Simply Sensory

Training and Support

Creating The Building Blocks For Learning

*"Live, Laugh, Learn"*

# SIMPLY SENSORY
# STAFF SUPERVISION POLICY

## September 2026 - 2027

Reviewed: September 2026

Next Review Date: September 2027

**Introduction**

The aim of this policy is to provide a framework for the professional supervision of all staff working with children at Simply Sensory. The principle aim is to ensure that it meets the needs of the staff and their supervisors regardless of the area in which they work and sets out the procedures for supervision.

Simply Sensory must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for staff and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or wellbeing,
- Including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

Simply Sensory are committed to ensuring that every member of staff receives good quality effective supervision on a regular basis. Professional supervision, whether for new or experienced staff or managers, is critical to the way in which this can be achieved. This policy sets out the expectations of how staff should be supervised and guides line managers in the key elements needed to supervise staff in all relevant settings effectively.

## Structure of Supervision within the Performance Management Framework

Individual performance management within Simply Sensory involves three interconnected elements:

- **Supervision** – planned, regular one to one meeting between the supervisor and the line manager in order to meet organisational, professional and personal objectives
- **Group Supervision** - a weekly/fortnightly team meetings between the supervisor and in order to meet organisational, professional and personal objectives
- **Appraisal** - an annual meeting (reviewed six monthly), the aim of which being the review of objectives set the previous year, to set measurable objectives that drive individual and whole school performance
- **Targeted Improvement** - this impromptu process forms part of the appraisal process and aims to encourage the line manager and supervise to identify and evaluate practice to date.

**Current Line Managers are members of Simply Sensory Management: Julie Cowpe-Stephens and Helen Dillon, should further staff be employed, individual line managers will be designated.**

## General Principles of Supervision for all Staff

Supervision is a regular, planned, accountable process, which must provide a supportive environment for reflecting on practice and making well-informed decisions using professional judgment and discretion. Supervision should enable workers to:

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from line manager
- Proactively contributing the organisational structure of the school to ensure consistency for staff and pupils e.g., voicing any concerns/issues relating to this immediately
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g., in relation to child protection, SEN, staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g., further training, issues with staffing structure, issues with specific children
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Simply Sensory e.g., through following the Whistleblowing Policy
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider structure e.g., namely through the performance management cycle
- Contribute to research and use knowledge and experience to explore new ways of working
- Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g., share experiences within the team through; staff meetings, feedback after lessons and challenging actions taken to safeguard children (as necessary and in keeping the Child Protection Policy)
- Communicate with their line manager on issues that are identified in the school in relation to; policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

It is important to recognise that supervision does not occur only as a stand-alone event but as a continuum of daily practice. The supervision process is a key part of the performance management framework, and the recognition and understanding of the extensive sources of performance feedback will serve to enrich and strengthen formal supervision.

Discussions held and recorded during supervision will form part of the appraisal process.

In addition to formal 1 to 1 supervision arrangements, the continuum of supervisory support and oversight will include 'informal' impromptu supervisory discussion between formal sessions and may also incorporate case and practice discussions within local group supervision arrangements.

The impromptu or group supervision processes do not and should not replace formal, planned 1 to 1 supervision arrangements, although both are valuable as complementary practices.

**Formal 1 to 1 Supervision**

Formal 1 to 1 sessions form the central tenet of the supervisory process at Simply Sensory. Although complemented by other supervisory supports as outlined above, the consistency provided by the supervisor-employee relationship provides a safe base for considering issues and concerns, as well as practice reflection and learning.

Recognising supervision as a core mechanism to help staff reflect on their practices, Simply Sensory remains committed to providing regular planned supervision to all staff employed within.

**Frequency of Supervision Sessions**

It is all DSLs responsibilities to ensure Supervision is undertaken by Line Managers.

The supervision of part-time staff should follow the same frequency patterns as for full time staff and should not be scheduled on a pro rata basis. Agency and temporary staff (working within Simply Sensory for more than 5 weeks) should receive supervision in the same way as permanent staff.

