



Supervision, Mentoring & Coaching Policy

Rationale and Policy Considerations

Supervision is the act of watching or monitoring a person or activity in order to make certain everything is done correctly and safely and where it is not enabling supervisors to put in actions to make it so. This policy is for pupils, parents and carers, employees, unpaid workers and contractors who are supervised and supported in relation to their time in Prism.

Policy Statement

At Prism we believe that Supervision is a positive activity. It is a supportive supervisory mechanism for everyone to remain healthy and safe whilst on the school site or, if a pupil, on the school role. Supervision is a way for leaders at all levels in school to monitor safety and good practice and support underachievement through targeted interventions.

Supervision in all its different forms supports everyone to be safe, remain healthy physically and mentally and to be treated equitably and fairly, without discrimination under the Equalities Act.

For staff the purpose of supervision is to provide support to team members as well as to promote and provide accountability for work practice. Good supervision supports decision-making, development of the work and development of the staff member's knowledge, skills and competencies.

Good supervision can increase reflective practice and research has shown that good supervision is associated with job satisfaction, commitment and staff retention.

Supervision and appraisals are core elements of the staff development process for all team members, paid or unpaid.

The supervision programme will be reviewed at least annually to ensure that it is effective.

Definitions/Glossary

Supervision A key managerial activity. It is communication between two or more staff members, one of whom is a line manager, to support and develop the knowledge, skills and values of the staff member/s to help improve outcomes for the children and families who use the service and the staff member/s themselves – it is a formal reflective process about professional thinking, actions and decisions.

Procedures & Practices

Pupils

All pupils in the school will be appropriately supervised whilst on site in order for them to remain safe whilst in the school, including the prevention of bullying and discrimination. This will be provided through sufficient and appropriately trained staff, the monitoring of health and safety and behaviour and, where pupils are long term absent from school, daily welfare checks and monitoring.

Where pupils abscond or do not arrive as expected in school, we will follow the schools' procedures for reporting missing students.

Supervision of students

Students/Trainees who come to Prism to learn how to work with the children are at all times under the supervision of an appropriately qualified staff member. They are supported and supervised by appropriately experienced members of staff to assist them to carry out their duties to promote and protect the wellbeing, learning and development of the young people.

Visitors and Contractors

All visitors, including parents, carers and professionals and contractors will be appropriately supervised whilst on the school site in order for pupils to remain safe whilst they are in the school.

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They will be signed in and signed out appropriately and escorted whilst on site by a member of staff unless they have had appropriate checks, permits and approvals, or no pupils are on site.

Staff

Staff have all had appropriate safeguarding checks on appointment to the school and have expectations about confidentiality made clear to them on appointment. They provide supervision for pupils as classes, groups or individuals throughout the day in formal lessons and non-structured times. They will also be expected to provide appropriate supervision of visitors and contractors on site as requested. In turn all staff also must have appropriate supervision in their role.

Staff Supervision Practice and Needs

All staff members are entitled to respect in their role. They will have a regular (minimum of termly), consistent and uninterrupted supervision meeting with their supervisor/manager based on a negotiated agreement to deliver on this policy and in order to ensure that

1. They are accountable for the quality of their practice and the quality of service provided to children and families.
2. the staff are aware of the schools' expectations of them and that they meet PRISM standards and objectives
3. they are clear about their role and responsibilities.
4. they have clarity on the boundaries of confidentiality and that where it is necessary to inform others of something that arises during supervision, the supervisor and supervisee should discuss how this can be done.
5. They maintain a positive atmosphere for practice and have support in their work and keep stress to a minimum.
6. They have a safe space in which to be able to address any potential challenges associated with interacting positively at all times with their colleagues.
7. Provide an opportunity to voice their ideas and concerns.
8. They are able to discuss the day-to-day issues, challenges and opportunities that inevitably comes with providing quality care and education to young people and interacting with their parents/guardians.
9. remain competent and accountable performance.
10. Ensure that they have the knowledge, skills, training and resources to do their job.
11. Have their experience and contribution acknowledged.
12. are given information that relates to their position in the service, in an appropriate context and be able to rely on having specific time dedicated to their particular support needs, by their manager.
13. briefed about changes in the service and have clarification about the service's policies and procedures that impact on them either directly or indirectly and the basis for these decisions.
14. participate in planning and problem solving and not just be told what to do.
15. Access to continuing professional development/training relevant to their job.
16. Clear performance targets.
17. Be allocated an appropriate and manageable workload.

Staff members are encouraged to reflect on the quality of their practice, continually update their knowledge base and raise any safeguarding concerns. Staff members will be supported appropriately in the case of child protection concerns and outside support will be sought if it is needed.

Team meetings and mentoring also form part of a quality support and supervision, and team development structure for the staff team.

