



Fair Ways Education

Supervision Policy & Procedure

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Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

To make a difference through passionate care, support and education.

Our values

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> We do what we say we will We approach challenges with optimism and enthusiasm We don't judge, we notice We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> We don't give up on people We value all individuals and are willing to challenge them We embrace each other's differences as much as our similarities We accept responsibility for our actions 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback We look inward before we look outward We learn as much from our mistakes as from our successes We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> We are always willing to explain why We have the courage to be open and honest We earn trust through our transparency We live by our values even when no-one is watching

1 Introduction

- 1.1 Supervision is part of the Fair Ways quality and safety governance agenda, supporting safe, high quality education; promoting professional development, and fostering an open culture of learning from positive and negative events and replicating best practice. Supervision in the workplace is a way of facilitating reflective practice and experiences as part of continuing professional development.
- 1.2 This procedure has been formulated to ensure that FAIR WAYS School staff have a clear understanding of their own and the organisation responsibility in relation to supervision. This policy provides a framework for practice for education staff.

2 Regulations

- 2.1 FAIR WAYS School have guidance on supervision by Ofsted. Inspecting Safeguarding in early years, education and skills settings (2019) page 9 states that in evaluating the effectiveness of safeguarding in schools, inspectors focus on a broad range of issues including;

‘Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk’.

3 Scope

- 3.1 The principle of this policy applies to all education staff working within Ofsted services.

4 Definitions

- 4.1 Fair Ways defines different forms of supervision in the organisation. It is important for the organisation, manager and employee to define what supervision is being provided. ‘Education Staff’ is anyone in the organisation that works directly with young people in one of Fair Ways Education settings.

5 Supervision

5.1 Individual Supervision

a) The three main functions of Individual Supervision are:

- Formative (encouraging reflection on practice; feedback, to develop skills; to share and utilise knowledge).
- Restorative (time to discuss difficulties; to express feelings; to provide a supportive structure that is seen as distinct from managerial input).

- Normative (to express, explore and accept constructive criticism; to promote mutual respect between participants; to provide support in relation to the demands of the job, including managerial, service and quality issues, such as monitoring practice in relation to Fair Ways and professional standards and safeguarding issues)

(Refer Appendix A –Proctor Model of Supervision)

- b) Individual supervision does not include any form of performance management. If a member of staff is on a personal improvement plan (PIP) or personal development plan (PDP) they are to be set and reviewed separately from supervision. It is recognized that a member of staff may want to discuss the impact of the PIP/PDP in their supervision although review must be done outside of the supervision relationship.
- c) Supervision will offer a confidential, safe and supportive environment, to critically reflect on an individual's practice with service users, carers/families and working in a team. It is a forum for improving the quality of individual practice through self-reflection and enhanced self-awareness. It is an opportunity to explore developmental needs and to learn and develop new skills. It is an opportunity to learn from negative and positive events in order to replicate best practice as well as an opportunity to express feelings, consider new perspectives and identify solutions.
- d) Education will use a supervision contract which should be completed by the supervisor and supervisee on their first supervision session together and uploaded to the employee's electronic file.

5.2 Reflective Group Supervision

- a) Reflective group supervision is a negotiated process whereby members come together in an agreed format to reflect on their work by pooling their skills, experience and knowledge to improve both individual and group capacities.
- b) Fair Ways policy is for all frontline staff teams to receive regular reflective group supervision where they can reflect on practice with young people and families as well as the dynamics of the group.
- c) The advantage of group supervision is that:
 - A diversity of opinion can be expressed.
 - Feelings of an increased sense of support by realising others have similar concerns.
 - Listening to other's concerns can be personally valuable in your own situation.
 - More transparency about what happens in a group.

- An additional way of personally learning and developing through sharing experiences.
- Able to obtain feedback from others about issues or concerns raised.
- Increased possibilities to share decision making and responsibilities.

6 Duties and Responsibilities

6.1 FAIR WAYS School has a duty to provide supervision to all staff working with education. The specific responsibilities are set out for directors, heads of departments and managers and individual staff.

6.2 Directors/ Heads of Departments are responsible for:

- a) Ensuring that there is a structure for supervision within education.
- b) Ensuring that there is a procedure for supervising staff in each school.
- c) Monitoring of supervision compliance through monthly reports and audit.

6.3 Managers are responsible for:

- a) Ensuring that all members of their team(s) including themselves have regular supervision.
- b) Determining the most appropriate method(s) of ensuring that all staff have regular supervision e.g. individual and/or group supervision.
- c) Clarifying and agreeing their own role and responsibility within supervision.
- d) Making the designated time available for supervision.
- e) Ensuring the privacy of the environment in which the supervision will take place.
- f) Ensuring that all staff who they are managing who are supervising staff are trained to deliver it.
- g) Keeping accurate records of the supervision session with appropriate action points. A copy of the supervision records should be held by the supervisor and supervisee and uploaded to Fair Ways Access System.
- h) Monitor compliance with supervision records with evidence to demonstrate compliance e.g. supervision grids, monthly reports.
- i) Ensuring all their supervisees have received documentation of their supervision within a week of the supervision.

