

Integrated Supervision in School Policy and SOP

[Mandatory Read for school staff]



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Policy

1 Purpose and Objectives

The objectives of the policy and this procedure are to work together to:

- Offer protected time for professionals to access an opportunity to reflect on their practice, Link one experience with another – through listening and sharing.
- Support and share best practice – often in challenging situations.
- Increase confidence and challenge assumptions.
- Identify barriers and promote innovative ways to resolve problems and re frame situations
- Provide meaningful and protected, focused time to talk through any aspect of the work we do or the way we feel.

2 Scope

This policy applies to:

- All colleagues across The Children’s Trust School

3 Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

TCT School]	The Children’s Trust School]
[the Charity/ organisation/ TCT]	[means The Children’s Trust]
[SOP]	Standard Operating Procedure

4 Policy Statement

- The Children’s Trust Supervision Guidelines identify that Skills for Care (2007) define supervision as an ‘accountable process which supports, assures and develops the knowledge, skills and values of an individual group or team’.
- The school has adopted an *integrated model* which fits well within an educational setting – particularly within the special educational context in which we work. This is more clearly defined as offering an opportunity for Reflective Practice – ‘Learning through and from experience towards gaining new insights of self and practice’ (Finlay 2008)
- The process as guided by research, offers the opportunity to work together to:
 - Link one experience with another – through listening and sharing best practice – often in challenging situations
 - Increase confidence and challenge assumptions
 - Identify barriers and promote innovative ways to resolve problems and re frame situations
 - Provide meaningful and protected, focused time to talk through any aspect of the work we do or the way we feel.

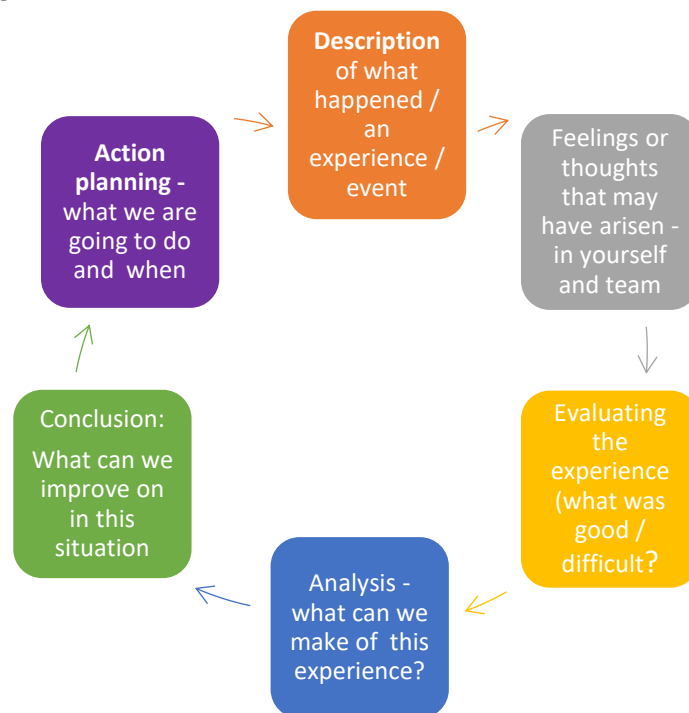
- Identify how we promote The Children’s Trust core values and
- Improve the quality of our provision for our children, young people, their families and stakeholders.
- Offer what we perceive as an entitlement that supports the well-being, career development and professionalism of all staff teams, providing an environment where strengths and areas for development both personal and professional may be shared.

Benefits can be identified as:

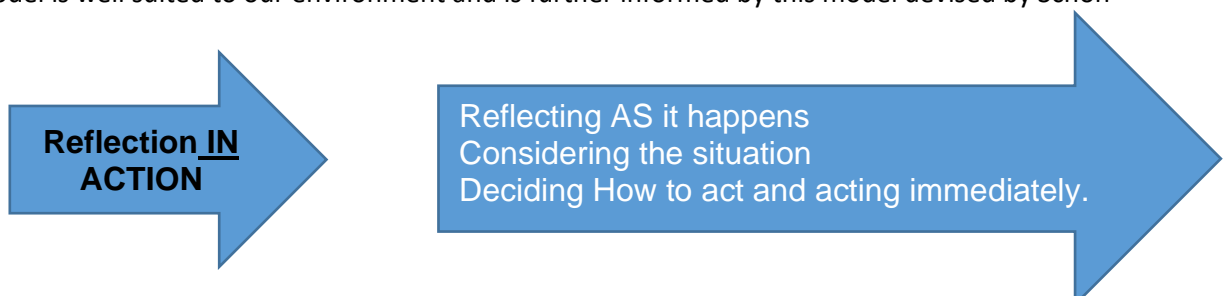
Providing protected time / 1:1 offers opportunities to ensure that staff have an appropriate understanding of the skills values and best practice to provide the highest levels of support and intervention for all children and young people.

