

**OVERWORLD**

**SUPERVISION & STAFF  
SUPPORT POLICY &  
PROCEDURES**

OCTOBER 2023

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## INTRODUCTION

Supervision is a term used to describe the formal process of professional support & learning which enables individuals to develop knowledge & competence, assume responsibility for their own role & enhance the quality of our service.

Supervision is for all staff & it takes different forms. For some supervision is a formal process using an identified model or structure, whereas for others it might be more informal & ad hoc. Supervision can help ensure that our clients: parent/carers, Local Authorities, placing schools & most importantly the children & young people (CYP) always receive a high-quality service.

Overworld AMP Ltd is committed to delivering high quality, safe services & sees supervision as an essential contribution to this & will ensure all staff access supervision & support through a range of options suitable for their role. We recognise that this is not a case of "one size fits all" but that different staff have differing needs & requirements.

## TYPES OF SUPERVISION & STAFF SUPPORT

Supervision can be delivered in a number of ways.

### Management Supervision

- ✓ Management Supervision means regular & consistent meetings between an employee & their line manager, to address accountability, development & support.
- ✓ This is mandatory for all staff in our Organisation. It will happen on a one-to-one basis, at least monthly & more frequently if needed during the probationary period.
- ✓ The line manager will generally be in a more senior role & with greater or broader competencies in key areas than the employee.
- ✓ Managerial supervision will typically include workload / time management & will include ensuring that the employee understands & is adhering to all Organisation policies & procedures in their work.
- ✓ Staff should discuss their supervisory needs with their line manager & choose the most relevant type(s) to meet their needs.
- ✓ Line Managers are placed & available in each 'Learning' area throughout the day.
- ✓ Directors are also on-site daily to address accountability, development & support & ensure high quality of service.

### Professional Supervision/shadowing

- ✓ Professional supervision is a job-focused professional relationship with an individual from the same role involving the opportunity to reflect upon, develop & monitor those aspects of the role that are job-specific.
- ✓ An employee should access professional supervision to ensure that they are performing the duties expected of them & are maximising their professional contribution to the Organisation.

### Group Supervision

This is where groups of staff come together to reflect on their practice & share their thinking; the sessions are safe & supportive.

- ✓ Those direct support CYP meet every Monday morning at 9:30am to discuss the rota for the week & every evening at 5pm facilitated by an experienced member of the team or senior member of staff. Attendance is mandatory.
- ✓ Line Managers may meet in a more ad hoc way but must also be present for the 5pm meeting as they have ultimate responsibility for CYP's wellbeing & progress by proxy.
- ✓ Other senior staff maybe meet in a more ad hoc way e.g. Training & Quality manager & stakeholders regarding an upcoming inspection

In all cases the group needs to agree on ground rules (for example who presents & how often, how reflection & group participation is managed) & boundaries (for example timings, frequency, attendance, confidentiality, review & management of disputes or concerns).

### Peer Supervision & Peer Review

- ✓ Peer supervision is an effective form of leaderless support where colleagues talk with one another by reciprocating key topics of their professional everyday lives, to provide solutions for difficult situations with colleagues or CYP.
- ✓ More informal approach to supervision taking place in a group, or on a one-to-one setting.
- ✓ Normally be carried out with colleagues who are at the same level to enable people to share & learn from past & current experiences in a non-threatening environment.

### Debriefs

- ✓ The focus of a debrief is to bring together the key people to share information that will allow them to be more efficient, deliver a higher quality of service & mitigate risk.
- ✓ It enables the team to collectively become more efficient & prioritise better.
- ✓ It is not necessarily the same as a handover, as it may involve more people.
- ✓ This method is aimed at anyone who has key information that affects CYP or safety issues.

### Coaching & mentoring

- ✓ Coaching facilitates the employee to set targets & areas for improvement at work & usually focuses on specific skills & goals, although it may also have an impact on an individual's personal attributes such as social interaction or confidence. The process typically lasts for a relatively short, defined period of time or forms the basis of a continuing management style.
- ✓ Mentoring includes the use of the same models & skills of questioning, listening, clarifying & reframing associated with coaching. However, mentoring in the workplace is a relationship in which a more experienced colleague uses their greater knowledge & understanding of the work or workplace to support the development of a more junior or inexperienced member of staff, e.g. Gaming Assistant & Mentor relationship.

### Safeguarding Supervision

Safeguarding CYP is essential to providing an effective CYP-centred service. Our Organisation has a responsibility to provide safeguarding supervision, which is provided in addition to other supervision & that complements but does not replace them. Safeguarding supervision has three main functions:

- ✓ **A management function** to provide accountability to & involvement with the organisation. This involves overseeing the quality of practice through the monitoring of professional & organisational standards, for example, by ensuring that policies & procedures are adhered to.
- ✓ **The educational function** is to focus on the professional development needs of the supervisee. In this aspect of supervision employees are helped to reflect on their work, deepen their understanding & encouraged to develop new skills.
- ✓ **The supportive function** recognises the emotional impact of our work. This provides support for employees & explores strategies for coping & self-care.