Agreed and scheduled supervision sessions must be given priority over other activities and should not be cancelled unless there are exceptional circumstances which affect the core business of the organisation.

- **1-1 Supervision** – to be undertaken by the line manager every **12 weeks**. Both parties are responsible for ensuring supervision occurs
- **Group Supervision** - a weekly/fortnightly team
- **Appraisal** – minimum of 2 times per year (CPD and performance management cycle September-September)
- **Targeted Improvement** – as per line managers and employee's agreement. This can be impromptu

Appendix A – 1-1 Supervision Record

Appendix B - Supervision Contract

# Simply Sensory

## 1-1 Supervision Record

| **Name of Supervisor:** | **Date of Supervision:** |
|---|---|
| **Name of Employee:** | |

**Where there is disagreement but a supervisor feels it is necessary to record something they have been told, because of its possible impact, this should be discussed and rationale also recorded.**

**Both parties should receive a signed copy of the record following completion of the meeting.**

| **<u>Health and Welfare</u>** *(relevant personal or health issues; sickness from work/return to work; work-place issues; work-load impact; health & safety; relevant risk assessment)* | |
|---|---|
| **Discussion/Reflection**<br><br>(inc. Actions from the last meeting) | |
| **Actions/Decisions**<br><br>(inc. timescales) | |

| **<u>Children and Families</u>** *(work that has occurred with families/children that has had a positive/negative impact, concerns relating to specific children)* | |
|---|---|
| **Discussion/Reflection**<br><br>(inc. Actions from the last meeting) | |
| **Actions/Decisions**<br><br>(inc. timescales) | |

| **<u>Practice Progress</u>** *(general progress and performance; practice to be celebrated; worries; observed practice and audit feedback; reflections on practice strengths and worries; and any personal-practice impact issues)* | |
|---|---|
| **Discussion/Reflection**<br><br>(inc. Actions from the last meeting) | |
| **Actions/Decisions**<br><br>(inc. timescales) | |

| **<u>Professional Development</u>** *(CDP; progress against performance management targets; training/courses; practice and skills development)* | |
|---|---|
| **Discussion/Reflection**<br><br>(inc. Actions from the last meeting) | |
| **Actions/Decisions**<br><br>(inc. timescales) | |

| **<u>Specific Areas of Additional Responsibility</u>** (including supervision of other staff members) | |
|---|---|
| **Discussion/Reflection**<br><br>(inc. Actions from the last meeting) | |
| **Actions/Decisions**<br><br>(inc. timescales) | |

| **Any Other Business** | |
|---|---|
| **Discussion/Reflection**<br><br>(inc. Actions from the last meeting) | |
| **Actions/Decisions**<br><br>(inc. timescales) | |

| **Signatures** | |
|---|---|
| **Supervisor:** | **Date:** |
| **Employee:** | **Date:** |

## Simply Sensory Supervision Contract

*To effectively support the supervision process, the following areas will be discussed during the meeting. It is the Supervisor's and Employee's responsibility to be prepared for the meeting in relation to each of these aspects:*

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from line manager
- Proactively contributing the organisational structure of the school to ensure consistency for staff and pupils e.g., voicing any concerns/issues relating to this immediately
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g., in relation to child protection, SEN, staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g., further training, issues with staffing structure, issues with specific children
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Simply Sensory e.g., through following the Whistleblowing Policy
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider structure e.g., namely through the performance management cycle
- Contribute to research and use knowledge and experience to explore new ways of working
- Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g., share experiences within the team through; staff meetings, feedback after lessons and challenging actions taken to safeguard children (as necessary and in keeping the Child Protection Policy)
- Communicate with their line manager on issues that are identified in relation to; policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

| **Signatures** | |
|---|---|
| **Supervisor:** | **Date:** |
| **Employee:** | **Date:** |