

Integrated Supervision in School Policy and SOP

[Mandatory Read for school staff]



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Policy

1 Purpose and Objectives

- Ensure safeguarding remains central to all supervision conversations.
- Support emotional wellbeing and professional development.
- Identify barriers and explore creative, solution-focused approaches.
- Build confidence and encourage constructive challenge of assumptions.
- Promote best practice and professional resilience in response to challenges.
- Provide regular, focused time for reflective practice and professional dialogue.

Key objectives:

This policy sets out a structured framework for supervision at The Children's Trust School, ensuring staff have protected time to reflect, grow, and maintain high standards of care and education.

2 Scope

This policy applies to:

1.1.1 All Children's Trust School staff (excluding Therapy team).

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
DSL	Designated Safeguarding Lead
The Charity/ organisation/ TCT	The Children's Trust
SchooliP	SchooliP is a comprehensive online platform designed to support whole-school improvement by streamlining staff performance management, professional development, self-evaluation, development planning, audits, and policy management

4 Policy Statement

At The Children's Trust, supervision is recognised as a vital, accountable process that supports, assures, and develops the knowledge, skills, and values of individuals, groups, and teams (Skills for Care, 2007). It provides a structured space for professional dialogue, where safeguarding remains a central and consistent focus. Through supervision, we aim to foster reflective practice, uphold professional standards, and ensure the highest quality of care and support for children and young people

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.

- 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.
- Ensure safeguarding is central to discussions

5 Stakeholder Consultation

Penny Sturt from Talking heads led a consultation with the school senior management team.

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
- TCT - Supervision Guidelines and Template (2024)
- Safeguarding and child protection school SOP (2025)
- Safeguarding Children and child Protection (2025)

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)
- Professional Standards for Teachers (updated 2021)
- Using Supervision in Schools (2018) Sturt and Rowe (Pavilion)
- KCSIE 2025 Annex C

Standard Operating Procedures (SOP)

1. Introduction

In order to provide equitable access to support for all staff, it is crucial to offer a consistent and safeguarding-informed approach to supervision. All staff will be able to access the following supervision options based on their needs, preferences, and availability:

- Universal
- Targeted
- Specialist

This flexibility ensures that all staff have an equal opportunity to access support, regardless of their level of need or frequency of supervision. By implementing an adaptable and safeguarding-conscious approach, we aim to ensure that the appropriate level of supervision is available to everyone who requires it, while also maintaining a safe and supportive environment for all.

2. Roles and Responsibilities

All Staff

Engage in safeguarding supervision appropriate to their role and responsibilities.

Take responsibility for actively participating in supervision activities to support safe and effective practice.

Classroom-Based Staff

Attend any scheduled class, or pupil specific, supervision, either as part of safeguarding supervision, or as a specific targeted session.

Non-Classroom Staff (e.g., Nurses, Admin, SMT)

Attend any scheduled pupil specific supervision, either as part of safeguarding supervision, or as a specific targeted session.

Line Managers

Include supervision as part of line management responsibilities.

Schedule separate, clearly identified supervision meetings when more intensive support is needed.

Attend training to distinguish between line management and supervision.

Keep records of supervision meetings on Schoollp.

Designated Safeguard Leads (DSL Team)

Facilitate safeguarding supervision sessions for all staff groups.

Ensure proper documentation and secure storage of session notes.

Supervisors (Trained Staff in principles of 'integrated supervision' Pool)

Provide supervision upon request (1:1 or group).

Maintain and share notes with supervisees (not stored centrally).

Review integrated supervisor agreements annually.

Participate in regular meetings with line managers to discuss concerns and identify training needs.

Raise themes/trends at Senior Operational Meetings.
Support each other through dedicated meetings if needed.

Staff Requesting Supervision

Submit a supervision request via form attached to an email.
Choose a preferred supervisor from the trained pool.
Sign and review the integrated supervisor agreement annually.

3. Process / Procedure

3.1 Universal Offer

Line Management

An element of line management will always include supervision, however, on the occasions when supervision needs to be more intensive the line manager will book a separate meeting which is clearly identified as supervision as opposed to line management.

Formal appraisal and line management can be carried out by the same person but will always be a discrete part of the supervisory process. All line managers will attend training that identifies the difference between line management and supervision. This training will be based on Sturt and Rowe's 'Using Supervision in School'

Records of these meeting will be kept on SchoolIp.

Safeguarding Supervision – Group

Group safeguarding supervision sessions are a significant element of the universal supervision offer. All staff will have the opportunity to attend group safeguarding supervision, either as part of a class group, or in non-class-based staff groups. These sessions will be facilitated by any member of the Designated Safeguard Leads team (DSL Team).

Safeguarding supervision sessions will be held each half term and are designed to provide staff with regular opportunities to reflect on safeguarding practices and receive appropriate support.

If a staff member is unable to attend their allocated class-specific session, they must attend an alternative session within the same half term to ensure continuity of supervision.

In addition to class-based sessions, small group safeguarding supervision will be provided for staff who work outside of classroom teams. This ensures that all staff, regardless of role and including nurses, admin, and SMT, have access to consistent safeguarding oversight and professional dialogue and attend safeguarding supervision at least once every half term.