6.4 Staff are responsible for:

- a) Ensuring that they participate in supervision at the agreed frequency. They attend individual and group supervision.
- b) Come prepared for 1:1 supervision with an agenda and actions taken from the previous supervisions.
- c) Making time available for supervision and ensuring that the time set aside is used effectively.

- d) Be responsible for informing their line manager if they are not receiving regular, effective supervision. If not resolved notify Head of Department/Director.
- e) Taking responsibility for ensuring that all actions identified within supervision are carried out within the agreed time frame.
- f) Taking an active role in their own personal and professional development.
- g) Retaining a copy of their supervision records.

7 Record Keeping

- 7.1 A written record of the individual supervision sessions with agreed actions will be completed by the supervisor and kept securely on the employee's electronic file. A signature at the bottom of the document or an email confirmation is required to ensure there is confirmation of content between supervisor and supervisee.
- 7.2 Group supervision records will be held by the group facilitator at the Hub with names of attendees and themes and issues discussed.
- 7.3 Group supervision will be documented by the supervisor, including all attendees and themes.
- 7.4 Supervision records may be handwritten or typed. A copy needs to be held by the supervisor and supervisee. Supervision records will be stored on the employee's electronic file, for the duration of their employment. (For further information on retention of personal information refer to the Data Protection Policy [DOC REF OR26])

8 Confidentiality

- 8.1 All types of supervision will be treated as confidential. However, staff must be aware that in honouring confidentiality they have a duty to report issues of professional misconduct and/or safeguarding concerns, and that these concerns must be reported immediately to the appropriate manager. The limits of confidentiality must be discussed and agreed as part of the initial supervision contract (Refer Appendix B Supervision Contract and can also be located in the Induction pack).
- 8.2 Individual supervision records will be made available to HR when it is required as evidence to inform investigations into concerns around practice and performance management processes. This should ideally be made clear to the supervisee by their line manager before disclosure and is stated in the supervision contract. (Refer Appendix B- Supervision Contract, which can be found on the intranet under Useful Paperwork)
- 8.3 For services regulated by Ofsted the individual supervisions are to be signed off the registered managers or Head of School as per Ofsted recommendations.

- 8.4 The Quality, Safety and Governance and Team, HR and head of department /directors may audit individual supervisions in order to ensure consistency and quality. In the event of a quality audit, confidentiality of the supervision records will be respected unless there are identified concerns relating to professional misconduct or safeguarding.
- 8.5 The Quality, Safety and Governance Team will have governance oversight of all department supervisions.

9 Fair Ways Supervision Structure

Staff Group	Minimum Frequency	Supervision Type	Identified Supervisor
Education staff (including all Senior Leaders)	At least once a term	Individual	Line Manager
Education staff teams	Each team will receive a group supervision once a term	Reflective Group Supervision	Group Facilitator
Education Senior Leadership Teams	At least half termly	Reflective Space	Member of The Hub Team
Bank/Zero Hours Staff/Regular Agency	Regular check ins at the start of each day if irregular. If regular hours, fit in with the core staff - termly	Individual	By a supervisor in an allocated service.

