

# Adult Supervision Policy

## ISP School Battle



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## **1. Introduction and Purpose of Supervision**

An integral and crucial part of the process is the supervision of employees by their Line Managers. Supervision provides the link between the Personal Development Review (PDR), which takes place annually, and staff development. It provides professional support and management oversight. It also provides the means of monitoring agreed tasks and performance and identifying areas of development, linking in with the Jobholder's Job Description.

Adults within the school will have varying needs, but the supervision procedure and process will always follow the guidelines below.

Where adults are seconded to our school, for example from our sister school at Teynham, arrangements for supervision will follow this policy. This will be undertaken by the responsible line manager.

## **2. Principles of Supervision**

Good supervision has an important role to play in helping adults to navigate dilemmas and decision making, and apply their professional ethics and practice standards so that they can provide the highest standards of care and support to the people they work alongside.

All adults must be offered 1 to 1 supervision sessions, but group supervision may also be appropriate, depending on the adults and the team our adults work with.

Informal and unplanned supervision may supplement these more formal arrangements, as supervisors need to provide day-to-day opportunities to receive feedback, advice, and support. Where appropriate, it is important that all decisions arising from supervision are recorded.

The focus of the discussions should be the job-related duties of the school adult. From time to time issues that are occurring in the private life of an individual may impact on their ability to achieve and develop. Where it appears this is the case or where the adult raises these issues, support should always be sought from HR and adults should be directed to the Wellbeing Centre on The Exchange and provided with information about the Employee Telephone Counselling Service.

Where employees have professional statutory duties to perform, and these fall outside the supervisor's professional role competence, the supervisor must ensure that their supervisee has access to appropriate support and development opportunities. This is essential for continued professional competence.

The supervision process should promote equal opportunities and anti-discriminatory practice, where evidence of oppressive practice exists then it is the responsibility of both parties to pursue any complaint through the grievance/disciplinary procedure, for more information please refer to the Equality and Diversity Policy, the Disciplinary Policy and Procedure and the Grievance Policy as appropriate.

Safeguarding should be a standard agenda item in all supervision of our adults who work with children and young people or who supervise and support those who are in direct contact with them. This is an opportunity for people to raise any concerns.

The meetings should be supportive and proactive, not merely reactive.

### **3. Reflective supervision sessions**

The supervisee will also be encouraged to develop different ideas about how they might work with the child or family to make change, and to avoid the pitfall of following one approach rigidly in their work with children and families. The general themes of this reflective supervision should be recorded on the supervision record together with any actions arising as a result of this supervision.

### **4. Frequency and Timescales**

It is good practice to ensure that adults receive supervision every four to six weeks. It is also expected that informal supervision will happen when needed.

There will be occasions where adults are unavailable or frequency of supervision diminishes from the school's expectations of four to six weeks due to absence from work or other unforeseen circumstances. This should be brought to the attention of the supervisor.

Any agreed changes to the frequency of supervision for individuals should be consulted between the supervisor and supervisee when negotiating the terms of the Supervision Agreement (**Appendix 1**).

Part time adults should receive supervision at least on a pro-rata basis.

Meetings must be planned in advance and be regarded as a very high priority by both parties. If dates have to be changed, an early alternative date must be set. The reason for any interruption to or cancellation of the supervision session must be recorded, e.g. sickness, annual leave, an urgent work or personal matter.

### **5. Records of Supervision**

Both parties will have a jointly signed copy of the record. The record should be made either during the supervision session or as soon as possible after it. The record should cover areas discussed, outcomes of discussion, decisions made and any action planned by whom and when in a short summary. The record should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood.

The supervisor is responsible for ensuring that an effective supervision record is kept.

Where line management responsibilities change, supervision records should be passed to the new line manager who should access those records still relevant to current issues. Supervision notes should be retained for the length of the employee's employment.

The pro-forma for recording supervision is in **Appendix 2** of this policy.

Every supervisee will have their own individual supervision file. This will be saved electronically in the supervisor's secure folder, in addition, if hard copy folders are kept, these will be stored in a lockable cabinet to which only the supervisor has access too. It is the responsibility of the current supervisor to ensure that supervision files (both electronic and hard copy) are transferred to new line managers.

## **6. Process for Resolving Disagreements**

From time to time disagreement may occur within the supervisory process. It is the responsibility of both parties to resolve this informally and endeavour to reach an agreement through the supervision process. If this cannot be resolved, it should be discussed with the supervisor's manager.