Attendance will be tracked to ensure that every staff member participates in at least one session per half term. In cases where staff are unable to attend their assigned session, a "mop-up" session will be scheduled during the last week of each half term to allow for make-up attendance.

Record Keeping

Each Group Safeguarding Supervision session will be recorded, records to include:

- Who attended the session

- Summary of discussion
- Any action items or follow-up steps to be brought to DSL meeting

The notes from these sessions will need to be stored in the secure Safeguarding Channel of the school's Teams area.

Enrichment Week Supervision

An enrichment supervisor will be assigned during enrichment weeks for all school staff.

During enrichment weeks school staff can request individual supervision from the enrichment supervisor.

The enrichment supervisor will hold a group supervision session at the end of the enrichment week and at any other time as required.

3.2 Targeted Offer

Supervision Support Process

A pool of trained supervisors will be available to offer 1-1 supervision upon request. Staff can choose their preferred supervisor based on their specific needs or preferences, providing greater flexibility and ensuring that staff receive the support they require.

- **Existing Supervisors:** A list of trained supervisors is kept centrally and make up the pool of people that staff can select for their supervision.
- **New Supervisors:** Any new staff expressing an interest in becoming a supervisors will need to attend relevant training. Once trained, they can join the supervisor pool.

Requesting Supervision

Staff can request supervision by completing a supervision request form or by discussing with their line manager sending an email to rbertrand@thechildrenstrust.org.uk or lrandles@thechildrenstrust.org.uk

- Once a request is submitted, a supervisor will be allocated.
- After allocation, the supervisor will arrange a meeting with the supervisee.

Meeting

Staff participating in 1 to 1 supervision will sign an integrated supervisor agreement which will be reviewed annually (see appendix 1).

Supervisors will maintain notes from each supervision meeting (see appendix 2). These notes will be shared with the supervisee and stored by the supervisor. There is no need to keep these notes centrally.

Continuity of Support

Staff who have previously been assigned a supervisor and wish to continue with that level of support may continue arranging meetings with the same supervisor as needed.

3.3 Specialist Offer

In the event of a specific incident or challenge, specialised supervision can be offered on either a **one-to-one basis** or in a **group setting**, with a focused approach. For example, this may include topics such as bereavement support.

All supervisors within the pool will be available to assist where needed, and **responsive supervision sessions** will be arranged to meet the specific needs of the staff involved. These sessions may also include the option of **external support** if deemed appropriate.

This specialised support will generally be **short-term** in nature. However, if it is identified that an individual or group requires ongoing support, the need for additional sessions will be discussed, agreed upon, and allocated accordingly.

As with regular supervision, notes from these sessions will be kept by the supervisor and shared with the supervisee. There is no requirement to store these notes centrally.

Emergency Group supervision

At any point during the school year group supervision can be set up to address the needs of staff at that moment, this might be related to an incident/ bereavement/special circumstances or a challenging situation.

Notes of these meeting will stored confidentially on Team

Supporting Supervisor

Supervisors will have regular meetings with their line managers to discuss any concerns they may have with their roles as a supervisor. Any themes, trends or training arising from these discussion will be raised at Senior Operational Meetings. If necessary a meeting will be set up for supervisor to support one another.

Employer Assistance Programme

This scheme offers individual employee a wide range of support should they need something more than integrated supervision.

[The Loop - Employee Assistance Programme](#)

This provides a confidential helpline where staff can speak in confidence to experienced counsellors and advisers for friendly, non-judgemental support and information, 24 hours a day, 365 days a year. It's accessible worldwide by phone, WhatsApp and SMS.

Appendix 1

Integrated Supervision Agreement TCT

Agreement between _____ and: _____	
This agreement is designed to be a working tool to underpin the development and maintenance of a good supervisory relationship. The agreement should be: - Completed at the start of a new supervisory relationship - Reviewed at least once a year Our expectations and aspirations within the school, are set out within the supervision policy and provide the framework for this agreement. <i>This document provides a foundation for discussion. It should be completed at the conclusion of an exploration of the discussion and should not become a form filling exercise.</i>	
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	
Preparation for supervision will include: - 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)	
Particular priority areas to be discussed Regularly : - 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:	
What does the supervisee bring to this relationship (e.g. from previous experience of being supervised, learning style). To ensure that: - 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

Appendix 2

Targeted Supervision Record:				
Supervisee:		Supervisor:		
Date:		Book a follow up meeting Yes/No	Date:	

Discussion summary, include reflections (emotions/feelings)		Decisions & Action	Who	Timescale
Education Examples Pupils, Staff, Resources, Environment, Health and Safety				
Safeguarding Concerns				
Wellbeing Pupils or staff				
Staff development				
Any other discussion:				
Signed: Supervisor		Date:	A copy to be given to the supervisee and copy retained and filed securely by Supervisor.	
Signed: Supervisor:		Date:		

Appendix 3 – 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?	Yes	School IIP
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 Operational Management Team (School)

Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft	Pg 4 take out the theories and add to the appendix	ST/RB	September 25
0.2	Draft	Updated front cover and page 5; Updated to Policy and SOP TCT template; Reviewed to include safeguarding requirements throughout policy and SOP. Reduced word count and diagrams throughout document for ease of read.	LR	October 25
1.0	Final			