# The Cornerstone Academy

# Supervision Policy

**Introduction**

Supervision is a core activity to ensure the delivery of effective and high-quality children and young people's services. Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness
- receive support to ensure their own wellbeing

Effective supervision, supported by appropriately trained professionals, is key to delivering positive outcomes for children, young people and their families. Supervision is a planned, accountable, two-way process, which should support, motivate and ensure all practitioners develop good practice.

The Supervision process provides a structure to access support, training and procedures. It enables supervisors and supervisees to reflect on the quality of their practice and to facilitate discussion around individual cases (case management for Safeguarding). It also creates a regular 'safe space' for staff to be supported and reflect upon their work and all areas affecting their health and wellbeing.

Supervision is not appraisal or performance management.

**Context**

Working Together to Safeguard Children 2019:
"Effective professional supervision can play a critical role in ensuring a clear focus on a child's welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and their family. Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child. Assessment should remain an ongoing process, with the impact of services informing future decisions around action."

"Schools, colleges and Early Years Settings should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including appropriate supervision and support for staff, including undertaking safeguarding training."

Ofsted 2019:
"Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload."

**Types of Supervision**
1. **Formal Supervision**
a) Formal and planned as part of a regular supervisory pattern. This is the main element of the supervisory process but it is recognised that if it is the only method, some of the emotional support and task assistance valued by supervisees may not be available in a timely manner. Formal supervision is also offered to Designated Safeguarding Leads by the SCiES Team and Locality Support Officers.

b) Formal, but unplanned and delivered in response to a crisis. The advantage here is that the supervisor is responding to the supervisee's immediate needs. Records are kept and any emerging learning needs brought forward to the next planned supervision session.  The Cheshire East Critical Incident Team will also offer supervision for staff in the event of a crisis or critical incident.

## 2.  Informal Supervision

a) Informal and unplanned, often referred to as 'corridor supervision'. This is responsive to immediate need but the supervisor may be rushed into immediate decisions and action. Reflection and critical thinking may be absent. There is also a danger that the discussion will not be recorded and supervisors will need to ensure that any issues raised are brought forward to the next formal session.

b) Informal but planned, such as arranging to drop in at the end of a planned session to see how things have gone. This may form an important aspect of the support role but care must be taken to record any issues that emerge.

## 3.  Group Supervision

Group supervision involves the use of a group setting to enable members to reflect on their work. By pooling skills, experience and knowledge, the aim of the session is to improve the skills and capability of both individuals and the group. The goal of the session may be to solve problems, plan work and set priorities, learn from others or make decisions.

## 4.  Peer Supervision

Peer supervision is a 'formal process' whereby colleagues meet and discuss particular cases and advice. Discussion and decisions are recorded.

Peer supervision occurs when the culture of a team enables colleagues to share ideas and concerns about practice. The importance of this approach should not be under estimated, but should not be a substitute for effective one to one and formal peer supervision.
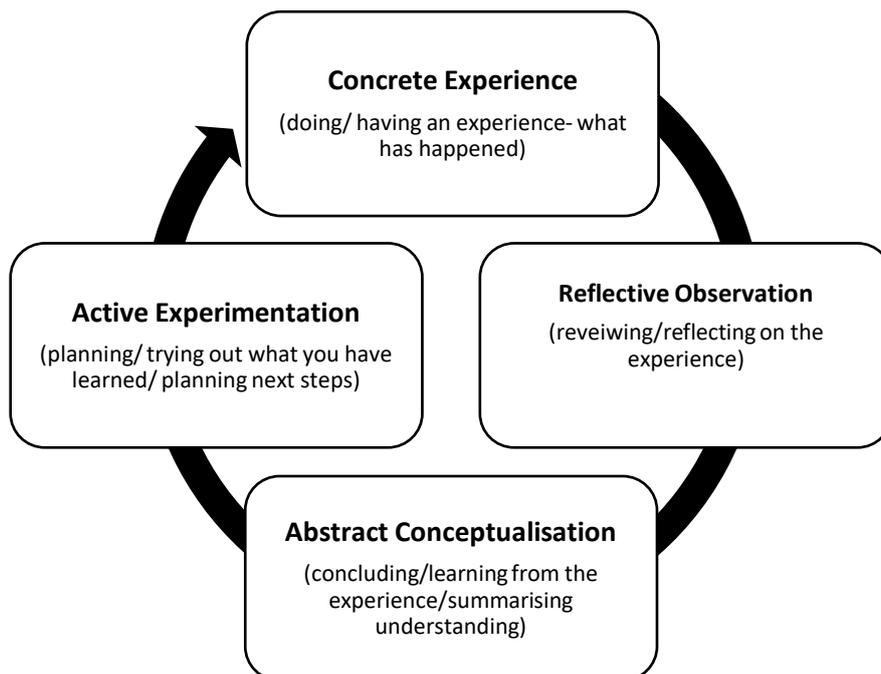
## 5.  Multi Agency Supervision