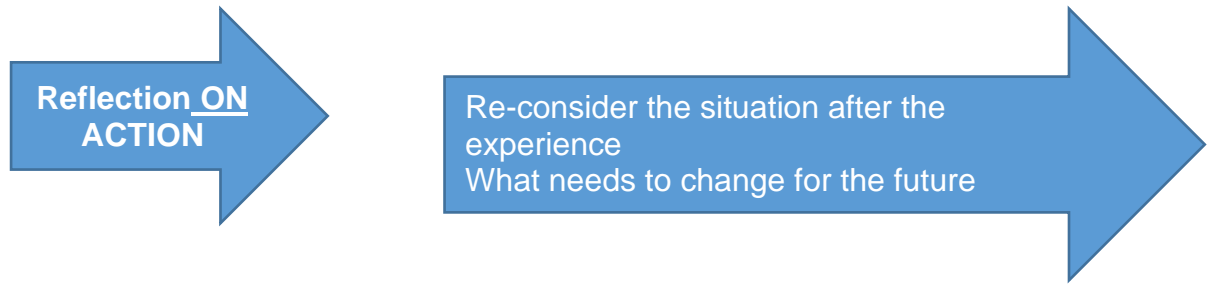
- An opportunity to discuss holistic and integrated professional practice – that includes the wider needs of the young people e.g. therapy, care and emotional wellbeing)
- An opportunity to focus on personal and professional objectives, including strengths and skills or areas for development or training – and to develop or enhance / modify practice
- Promoting the opportunity to work together to resolve difficult situations in a timely manner and ensure we meet the standards of – and comply with our Professional Bodies
- An opportunity to discuss wider issues e.g., changes in e.g., wider standards such as Ofsted or CQC, PMLD standards.

**The process we are using is a combination of the following:
Gibbs Reflective Cycle**



This model is well suited to our environment and is further informed by this model devised by Schon (1991)





This policy / procedure and strategy will form an ongoing part of the self-evaluation of the school on a yearly basis and reported on within the SDP. Impact will be measured using Audit tool for Integrated Supervision

Practice and outcomes will also be tracked within the School SMT and reported within the Governor Report, Risk Register and to SLT wherever appropriate

Records of Integrated Supervision will inform discussion within the PDR process, wellbeing interventions and CPD – where a training need is identified (see training records – national college)

5 Stakeholder Consultation

Appendix 1 details the stakeholders who were consulted in the development of this policy

6 Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

- Staff Handbook
- Mental Health and Wellbeing Policy
- Appraisal / PDR procedure

7 External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

Relevant laws and regulations include but are not limited to:

- Supporting people with profound and multiple learning disabilities (Core and Essential Service Standards) (November 2017)
- Leaders of Learning Engagement Scales
- TCT - CGO3 Supervision Guidelines and Template (November 2016)
- Professional Standards for Teachers and Teaching Assistants (2016)
- The 'GROW' approach.
- The work of David Kolb (1984)
- The Reflective Cycle (Gibbs) and the work of Scjhon (1991)
- Using Supervision in Schools (2018) Penny Sturt (Pavilion)

Standard Operating Procedures (SOP)

1 Roles and responsibilities

The Management Team will:

- Facilitate allocation of 'supervisors to practitioners', in consultation with both parties. It may be possible to offer a degree of choice of supervisor, however this must be agreed with the Manager and fit with the structure of the school, as well as taking into account the suitability, knowledge and experience of the preferred supervisor. (Please refer to amended structure to meet the needs of the school.)
- Re-allocate a supervisor should there be a specific request from either party, should the supervision sessions no longer meet needs or there has been a shift in job role for either individual.
- Ensure that those guiding and leading Integrated Supervision sessions, do not have an excessive number of Practitioners to support. This can be discussed with individual members of the teams and line managers.
- Ensure that staff in their area of responsibility will be able to take part in the supervision process and that time is made available / allocated for these sessions.
- To ensure that, as far as possible, supervision sessions are not cancelled unless in exceptional circumstances. If cancellation occurs, a session should be re-booked as soon as possible.
- Collate themes from Integrated supervision sessions and develop action plans should further intervention / specific areas of support be required. Themes, where appropriate should be fed through to Senior Managers – where resolution and discussion may be needed. (Spreadsheet of areas of discussion / dates of 1:1/ and actions available)