## **7. Confidentiality**

There is clearly a need for mutual trust between supervisor and supervisee and it is therefore imperative that discussions and records of the session remain confidential between the two parties. As part of quality assurance there may be occasions when records are shared with the Head Teacher. As a rule no-one will have access to supervision records without the consent of the adult concerned, however, as the record remains the property of ISP in exceptional cases, Ofsted inspections or disciplinary proceedings, audits or grievance investigations, it may be necessary to share the information with the Head Teacher, inspectors or HR without prior consent. In such cases the adult concerned will be notified as soon as practicable.

## Appendix 1

### INDIVIDUAL SUPERVISION AGREEMENT

**BETWEEN (Name of Supervisor) AND (Name of Supervisee)**

**DATE** \_\_\_\_\_

#### **Functions of Supervision**

The purpose of Supervision is to ensure that adults are supported, equipped and well-motivated to deliver our school services competently, efficiently and effectively.

There are four main functions of Supervision:

- Line Management Function and Accountability
- Professional Supervision and support in relation to work
- Learning and Development
- Employee Health and Wellbeing

**Prior to completing this agreement, all adults should refer to this Supervision Policy.**

#### **The Agreed Structure is:**

Supervision will take place at least every four to six weeks

Both Parties will allow one hour for each Supervision session.

Meetings will take place at .....

Sessions will be recorded on the specified pro-forma and maintained in accordance with the requirements of the Supervision Policy.

The agenda for sessions will be agreed and prioritised by the parties prior to, or at the beginning of each session, to include as a minimum:

- Check in and welfare points
- Actions from PDR
- Actions from previous supervision
- Performance against agreed objectives
- Actions/issues from feedback or complaints
- Workload and projects
- Personal development and training
- Sickness/annual leave
- Any Other Business

- Date and time of next meeting

**The Head Teacher is adamant that this space must be protected for all adults unless there is beyond doubt a significant emergency.**

### **Review of Records**

Individual Supervision sessions will include a regular review of record keeping such as Behaviour Watch incidents/accidents/formative assessment/attendance where any of these are a feature of the employee's work.

The Supervisor will normally be responsible for selecting the records, with a view to a rotation through the whole workload over time.

These reviews will form part of the Supervision session.

### **The content of the Supervision sessions will include (as a minimum):**

Adult Welfare

Safeguarding and Health and Safety

Review of progress towards objectives

Monitoring progress of personal development

Issues raised by employee

Signed (Employee)

Signed (Manager)

Date

Date

## Appendix 2

Supervision Record from September 2023	
Supervisor:	Supervisee:
Supervision Dates:	
Targets related to School Development Plan and/or inspection framework	
Target One:	
Target Two:	
Target Three:	
Target Four:	
Standing Items	
Wellbeing	
Safeguarding	
Review of documentation	
Workload	
Feedback from other supervisions	



Adult one name:  Adult two name:  Adult three name:	
Professional Development	
Brought Back	
Additional items	

**Appendix 3**

<b>Staff Supervision File Audit Tool</b>				
<b>Audit to be filed on the Staff file on HR System</b>				
<b>Employee name and role:</b>				
<b>Line Manager name and role: (include all names if line management changed during period)</b>				
<b>Audit Period:</b>				
<b>Audit completed by:</b>				
<b>Date audit completed:</b>				
<b>Signed:</b>				
<b>Questions</b>	<b>Yes</b>	<b>No</b>	<b>Number</b>	<b>Notes/comments on Quality</b>
Is there a current supervision agreement? Has the correct template been used?				
Is it signed and dated by both parties?				
How many supervision records are there for the period being audited? And is it in line with company policy? i.e. Monthly/ 6 weekly				
Are the records signed and dated by both parties?				
Does it detail date of Supervision and is there a record of Supervision that have been cancelled/rearranged?				
Is there evidence of general wellbeing being discussed?				

Is there performance feedback? (including sickness/absences/good practice/poor practice)				
Is there clearly documented accountability for current allocated work?				
Evidence of professional support and guidance?				
Evidence of learning and development linked to: Mandatory induction on Learnative? Safeguarding training? Other relevant training?				
Is there a 3 month PDR probationary review?				
Signed and dated?				
Is there a 6 month PDR probationary review?				
Signed and dated?				
Is there an annual PDR on file?				
Signed and dated?				
Summary of Audit Findings to include reflection on Quality of Supervision record				
Overall how do you assess the compliance and quality:				