Multi-agency supervision is available to staff working with children who have or require external agency support and can be theme-centred, case-centred, or staff-centred.  For theme-centred sessions, discussion may be topic related such as emotional harm, interventions such as CIN /CAF, or may introduce resources to support work with the child or family.

## **Models of supervision**

This policy, procedure and guidance draws on the work of Tony Morrison and his publication - 'Staff Supervision in Social Care' (2005) - and endorses the approach using the Kolb Experiential Learning Cycle (adapted by Morrison, 2005).

## **Kolb Model**

**Concrete Experience**
(doing/ having an experience- what has happened)

**Reflective Observation**
(reveiwing/reflecting on the experience)

**Abstract Conceptualisation**
(concluding/learning from the experience/summarising understanding)

**Active Experimentation**
(planning/ trying out what you have learned/ planning next steps)

**The Supervision Process**

At The Cornerstone Academy we believe that Supervision should be an interactive process which promotes good practice, provides support and develops knowledge and skills. Supervision will provide an opportunity for reflection on practice to help achieve positive outcomes for children and will focus on the 'Signs of Safety' Model.

Staff with additional pastoral responsibilities will be allocated a 1:1 Formal Supervision session each half term, with dates planned at the start of the academic year. These sessions must take priority over other events, but if unavoidable circumstances mean the session cannot take place it must be rescheduled within 5 working days. If the session is missed due to unavoidable staff absence/illness the session must be rescheduled within 5 working days of the member of staff's return to work.

In addition, all members of staff can request a supervision meeting at any time to discuss any issue linked to safeguarding or wellbeing.

Group supervision sessions with the Education Lead for EHCYPS will also be scheduled for the Student Services Team and the SEND Team. The Head teacher will offer group supervision as part of the regular tutor meetings.

A written record will be made, shared with the supervisee and an electronic copy kept securely.

Details of case discussions will be recorded on the personal record or the individual discussed.

**Preparation for Supervision**

Before the Supervision meeting the supervisee should consider what they want to gain from discussion and prepare the following information for any cases to be discussed and complete the supervision case management proforma (Appendix 1):

• Genogram, including networks of support (parents/ carers' and child's information)
• Brief background – First, worst and last incidents
• Start to populate the three columns using the EARS process for Signs of Safety Mapping (Appendix 2)

**During Supervision**

The discussion will begin with a review of any tasks from the previous meeting and will then look at new cases, any development or support needs and any welfare issues. The supervisor will complete the Supervision Record (Appendix 3).

**Confidentiality**

Supervision is a private, but not confidential process. This means that the records are the property of The Cornerstone Academy, not the individual. Supervisors may need to discuss the content of supervision sessions with others e.g. their own line managers in order to safeguard individuals discussed. This will always be with the knowledge of the supervisee. Access to electronic supervision records will be controlled and all paper records should be locked away so that others who do not have a legitimate right to see the records cannot access them.