## THE PURPOSE, PRINCIPLES & COMPONENTS OF SUPERVISION

### The Purpose

Supervision & staff support enables us as individuals maintain the quality & efficiency of services, as determined by annual business plans, key performance indicators & professional standards.

### Benefits for staff

Accessing regular supervision & staff support has a number of benefits for staff:

- ✓ It can help our staff to manage the personal & professional demands created by their day-to-day work
- ✓ It provides an environment in which our staff can explore their own personal & emotional reactions to their work thus supporting improved emotional health & wellbeing
- ✓ It can allow our staff to reflect on & challenge their own practice in a safe & confidential environment

- ✓ It can be one part of their professional development & also helps us to identify their development needs
- ✓ It brings together lots of different components of our practice & work to help us make changes to improve the way we work or deliver our service
- ✓ Supervision can also contribute towards meeting the requirements of professional bodies & regulatory requirements for continuing professional development.

Effective supervision can help ensure that CYP who use our services & our clients receive high quality service at all times.

### Principles

Supervision supports best practice, enabling our staff to maintain & improve high standards of safe service delivery, supporting improved outcomes for CYP & their families. The role of supervision is not only to develop new skills & the understanding & ability of the supervisee but have other functions. Joining these multiple functions is at the heart of good practice. There are many published & established models of supervision, they are summarised here:

- ✓ **Developmental** – developing skills, understanding & capacities of the supervisee, through reflection & exploration, to understand the CYP better; become more aware of their own reactions & responses to the CYP; understand the dynamics of the interaction; look at how they intervened & the consequences; explore other ways of working with this & similar CYP
- ✓ **Resourcing** – exploring how workers are necessarily allowing themselves to be affected by what the CYP brings & how they become aware of this as well as how they deal with reactions. This is the prevention of burn-out
- ✓ **Qualitative** - provides the quality control. To have someone with more experience, knowledge &/or training to look at our work & to take some responsibility for the welfare of the CYP & how the supervisee is working with them. Includes planning & utilising resources, proactively assisting etc.

### Components

Supervision has four key components:

- ✓ **Functional (Normative)** – this refers to the promotion & maintenance of good standards of work, co-ordination of practice with our policies & procedures & the guarantee (or 'assurance') of an efficient, safe quality service
- ✓ **Reflective (Formative)** - the facilitation of thoughtful & considered review of personal action in meeting both our organisational & professional objectives
- ✓ **Educational (Formative)** - the knowledge & emotional development of our staff to enable them to reach their full potential
- ✓ **Supportive (Restorative)** - attention to the development & preservation of the emotional & intellectual capacity of the individual staff member for personal well-being & to support good working relationships.

## RESPONSIBILITIES

**Mark Pickering, Managing Director** is ultimately responsible for our Organisation's policies & must therefore ensure that the necessary mechanisms are in place to ensure that policies are understood & observed by all staff & that resources are available to ensure effective implementation.

**Line Managers** are responsible for ensuring that:

- ✓ There is agreement with their staff about the level, amount & nature of the supervision or staff support required based on role & individual need. This is part of the Induction & should be reviewed as a minimum annually, at staff appraisal. Agreements should be documented & records maintained throughout the year.
- ✓ Appropriate systems & processes for supervision are in place
  - new-starter Induction

- Throughout the probation period
- On-the-job supervision
- monthly 1:1s
- No member of staff except those authorised for transport, works alone with a CYP
- No member of staff without an Enhanced DBS certificate, is left unsupervised with a CYP
- Annual appraisals
- ✓ The necessary links are made with employees from different skill sets to triangulate supervision in line with annual appraisal processes
- ✓ The policy is effectively & fairly implemented & operated within their sphere of control
- ✓ Employees with a disability are afforded equal access to supervision, making necessary adjustments as required
- ✓ All staff / employees are informed of this policy & its operation
- ✓ All staff are informed of the requirement to participate in supervision & encouraged to engage
- ✓ Staff are released to attend agreed & required sessions within working hours & informed that their attendance & participation will be reviewed as part of their appraisal process & team performance monitoring
- ✓ Ensure that supervision is evaluated appropriately including being reviewed at annual appraisal for quality
- ✓ Employees are supported with protected time & space for professional growth

**Supervisors** will ensure that:

- ✓ They have discussed & agreed with their own line manager what availability & capacity they have for delivering supervision
- ✓ Arrange supervision sessions, contribute to setting the agenda & establish a safe, supportive, & learning environment in which professional & practice issues can be explored & which promotes reflective practice
- ✓ Assist the supervisee(s) in clarifying, thinking, exploring, reflecting on feelings & perceptions underlying their work practice, & give clear, constructive, & concise feedback where appropriate. They need to be able to challenge unhelpful assumptions or attitudes that may influence practice, & challenge all practice that is inappropriate using professional codes of conduct & the policies, procedures
- ✓ Identify & explore other factors that might be impinging on the supervisee's work including working relationships with other colleagues, personal circumstances within the scope of personal & professional boundaries, or organisational constraints. This includes monitoring whether the supervisee is coping with their workload
- ✓ Help staff overcome the demands created by the nature of the work by helping to develop an understanding of the interactive processes in relationships with individuals (colleagues, CYP & their parent/carers) & help them deal with difficulties
- ✓ Supervisors may need to maintain records & where necessary provide evidence of supervision for the purposes of ensuring quality record keeping e.g. if it's part of a performance management plan
- ✓ If supervisors become concerned about the performance of a supervisee, discussions should be held first within the supervisory relationship. If this is not satisfactory then discussions may need to take place with the line manager to find a way to address the issues