Supervisors are responsible for:

- Facilitating an effective and positive relationship as an equal partner with the practitioner
- Assisting the practitioner to reflect on practical issues.
- Discussing practice, skills and areas for development – in a constructive and positive manner.
- Following up actions agreed in supervision.
- Monitoring supervision records and collating themes.
- Discussing issues where difficulties arise between the supervisor and practitioner, during reflective supervision sessions. This should be recorded and where continuing difficulties arise, this should be referred to the appropriate manager for guidance and resolution.

Practitioners / Supervisees are responsible for:

- Facilitating an effective and positive relationship as an equal partner with the practitioner.
- Following up actions or developments agreed in supervision.
- Monitoring their reflective supervision needs on a monthly basis and requesting supervision opportunities where needed and raising any concerns with their Supervisor.
- Maintaining personal records of sessions

All parties participating in supervision are expected to respect others and adhere to the Principles of confidentiality (see section 11).

2 Process

2.1 Who delivers Integrated Supervision?

At the Children's Trust School, RS is carried out by a member of the team, who either has management of, or has had delegated responsibility and training to offer this opportunity.

Alternative arrangements can be identified, should the need arise. Peer support could equally be an offer that may be appropriate.

If the member of staff has a professional qualification, supervision will also enable them to:

- Review professional standards.
- Keep up to date with developments in their profession.
- Identify professional training and continuing development needs and
- Ensure they are working within professional codes and boundaries.

2.2 Types of Integrated Supervision / one to one

Supervision can be formal or informal, both are of value. The topics for supervision sessions should be identified by the practitioner and agreed with the supervisor / mentor.

Different models or ways of delivering supervision / one to one sessions / mentoring could include the following:

- One to one supervision, between a supervisor / mentor and supervisee
- Group supervision / support – in which two or more practitioners discuss their work with a supervisor.
- Peer Supervision – where Practitioners discuss work with each other, with the role of supervisor being shared or with no individual member of staff acting as a 'formal supervisor'.
- A combination of the above

2.3 Frequency of Supervision

A range of professional bodies provide guidance about what they consider to be an appropriate frequency and duration for different groups – and expectations will vary (particularly where Clinical Practice and Care environments are concerned).

At this time, it is suggested that:

- Ideally new education staff will receive regular supervision / mentoring from their named line manager (supervisor)
 - Weekly during their first month of employment
 - As far as possible – monthly after this throughout the Probationary Period (6 months). (The opportunity should be offered but this can be re arranged where considered appropriate)

- That Senior Managers and teachers have the opportunity for one-to-one sessions once every half term.
- That support staff have the opportunity for one-to-one sessions once a term – within small group sessions.
- BUT given specific circumstances that could range from
 - A personal issue to
 - professional difficulty or area for support and improvement
 - Personal Development
 - Safeguarding
 - A health or absence issue

This could be negotiated to take place more regularly – (e.g., weekly or once every two weeks as appropriate. A timeframe needs to be established regarding how long this would continue for (e.g. for a period of 6 weeks).

2.4 Group Supervision:

These sessions can provide opportunities to meet a range of needs – offering protected time for attendees to discuss / share situations that may have gone well, to develop specific areas of practice, or to critically look at scenarios, to review any safeguarding or other concerns.

Group supervision will also provide an arena for reflective learning, training, and supporting newly qualified and inexperienced professionals.

The ground rules for group supervision include:

- Confidentiality and respect for each other and what is being said
- Being non-judgemental to each other
- Active listening
- Permission to feel vulnerable.
- Being open to constructive criticism
- Arriving and leaving on time
- Ideally the agenda should be set by the group, therefore each member is expected to come prepared with one or two issues / situations which may have gone well or may be causing concern.
- Those sharing a case / situation, will talk through their reason for presenting the case and their thoughts on the needs of the child / young person.
- The group discussion will support the group member to identify relevant issues, possible risks, and potential strategies (including potential referrals outside the group, to support improvement)
- Any developments of, or amendments to any plans or documentation relating to the child / young person, must be agreed, and recorded.
- Discussions within these sessions should be focussed on the child / young person – as well as the environment, and the impact of those around the young person, such as family, carers, staff, and other professionals.