Appendix 1

| Worries | Strengths | Goals |
|---------|-----------|-------|
|         |           |       |

**Genogram**

Include here networks of support (parents/ carers' and child's information)

# Turning questions into conversations:
# EARS process for Signs of Safety Mapping

| | Worries | Strengths | Goals |
|---|---|---|---|
| **E**licit<br>**First question** | • What are we worried about?<br>• What harm has happened to any child in the care of these adults?<br>• What is the danger to this child if left in the care of this mother?<br>• What makes this situation more complicated? | • What's working well here?<br>• What are the best attributes of this mum's/dad's parenting?<br>• What would the child say are the best times she has with her dad?<br>• When has the mum fought off the depression and be able to focus on the child? | • What needs to happen?<br>• What do you need to see to be satisfied the child is safe enough that we can close the case?<br>• What would the mum say that would show everyone the child can come home?<br>• Where would the teenager say he wants his life to be at 18?<br>• What do we need to do to create a relationship where we can talk about difficult issues? |
| **A**mplify<br>**Behavioural detail:<br>What would you see?** | • When has that harm happened?<br>• How often; how bad?<br>• How did that incident affect the child?<br>• What language can we use to say that so the mum and child can easily understand?<br>• How long has this harm been happening?<br>• Give me the first, worst and most recent examples of harm. | • When has that good thing happened? How often?<br>• How did the mum fight off the depression? How else?<br>• How does the neighbour help?<br>• How did you get her to open up?<br>• How is the parenting programme making things better for the child?<br>• What did the dad do to make those contact visits really enjoyable for his kids? | • Describe the details of the behaviour you would want to see that would tell you this child is safe?<br>• How many people do you think should be involved in this safety plan?<br>• What is the father's willingness/capacity to do this?<br>• Is this plan written in a way the child understands it?<br>• How will the mental health services involvement help make this plan work? |
| **R**eflect<br>**Meaning** | • Which of the danger statements do you think is the most important (or easiest) to deal with first?<br>• Which danger would worry the parents most?<br>• Of all the complicating factors which do you think is the most important to deal with? | • Which of the strengths are most useful in terms of getting this problem dealt with?<br>• Which aspects of their parenting/family life would mum and dad be most proud of? | • Where do you rate the child's safety with this mother on a scale of 0–10?<br>• Is this a plan that the parents believe in? On a scale of 0–10, what confidence would they say that they have in it keeping the child safe? |
| **S**tart over | • Are there any worries that we have missed? | • Are there any other good things happening in this family that we have missed? | • Are there any other important things that we have missed in the plan? |

# The Cornerstone Academy Supervision Record

**Date:**

**Name of Supervisee:**

**Name of Supervisor: Clare Holmes; Education Lead EHCYPS**

**Type of Supervision:**

☐ Formal                    ☐ Peer

☐ Informal                  ☐ Multi-agency

☐ Group

**Progress on tasks from last supervision session:**

| **Summary:** |
| --- |
| **Outstanding tasks:** |
| **Agreed further actions:** |

# The Cornerstone Academy Supervision Record

## 1. Case management

Discussion will involve:

- Reviewing work undertaken with a focus on outcomes
- Reflection, analysis and challenge
- Agreeing tasks and priorities for future work
- Problem solving
- Partnership working

| Case Management | Advice | Agreed Actions |
|---|---|---|
|  |  |  |
|  |  |  |

## 2. Professional Development:

This is an opportunity to reflect on professional development activities and support.

| Professional Development | Action Recommended | Person Responsible |
|---|---|---|
|  |  |  |
|  |  |  |

**The Cornerstone Academy Supervision Record**

**3. Welfare/Support Needs:**

This is an opportunity to reflect on personal impact of workload and role.

| Welfare/Support Needs | Actions | Person Responsible |
|---|---|---|
|  |  |  |
|  |  |  |

**4. Any other support needs:**

|  |
|---|
|  |

**Signed:**

**Supervisee** _____ Date _____

**Supervisor** _____ Date _____

This document is based on that used by the Safeguarding Children in Education Settings Team (SCiES)