



Supervision Policy & Guidance

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

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| Date of last review: | 2018 | Review period: | 4 Years |
| Date of next review: | 2022 | Written by: | Rebecca Garratt |
| Type of policy: | Non-statutory | Committee: | Russell House |
| Signature: | | | |

Purpose

This policy and guidance has been produced to identify the standards for the supervision of staff and/or volunteers who work directly with children, young people and families in Wyre Forest School.

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

The school will use this policy and guidance as a basis for supervision.

All managers undertaking supervision should ensure they follow this Supervision Policy and use the associated paperwork.

A Framework for Supervision

Introduction

*Working Together to Safeguard Children*¹ 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 within Wyre Forest School. The purpose of this policy is 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 ongoing in most effective teams, as staff members seek advice and help in situations that they deal with on an ongoing basis. This is good practice but should NOT replace a formal supervision session.

Significant issues discussed though 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. In schools and clusters, ideally, supervision should always be carried out by the Designated Safeguarding Lead for child protection in the school, or the identified appropriately trained lead for other staff.

The Key Functions of Supervision

¹ [Working Together to Safeguard Children](#)

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 the West Midlands Children Procedures and school 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.

A. Roles and Responsibilities

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.
- Providing 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 professional standards are met.
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned.
- 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 organisations 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 supervisee 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.

B. Contract

The contract between a supervisee and a supervisor should clearly outline the responsibilities and expectations of both parties as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract should form part of the supervision records and should be reviewed annually (see **Appendix 1 – Supervision Contract**).

C. 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 should 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.

D. 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 (see **Appendix 2 – Supervision Record**).
- Records of supervision will be signed off and dated by the supervisor and supervisee. All records of supervision are confidential and will be stored securely by the supervisor. They will be subject to inspection and audit.
- Records of case management decisions of individual cases through supervision will be recorded on the individual CYP and family records held by the school (see Appendix 3 – Decision Record). Handwritten records must be legible.

E. Entitlement

It is essential that supervision is provided. A member of staff who is not receiving supervision at the required frequency during the year should:

- In the first instance, arrange a one to one with their supervisor to discuss and resolve, where possible.
- If they are unable to find a solution, the supervisee should request a three-way meeting between themselves, their supervisor and their supervisor's line manager. The difficulties should be discussed and outcomes agreed. For school staff this may be the headteacher or in the instance that the headteacher is also the supervisor, a governor. NB. This entitlement should be clearly agreed and defined in the supervision contract agreed by both parties at the start of the supervision process (see **Appendix 1 – Supervision Contract**).

F. Training

All managers who provide supervision will be appropriately trained in order that they can recognise and assess any safeguarding issues. Practitioners should be provided with support and/or training in order to ensure that supervision is effective. In addition, supervisors should receive regular supervisor supervision, either one to one or as a group.

Appendix 1 – Supervision Contract



Wyre Forest School

Supervision Contract

Purpose of Supervision

1. Supervisors statement

Supervision is a way of ensuring accountable decision making and safer outcomes for children.

The supervisor's role is to ensure that staff and those directly involved in casework and child protection are coping both physically and emotionally with the demands of the role and are handling the work suitably and professionally. It also provides the worker with a forum to reflect on the content, process and progress of their work. The supervision record will identify agreed action points and we will review these at each supervision session.

Supervision should be undertaken on a regular basis, with designated staff responsible for or working with identified vulnerable children and/or their families (residential). It should include cases with children who are subject to a child protection care plan, children with social care involvement, children giving cause for concern, looked after children (LAC) and children subject to an Early Help Assessment where staff are case holders for a family support and parenting service and plan or the case has been de-escalated from social care.

2. Supervision for school staff

This should take place at a minimum interval of every half term for full time staff. This may increase if there is a need. Supervision should last for approximately one hour. The interval may be adjusted depending on role and contracted hours.

Supervisor's Responsibilities and Expectations

- The supervisor will meet with the supervisee a minimum of every half term. These will commence on and will be located in a confidential space which is appropriate and free from distraction.
- To undertake an open and honest discussion regarding cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies including the cluster guidance and support meetings.
- Discussion will focus on any current identified child protection cases, social care de-escalations and any identified vulnerable child/family where there are general safeguarding issues, or an Early Help Assessment is in place, or a family support plan or casework is being undertaken (including residential places).
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work and training will be included.

Supervisee's Responsibilities

- Open and honest discussion regarding workload that the staff are working on and have responsibility for.
- Implement actions to be taken.
- Implement actions to meet agreed outcomes for the residents.
- Agree to inform other professionals where they are involved with families of any information that may impact on a child's safety. Discuss the appropriate referral to other agencies including the cluster guidance and support meetings.
- To ensure all relevant information is recorded.
- To ensure that the action plan sheet is completed at each supervision and stored.

In the event of a review (for example, a Serious Case Review (SCR)) these records may be used as evidence as part of Internal Management Review (IMR).

In the event that there is unresolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together with^{WAV} to ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

| | | | |
|-------------------|----------------|--------------------|--------------|
| Supervisee | Signed: | Print name: | Date: |
| Supervisor | Signed: | Print name: | Date: |

This contract should be reviewed on an annual basis.

Date of review of contract:

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Appendix 2 – Supervision Record



Wyre Forest School

Supervision Record

| | |
|--|--|
| Name of Supervisee: | |
| Name of Supervisor: | |
| Date: | |
| Details of holidays, sickness absence and training undertaken since last supervision: | |
| | |
| Please indicate if the cases discussed represent ALL current cases or a sample | |
| | |

Agenda Items

1. Review of agreed action points from last meeting/matters arising
2. Supervision notes
3. Team/general issues impacting practice: including training, development, wellbeing
4. Personal development and support
5. Any other business and date of next meeting

Supervision discussion (for completion by supervisor)

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|---|
| Actions agreed (including all agenda items): |
| Delivery plans discussed: |
| Any outstanding actions: |
| Any other business: |

| | |
|--------------------------------|--|
| Date of next meeting: | |
| Supervisee's signature: | |
| Supervisor's signature: | |