Nurture Education Trust

Supervision Policy

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Statement of intent

Nurture Education Trust 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 (2018) 'Working Together to Safeguard Children'
- DfE (2026) 'Keeping children safe in education'
- DfE (2019) 'Reducing teacher workload'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Records Management Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Early Years Staff Supervision Policy
- Staff Confidentiality Policy

- Volunteer Policy
- Staff Wellbeing Policy

2. Definitions

Supervision – this is a regular, planned, two-way process in which a team of 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 and responsibilities

The trustee board is responsible for:

- Monitoring the overall implementation of this policy.
- Handling complaints in accordance with the school's Complaints Procedures Policy.
- Holding the Head of Centre and lead supervisor to account for the performance of the school's supervision scheme.

The Head of Centre 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 the 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 off 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.

- Maintaining rigorous and up-to-date records of the sessions.

- 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 setting clear targets for improvement and progression.

- Attending a monthly 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 Head of Centre 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 monthly meeting with the full safeguarding supervision team to communicate potential areas of concern and discuss any other concerns the supervision team may have.
- Attending monthly meetings with the Head of Centre 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 Head of Centre.
- Collaborating with supervisors to discuss and identify additional training needs for supervisees.

  Working with the HR manager 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 targets 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 Head of Centre, 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 and 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.

Mediation

This function is to ensure that the relationship between the supervisee, their team, and other departments with whom they work are effective. This will be achieved through:

- Briefing the lead supervisor about key issues raised by supervisees.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing other members of staff on changes that affect their area of work.
- Mediating between the supervisee, their team and, if necessary, other departments in the school.

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, Head of Centre 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 years 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 Head of Centre and the lead supervisor annually, in order to determine if any staff members require supervision.

After an appraisal, the Head of Centre 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 setting targets and giving guidance to supervisees, to ensure that communication is effective and targets are understood.

If a supervisee does not understand their targets 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.

Supervisors will plan the agenda for each session, outlining any issues that they wish to discuss with their supervisee, to ensure the session is focussed.

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 every half 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.

Any deviation from the recommended frequency detailed above, as a permanent feature, will be by agreement between the two parties and should be clearly recorded in the individual supervision agreement.

Agency and temporary staff will receive supervision in the same way as permanent staff, following the same process detailed above.

Disciplinary measures will include an increase in formal supervision.

The table below shows the frequency of supervision meetings for staff.

Staff member groups	Supervision frequency
Support staff including administration	Once per term
ECTs	Fortnightly

Classroom teachers	Monthly
SLT	Bimonthly

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 (2025)' 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

Procedural considerations, e.g. how notes from meetings will be recorded and a review timeline, will be included in the agreement.

The agreement is signed by the lead supervisor, supervisor and supervisee.

To cater for staff members' workloads, supervision agreements do not specifally 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. Training

To ensure the best quality supervision, supervisors will undertake supervision training annually to consolidate their skills and knowledge.

As part of their inductions, all new members of staff will receive an introduction to the school's supervision methods and familiarise themselves with this policy.

Supervisors and supervisees will meet biannually to discuss whether there are any additional needs that should be addressed during supervisors' training.

During these biannual meetings, supervisors will request feedback from supervisees – this feedback will inform the training supervisors undergo.

Supervisors will keep up-to-date with sector updates and new guidance to train supervisees and ensure they can sufficiently prepare for new requirements.

Group sessions will be held to ensure all supervisees understand the implications and effects of new statutory guidance – supervisors will offer additional support to supervisees to help them adjust to new requirements.

12. 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 board.

As the Head of Centre and the trustee board 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.

13.Recording

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

The individual Supervision Agreement and the supervision records will be kept on the employee's file in a locked cabinet.

Access to supervision records will be controlled in accordance with the school's Data Protection Policy, Staff Confidentiality Policy and Volunteer Policy, and only the lead supervisor will grant staff members permission to review records.

In the event a member of staff transfers to a different role within the school, the lead supervisor will decide whether a new supervisor is necessary. If it is deemed a new supervisor is necessary, the staff member's record will be passed on to their new supervisor.

When an employee leaves the organisation, the records will be retained for two years after the member of staff has left and then securely disposed of. Electronic copies will be securely deleted after the two year period.

Staff members can request a copy of their supervision records at any time, by speaking to the lead supervisor.

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.

The supervisor will make a record of each session. Records will be signed and dated by both the supervisor and supervisee.

14. Confidentiality

The supervisor will communicate progress to the Head of Centre, 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 Head of Centre, 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.

15.Complaints

All complaints in relation to supervision and this policy will be handled professionally and in accordance with the school's Complaints Procedures Policy.

If a supervisor or supervisee has a complaint, they will report it to the Head of Centre immediately in the first instance.

Monitoring and review

This policy is reviewed annually by the lead supervisor, the Head of Centre and the trustee board.

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

The next scheduled review date for this policy is : 24/03/2027