The Supervision Guidelines attached, clarify all other aspects of the organisational approach.

2.5 Recording of Supervision:

Supervision sessions will be recorded in the 'Integrated Supervision Proforma' (appendix 2)
In addition, it is suggested that the following be taken into account:

Guidelines should include the appropriate standards for each member of the team – thus teaching standards are attached. (Appendix 2)

Additionally – this could be cross referenced to the PMLD standards – if and when appropriate.

2.6 Recording of Integrated Supervision:

The record and on-going actions and developments, can, where relevant and appropriate, support the PDR by providing detail and evidence.

A copy should be retained by the Supervisor, the Supervisee and will also be held in a confidential section of the personnel file.

2.7 Documentation:

- The Practitioner takes responsibility for maintaining and updating their own records with regard to the progress against targets and comments and notes on any developments.
- Records of supervision will also be held by the Supervisee and the Supervisor in a confidential section of the personnel file. These notes will only be shared if requested for Audit or Inspection.
- A Record of Supervision should be agreed and signed by the Practitioner and the Supervisor.
- Themes of supervision will be recorded within this document and collated by the supervisor.
- Registered Nurses and Allied Health Professionals may choose to include copies of these records in their professional development portfolio.
- If a planned supervision session with the practitioner's named supervisor does not go ahead this should be documented in Record of Supervision.
- Impact can be measured by e.g., making use of the audit questions attached in the appendices and used to give feedback from Supervisees. This information will be analysed and reviewed to inform future practice and relevant training (for both supervisors and supervisees) (appendix)

2.8 Supervision Training

During Induction, all new teaching staff are made aware of The Children's Trust School Integrated Supervision guidance.

The Children's Trust enables senior staff to become supervisors through a specific workshop, how to be an effective supervisor 'Supervision and Mentorship'.

2.9 Confidentiality

Integrated Supervision must always take place in a confidential environment. The individual must be informed that a regulator such as Ofsted may ask to review supervision records.

The Record of Supervision [Appendix 1] will not contain sensitive or confidential material. The confidentiality of the verbal content of supervision sessions is maintained and always respected by all parties.

Exceptions to this would be if illegal or unethical actions are disclosed or in situations detrimental to the safety or wellbeing of a child or other individual are disclosed. In these circumstances, and with full knowledge of the practitioner, the line manager or other authority must be informed, and immediate action taken. In addition, a regulator (Ofsted) may request to review supervision records during an inspection visit.

All staff will have access to appropriate advice and support outside supervision sessions to deal with any immediate child protection issues (including recognition of the need for additional support in particular cases or circumstances).

2.10 Storage and Access

The School will make arrangements to ensure that the access to this Policy and the Records of Integrated supervision sessions [Appendix ...] is controlled by a responsible person and available for audit and review as required.

Appendix 1

Integrated Supervision Agreement TCT

Agreement between _____ and:	
<p>This agreement is designed to be a working tool to underpin the development and maintenance of a good supervisory relationship. The agreement should be:</p> <ul style="list-style-type: none"> • Completed at the start of a new supervisory relationship • Reviewed at least once a year <p>Our expectations and aspirations within the school, are set out within the supervision policy and provide the framework for this agreement.</p> <p><i>This document provides a foundation for discussion. It should be completed at the conclusion of an exploration of the issues and should not become a form filling exercise.</i></p>	
Practical arrangements	
Frequency of one to one / group supervision	
Duration:	
Venue:	
Arrangements if either party needs to cancel	
Availability of the supervisor for ad hoc discussions between sessions will be:	
Content:	
The Process for agreeing the agenda will be: Through discussion and agreement at the beginning of the session	
<p>Preparation for supervision will include:</p> <ul style="list-style-type: none"> • Reflecting on and identifying an event / situation / experience that can be considered during supervision. • Considering aspects of professional development, Safeguarding, wellbeing, professional practice and wider professional responsibility that could be a focus within the session (doesn't need to be all of these areas at the same time) 	
<p>Particular priority areas to be discussed Regularly :</p> <ul style="list-style-type: none"> • Reflecting on what is going well and where challenges may have arisen. (Review any actions identified from a previous supervision) • Quality of Education and practice • Professional development • Safeguarding • Wellbeing 	
Making Supervision work:	
<p>What does the supervisee bring to this relationship (e.g. from previous experience of being supervised, learning style). To ensure that:</p> <ul style="list-style-type: none"> • As a part of this agreement, you should feel able to share any relevant previous experiences of supervision or about a preferred learning style, so that a better understanding is established between the supervisor and the supervisee. 	

