing in the interests of pupils.

5. Main Functions of Supervision

These functions will be carried out by supervisors when supporting supervisees; the lead supervisor will encourage supervisors to incorporate all these functions into their supervision meetings.

Management

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be delivered by a supervisor and achieved through discussion of:

- The overall quality of the supervisee's performance outcomes.
- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the employee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

Learning & Development

This function is to encourage and assist supervisees in reflecting on their performance and to identify their learning and development needs. The learning and development function will be achieved through:

- Helping supervisees identify their preferred learning style and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.

- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support

This function is to provide support for supervisees to carry out their role. This will be achieved through:

- Creating a safe environment within supervision meetings where trust and confidentiality are maintained.
- Clarifying the difference in support and counselling between supervisors and supervisees.
- Enabling and empowering expression of feelings in relation to the supervisee's work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

6. Types of Supervision

One-to-one supervision

One-to-one supervision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties.

All supervisees will be able to access this level of support.

Group supervision

This is the supervision of a number of supervisees who are all involved in the same tasks. Supervisees will meet with the supervisor to discuss issues about their work and/or the way they work as a team.

This can be done in the context of a team meeting or a separate session.

Unplanned or 'ad-hoc' supervision

The pace of work and the frequency of supervision mean that staff often have to obtain a decision or gain permission to do something in between formal supervision sessions.

In addition, supervisees who work closely with their supervisor will be communicating daily.

Where employees and supervisors work closely together this does not negate the need for private one-to-one time together on a regular basis.

If a supervisor is absent from work for more than one month, the lead supervisor should ensure that effective arrangements are in place for the supervision of the staff in that section.

7. Effective Supervision

The lead supervisor, Headteacher and safeguarding supervision team will identify the staff members who require supervision sessions by monitoring appraisals, complaints and incidents that arise.

All staff members will be responsible for identifying whether they require supervision sessions. If a staff member is not receiving supervision sessions, they will contact the lead supervisor, who will arrange a meeting with the member of staff to discuss organising sessions.

Early Career Teachers (ECTs) and new starters will receive two year of compulsory supervision.

ECTs and new starters will consult their line manager with queries about procedural tasks before questioning their supervisor. This ensures that supervision sessions are used to maximum efficiency.

All members of staff will be reviewed by the Headteacher and the lead supervisor annually, in order to determine if any staff members require supervision.

After an appraisal, the Headteacher will communicate any areas of concern that they have with regards to particular members of staff to the lead supervisor and the safeguarding supervision team, who will establish, in a meeting with the individual, whether they require safeguarding supervision.

Supervisees will be honest and open in sessions, so that supervisors are able to support them effectively.

In addition to scheduled appointments, supervisors will organise drop-in sessions, where they have no scheduled appointments and they are free to be contacted by their supervisees.

Supervisors will be clear and concise when giving guidance to supervisees, to ensure that communication is effective.

If a supervisee does not understand strategies or any guidance given to them by their supervisor, they will seek clarification from their supervisor.

Supervisors will use supervision sessions as a way of monitoring progress made by supervisees.

Supervisors will ensure that their knowledge and skillset are accurate and up-to-date by continually attending training days and monitoring sector updates.

Supervisees will also plan their agenda for each supervision session, outlining the areas in which they require guidance or feel they could improve upon.

8. Frequency of Supervision

The level of supervision required will reflect the employee's level of experience, competence and needs. Particular circumstances that apply to the employee, e.g. work-related stress, may mean that they require more frequent supervision.

Staff in direct contact with children are supervised no less than once a term. ECTs and new starters will have fortnightly sessions with their supervisor.

The actual frequency for individuals will be agreed between the supervisor and employee when negotiating a supervision agreement. Sessions will be arranged sufficiently often, on a case-by-case basis, to allow the supervision to be a meaningful experience that benefits the supervisee.

9. Volunteers

The school will decide on a case-by-case basis whether to consider a volunteer for supervision. Where the decision is made to supervise a volunteer, the school will have regard to the statutory guidance issued by the Secretary of State that can be found in Annex E of 'Keeping children safe in education' to help determine the appropriate level of supervision.

The supervision will be:

- By a person who is in regulated activity relating to children.
- Regular and day-to-day.
- Reasonable in all circumstances to ensure the protection of children.

10. Supervision Agreements

All supervisors and supervisees will enter into an agreement to ensure supervision meetings are kept to.

The supervision agreements will address the following points:

- The objectives and purpose of supervision, e.g. to help integrate an ECT or to provide training around new statutory guidance
- The content of supervision, e.g. discussing new ideas and acquiring knowledge
- The responsibilities of the supervisor, e.g. to offer constructive feedback to the supervisee
- The rights and responsibilities of the supervisee, e.g. to be open to new ideas

To cater for staff members' workloads, supervision agreements do not specifically set dates for meetings. The purpose and objectives of the Supervision Agreement can be amended at any time but must be authorised by the lead supervisor.

11. Critical Reflection

Critical reflection will be used to enable members of staff to establish the most effective methods in safeguarding practice, by evaluating the areas of improvement and adjusting the relevant policies and procedures accordingly.

Supervisees will use sessions to critically reflect upon their understanding and application of knowledge, theory and skills, considering how these impact pupils and making the appropriate adjustments, such as undertaking further training.

As appraisals and performance management overlap, in terms of their remit, sessions and the progress made due to them will be considered during appraisals.

Supervisors will monitor recurring areas of concern and will address these matters as a full safeguarding supervision team, ensuring that the school's practices are effective.

Any practices that require development will be communicated by the lead of the safeguarding supervision team to the Headteacher and the Governing Body.

As the Headteacher and the Governing Body are responsible for reviewing and developing any practices, they will decide, considering the plans suggested by the full safeguarding supervision team, what action should be taken.

Supervision will be used as part of a wider performance management framework, which will include:

- The recruitment and selection process.
- Effective induction to the school and its ethos.
- Clear policies, practices and the corresponding guidance.
- Clear school standards.
- Training which is based on workforce planning.
- Regular appraisals.
- The staff capability framework, e.g. key performance indicators.
- Staff-wellbeing resources.
- A clear disciplinary code.

12. Recording

All records are kept in accordance with the school's Records Management Policy.

Records of sessions will be kept to:

- Account for what was discussed and what actions were agreed.
- Account for any disagreements.
- Benchmark and audit the quality of supervision.
- Monitor the performance of supervisees.

13. Confidentiality

The supervisor will communicate progress to the Headteacher, but will not discuss specific details from the session, unless necessary.

Confidentiality is maintained at all times; however, due to the nature of safeguarding, total confidentiality may not always be possible as there may be a concern over a pupil's wellbeing. If a supervisee mentions a concern which indicates that pupils could be in danger, this will be communicated to the relevant people, such as the Headteacher, DSL and parents, if appropriate.

Confidentiality procedures, as outlined within the school's Child Protection and Safeguarding Policy and Staff Confidentiality Policy, are maintained at all times.

Security measures protecting records of sessions will be implemented to ensure confidentiality is maintained in line with the school's Staff Confidentiality Policy and Volunteer Policy.

14. Monitoring and review

This policy is reviewed annually by the lead supervisor, the Headteacher and the Governing Body.

All changes made to this policy are communicated to all staff members by the lead supervisor.