10 Training

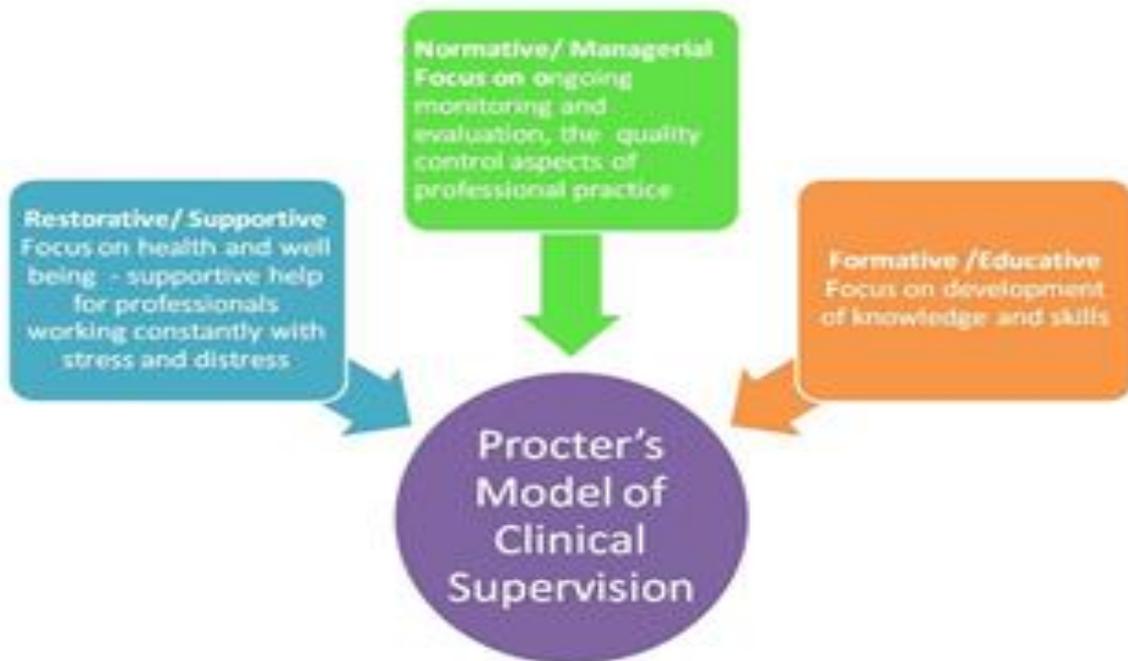
- 10.1 Fair Ways provides supervision training. All staff that are supervising staff need to attend the Fair Ways supervision training.

11 Associated Documentation & Legislation

- Data Protection Policy [DOC REF OR26]

Appendix A - Proctor Model of Supervision

For Education staff, Proctor's Supervision Model (1986) is the model that addresses power imbalance between supervisor as the manager and supervisee and the employee. In keeping with this policy statement, Proctor's model allows for the monitoring of standards, workload and attendance, as well as encouraging a focus on skills development and support. Both supervisor and supervisee should also monitor and review their sessions, so as to ensure that a fair and reasonable weighting is actually given to each of these three supervision elements over an appropriate period of time. A 'reasonable' balance can be defined in terms of roughly equal proportions of time on the normative (i.e. management), formative (skills development) and restorative elements, where this is perceived to be adequate by both supervisor and supervisee. This definition assumes that any one supervision session may vary significantly from this balance, but that over time it will even out (e.g. when reviewed after a year).



Appendix B – Supervision Contract

Supervision Contract

Name of Supervisee

Name of Supervisor

As a Supervisee I agree to:

- Participate in the supervision at the agreed frequency and make effective use of the time
- Prepare for the session and contribute to the agenda set for the session
- Give the appointment a high priority and be punctual for the session
- Be willing to learn and change and be open to receiving support and constructive feedback to help me do so.
- Take responsibility for taking an active role in my own personal and professional development
- Take responsibility for the outcome and any actions/ objectives I take as a result of supervision.
- Be responsible for informing my Line Manager or Head of Department if I am not receiving regular and effective supervision.
- Come prepared for supervision, with an agenda and actions taken from the previous supervisions.
- Inform my supervisor at the earliest opportunity if I need to cancel and this will be by phone.
- I agree to rebook my supervision session within one week after a cancellation.

As a Supervisor I agree to:

- Protect the time and space of the appointment, be punctual and ensure privacy, with no interruptions.
- Work with the employee to agree the agenda for each session.
- Offer support, be prepared to challenge as well as provide information or advice to enable the employee to reflect in depth on issues affecting their practice.
- Use my own supervision to support and develop my own abilities in working with the employee, without breaking confidentiality.
- Keep an accurate record of the supervision, including action points and keep the record on file
- Inform my supervisee at the earliest opportunity if I need to cancel and this will be by phone.
- I agree to rebook the supervision session within one week after a cancellation.

- Seek guidance from my Line Manager on concerns I have and to report issues of professional misconduct or safeguarding concerns.

Confidentiality

- I understand that supervision will be treated as confidential; however the Supervisor has a duty to report issues of professional misconduct or safeguarding concerns.
- I understand that the Supervisor may seek guidance from their Line Manager on issues relating to the Supervisee.
- I understand that the supervision records may be accessed by the HR Department for monitoring or employment law purposes.

Structure of sessions

- The date of our first supervision meeting using this contract will be
- The frequency of our meetings will be monthly/ every 6 weeks/ other
- The lengths of our meeting will be one hour/ other
- The venue will be

Content

- We will use the supervision form as guidance for the structure of the session
- We will both agree on the agenda at the start of the meeting
- The usual content of our meetings will be to discuss safeguarding and health & safety concerns, current issues and performance and to provide feedback and set objectives

Agreement

We have both read and agreed to the Supervision Policy and agree to the above content.

Signature of Employee

Date:

Signature of Supervisor

Date:

***This contract must be uploaded to the employee's personnel file when completed.**