- There is an expectation that confidentiality will be maintained unless it becomes clear that an issue needs to be escalated in order to resolve a situation.
- Each partner in this relationship should take responsibility for communicating in a positive and constructive manner.
- Time will be taken to reflect on practice, skills and experiences.
- Actions identified within the supervision will be acted upon
- Records and notes will be kept and maintained.
- If difficulties arise, this will be managed in an appropriate and professional manner

What are the supervisee's expectations of the supervisor:

To ensure that:

- The Supervisor will facilitate an effective and positive relationship with the supervisee to assist/ support in reflecting on practical issues, professional and occasionally personal issues that may be impacting on the supervisee at a given time.
- We will work using a 'reflective' process to support the development of potential next steps and possible solutions / outcomes – the supervisor is not there to provide an answer or resolve the situation but to work through the challenge in hand.
- That any suggestions around skills and areas of development will be expressed in a constructive and positive manner
- That notes / records will be maintained alongside the Supervisee and any actions will be put in place as noted.
- Where continuing difficulties might arise, discussions around resolution will take place with the relevant manager.

What are the supervisor's expectations of the supervisee:

To ensure that:

- The supervisee will reflect on events and experiences over the last weeks and bring some thoughts around a particular theme / event / situation, to consider within the supervision.
- There is an understanding that this is a process, a respectful and professional conversation, within which we will look at an event / experience / situation, reflect on this experience, think about our emotional response to this, think the situation through (Analyse) and support the supervisee to identify actions that can take this situation forward.
- Actions or developments identified, will be put in place and that that the supervisee should feel able to express any reservations or concerns wherever they might arise.
- The Supervisee may request an additional or alternative time / session if needed.
- That records or notes will be maintained in personal records.

Both parties in this relationship need to identify if there any factors to acknowledge as relevant to the development of the supervisory relationship (e.g., race, culture, gender, sexual orientation, religious requirements, impairment, including any learning difficulties)?

If this is the case – please feel able to identify this:

Agreed 'permissions' e.g., it is OK for the supervisor not to know all the answers and for the supervisee to say when they are stuck etc.

Please acknowledge that this is clearly understood:

How will we recognise when or if the supervisory relationship is not working effectively?

Should either party feel a sense of discomfort around the supervision process, it is necessary that this is acknowledged, and a resolution identified.

Please indicate that you are clear that you feel able to do this:

Methods used to resolve any difficulties in working together could be:

- Talking this through with the Supervisor – and identify ways in which the difficulty could be managed.
- Talking this through with a line manager or other member of SMT

Any other relevant issues for this agreement:

Date agreement due to be reviewed:

Signed:

Supervisor:

Supervisee:

Date

Supervision Record:		
Supervisee:	Supervisor:	
Date:		

Agenda Item	Discussion summary (experience)	Reflections (emotion / feelings) and analysis (understanding	Decisions & Action	Resp person	Timescale
Issues related to professional practice & school requirements E.g Impact of new policies / procedures / organisational expectations / consideration of what has worked well in relation to practice. Any issues relating to quality of practice / performance					
Issues relating to Safeguarding: e.g., relating to either young people or staff					
Issues relating to staff development E.g., feedback from training. Progress in respect of the school development plan or individual PDRs, Other development opportunities					
Issues relating to staff support: E.g., Any current stressors, or issues relating to staff well-being (including workload review). Reasonable adjustments under e.g. Local agreements, issues around					

being a main carer, Disability Discrimination Act if required					
Any other issues:					
Signed: Supervisor		Date:	A copy to be given to the supervisee and copy retained and filed securely by Supervisor and a copy maintained in personnel file		
Signed: Supervisor:		Date:			