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Management needs to ensure

1. that they meet the requirements of the policy in relation to how support and supervision of employees, unpaid workers and contractors, relating to their work practices, are provided.
2. that the service's Supervision Policy is known and understood by all staff members.
3. that the expectations of the service in relation to supervision, and the purpose of supervision, are clear to all staff members.
4. That the arrangements for support and supervision set out and made clear to all team members.

Procedures & Practices

Before the first Supervision Meeting, an initial discussion takes place between supervisor and supervisee to discuss what supervision is and also what it is not, and to outline the frequency, duration and format of supervision meetings.

Both participants' expectations are discussed, clarified and agreed at the beginning of the supervision relationship.

A Supervision Meeting will be scheduled minimum of termly, at least 1 month in advance, with each staff member (paid or unpaid). The meeting will generally be a minimum of one hour's duration.

There will be an agreed agenda for the meeting. In an educator role, the agenda items may include but are not limited to:

- Care and welfare of classes or groups.
- Care and welfare of individual young people.
- Contact and work with parents/guardians and families/key person role.
- Any new ideas/reflections on quality practice.
- Any concerns including, but not limited to, child safeguarding concerns.
- Networking with other agencies and organisations.
- Training needs.
- Teamwork.
- Staff welfare and support.
- Health and safety issues.

Records and record keeping

The supervision session is recorded by the supervisor and the record kept in accordance with good practice, legislation and regulation in staff personnel files. Both supervisor and supervisee sign the record to ensure that it is an accurate and fair reflection of the discussion and decisions. Decisions made at one session will be followed up at the next session to ensure they were acted upon.

Team meetings

Regular and consistent team meetings are an integral part of team, individual and service development and support supervision, as well as being core to communication within the team. Team meetings can have a number of different functions including:

- Information sharing
- Decision making
- Developing the team/teamwork
- Review, reflection, evaluation and planning
- Debriefing and support

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- Skills development/sharing knowledge from training attended.

All team meetings and decisions made should be in the interests of the people who use the service. Meetings need to have a clear purpose and direction and a clear recorded outcome. There needs to be an agreed agenda, a timeframe, minutes, a chairperson (not necessarily manager) and open discussion and reflection.

Mentoring and/or coaching

For staff new to their role or the school mentoring and/or coaching can be a useful support mechanism.

The role of mentor is to provide an opportunity for reflection on work and learn from this. The mentor shares their experience and provides encouragement and support. The mentoring relationship can be formal or informal. For Early Career Teachers (ECTs) a mentor will be appointed who will work with the ECT on a weekly basis and provide support and guidance.

The coaching relationship is more directive whereby the coach suggests ways of improving practice and skills and is particularly useful to staff who have some knowledge and skills in their role but would benefit from support.

Communication Plan

Staff members are informed of the policy and procedures regarding Staff Support and Supervision on commencing in the service. The registered provider/person in charge will check with staff members that they have read and understood the policy and provide any assistance needed.

A copy of all relevant policies will be available during all hours of operation to all staff team members in the Policy Folder located in admin offices.

All staff members will receive written notification of any updates.

Parents and guardians are informed that there is a Supervision Policy and may see it and/or receive a copy of the policy at any time upon request.

Related Policies, Procedures and Forms

- Staff Training Policy
- Records and Record Keeping Policy
- Confidentiality Policy
- Supervision Record Form (appendix 1)
- Appraisal Policy
- Appraisals Record Form (Appendix 2)

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Appendix 1

Formal Record of Supervision PRISM	
Name supervisor	
Role in School	
Name of staff member	
Date	
Review of Targets from	
Targets from last supervision met	
Targets from last supervision not met and reason why.	
Matters arising from discussions	
If these targets were linked to a pay award is this recommended	
supervisors comments	
Matter Arising	
Agenda items	
Leave- Toil- Absences	
Continuing Professional Development requested	
AOB	
Supervisors' comments	
Staff comments	
Signed staff	Signed supervisor
.....
Print name	Print name

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Appendix 2

Formal Record of Appraisal PRISM	
Name Appraisee	
Role in School	
Name of Appraiser	
Date	
Review of Targets from Year 202_ - 202_	
Targets from last Appraisal met	
Targets from last appraisal not met and reason why.	
Matters arising from discussions	
If these targets were linked to a pay award is this recommended	
Appraisees comments	
TARGETS FOR YEAR 202_ - 202_	
Target 1 Whole School	
Target 2 Professional Development of Role	
Target 3 Personal Professional Development	
Continuing Professional Development requested	
AOB	
Appraisees comments	
Appraiser's comments	
Signed Appraisee	Signed Appraiser
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Print name	Print name
Headteacher approval for targets	Target 1 approved / not approved. Target 2 approved / not approved. Target 3 approved / not approved
Reason for target not being approved	
Headteacher comments	
Headteacher Signature	
..... Print name	

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