Audit for Reflective Supervision / Measuring the impact

	SA	A	DK	D	SD
Supervision sessions have enabled me to have some protected time to discuss events, progress, challenges, opportunities which has had a supportive impact on my practice					
Supervision sessions have promoted positive relationships and a sense of belonging at a time when we have often felt isolated					
Supervision sessions have provided an opportunity to be heard which is often a key to reinforcing confidence and building resilience – particularly within our very complex work.					
Supervision sessions have provided an opportunity where positive and trusting relationships have been developed – offering a safe place to talk through any issue constructively – without anxiety					
Supervision has provided opportunities to re frame complex situations, challenges and support problem solving to overcome barriers					
Has allowed time to connect and park aspects of stressors that have arisen – whether professional or personal, helping to achieve a better sense of well being					
Supervision has been a catalyst and support for resolving some basic issues e.g., around staffing or resources – or consider escalating an issue, even where there may not be an immediate way to resolve a challenge.					
Supervision has ensured there is ‘time’ to connect and communicate effectively (processes, information, views, thoughts, and feelings) – openly					
The frequency of allocated opportunities seems about right					
The frequency of allocated opportunities could be individually identified					
1:1 time have offered me opportunities to talk through potential developments for the class / staff team / innovations in a supportive way					
Protected time has suggested to me ideas about how I could develop myself over the coming year (eg develop interests, skills, professional dev)					
Protected time has during the past months has positively impacted on coping with a range of issues with a new perspective					
This opportunity needs to be extended in some way to other teams in school					

This can be further developed to be used as both to evaluate the experience – for e.g. a teacher and could be used as an audit tool or the basis of establishing KPI’s to identify the Impact of our work over time.

(Key : SA – Strongly Agree, A – Agree, Don’t Know, D – Disagree, SD – Strongly Disagree)

Appendix 4

Professional Standards for Teachers (2019) DfE

These standards are set out in four themes as follows

<p>Part One : Teaching:</p> <p>1. Set high Expectations which inspire, motivate and challenge pupils</p>	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect. • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.
<p>2. Promote good progress and outcomes by pupils</p>	<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these. • Guide pupils to reflect on the progress they have made and their emerging needs. • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. • Encourage pupils to take a responsible and conscientious attitude to their own work and study.
<p>3. Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings. • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
<p>4. Plan and teach well structured lessons</p>	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. • Promote a love of learning and children's intellectual curiosity. • Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. • Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets and plan subsequent lessons. • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. • Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievement and well-being
Part Two: Personal and Professional Conduct	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:</p> <ul style="list-style-type: none"> • Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position • Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within the statutory frameworks which set out their professional duties and responsibilities</p>

NON-SUPPORTIVE QUALITIES POINT 1 – Leaders of Learning engagement scales	Non-supportive qualities Predominate (1)	Mainly non- supportive qualities but some evidence of supportive qualities (2)	Both supportive and non- supportive qualities evident (3)	Mainly supportive qualities (4)	Supportive qualities Consistently Evident (5)	SUPPORTIVE QUALITIES POINT 5
SENSITIVITY Leader of Learning: 1.Does not provide challenging or supporting activities 2.Praises indiscriminately/ no feedback 3.Speaks to others about the child as if child isn't there 4.Adult imposes style on the child 5.Misses child's cues						SENSITIVITY Leader of Learning: 1. Challenges and supports learning 2. Well timed celebration/feedback 3. Child is included in adult discussion 4. Adult behaviour is tailored to the child's needs 5. Acts as a responsive partner
STIMULATION Intervention: 1.Activities done to and for the child 2.Focus on outcome not process 3.Mismatched expectation 4.Over eager for child to succeed 5.Rigid in approach 6.Unengaging /passive						STIMULATION Intervention: 1.Positive approach 2.Well timed 3.High level of expectancy 4.Allows appropriate time to respond 5.Available and interested 6.Actively observes and modifies 7.Opportunities for anticipation and repetition
SHARED CONTROL Leader of Learning: 1.Controls child's actions 2.Over or under supports 3.Adult dominates 4.Low expectations of learning						SHARED CONTROL Leader of Learning: 1.Presents activity as a joint endeavour 2.As much support as necessary as little as possible 3.Follows child's lead where appropriate 4.Promotes active learning

Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft			
0.2	Draft			
0.3	Draft			
1.0	Final			

Appendix 6 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this policy/ does the policy need to comply with detailed legislation?	Yes	School SMT
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	No	
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	No	
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	Yes	Data Protection Officer
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	No	Finance Director
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Yes	Clinical colleagues using supervision

7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	No	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Yes	
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	Yes	EDI Lead
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	No	Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.		School staff Maz Hanlon – Deputy Head Rebecca Moss – Teacher Caroline Page – Teacher Sophie Dawson – Music Therapist