**Employees & Supervisees**

- ✓ Agreement is reached with their manager or team leader as to the level, amount & nature of the supervision required. This should be reviewed (as a minimum) annually at staff appraisal & documented
- ✓ For staff delivering 1:1 service with CYP, they can expect managerial supervision sessions throughout the year with their immediate line manager & job-specific supervision to meet their needs.
- ✓ Arrangements for & frequency of supervision requirements should be agreed at Induction & the individual's appraisal. For all types of supervision this should be provided by someone that is fitting to the work area & roles & spaced at regular intervals

- ✓ Employees & supervisees will attend prepared for all supervision sessions arranged, giving advance notice to their supervisor if they are unable to attend. Persistent failure to attend supervision sessions should be reported to the line manager. Supervision is compulsory & non-attendance will be pursued/addressed. This applies both to supervisees & supervisors.
- ✓ Managerial & job-specific supervision may be provided by the same supervisor & combined as one session if this is negotiated & agreed with the supervisor & supervisee.
- ✓ They should bring to supervision material across the full range of their activities & competencies, for reflection. This does not just need to focus on material of difficulty, challenge, risk, but should include routine ongoing work.
- ✓ If employees become concerned about the quality of supervision, discussions should be held first within the supervisory relationship. If this is not satisfactory then discussions may need to take place with the line manager to find a way to address the issues.

### **The Training & Quality Manager**

- ✓ For writing & monitoring compliance with all policies & annual audit (August)
- ✓ For reviewing accreditation & training courses as necessary to facilitate the safe & high-quality service.
- ✓ Monitoring quality & service improvement & actioning gaps

### **Head of Education & Internal Quality Assurer**

- ✓ Ensure the proper set-up, staffing, conduct & evaluation of any externally accredited qualifications & courses e.g. AIM Qualifications in line with the Awarding Body's Policies & Procedures

## **GOVERNANCE & RECORD KEEPING**

### **Link to appraisal**

- ✓ All our staff will have their professional supervision arrangements reviewed within their annual appraisal process.
- ✓ This process will take account of service issues, the balance of the team, professional requirements & the preferences of the individual staff member.
- ✓ The review will result in an agreement between the member of staff & their line manager regarding how that individual's professional supervision needs can be met as part of their continuous professional development.
- ✓ The BrightHR Appraisal template will be used & their processes followed
- ✓ The Training & Quality Manager will store the finalised copy within the Employee's file on BrightHR

### **Record keeping of supervision & staff support**

- ✓ 1:1s will be recorded & stored securely by the Line Manager in paper or electronic forms, whatever is most convenient & sent electronically to the Training & Quality Manager for the Employee's file on BrightHR. Appendix 1 contains an example template detailing the minimum information required to record.
- ✓ Induction training will be recorded on the Induction Checklist, Appendix 2. Employee's understanding of their training will be quizzed by their Line Manager & only when deemed competent will they sign the checklist. This along with academic & CPD certificates will be filed in the central Training File.
- ✓ Supervisory notes will be emailed to the employees Line Manager for their records & to the Training & Quality Manager for storage on the Employee's file on BrightHR.
- ✓ Group meeting notes will be typed up by the delegated minute-taker & electronically distributes as necessary & stored centrally on OneDrive for easy review.
- ✓ Please see of *Data Protection & GDPR Policies & Procedures* for storage & retention guidance.

### **Confidentiality**

Due to the nature of supervision it is essential that confidentiality is adhered to by all parties however, if some form of misconduct, negligence or dangerous practice is revealed it is agreed that this will be acted upon in line with our Organisation policies & procedures.

In addition, if there is anything disclosed that may affect the wellbeing or safety of the supervisee, CYP, team or organisation information may need to be disclosed in line with Organisation policies or procedures whilst ensuring that the supervisee is informed at all times.

### **Evaluation of supervision & staff support**

- ✓ This will be evident in the successful completion of the minimum 6m probation period
- ✓ Staff retention
- ✓ Monthly 1:1s
- ✓ Client feedback
- ✓ Line management liaisons with supervisors & staff experienced in a skill-set different from the managers e.g. videography
- ✓ Annual 360 appraisals

### **Compliance Monitoring**

Wider evaluation of this policy will be undertaken through our Organisation's annual audit programme (August) to determine staff compliance with this policy, evidence of continued professional development & any feedback from our clients.

### **Resolving conflicts**

Disputes or conflicts within the supervisory relationship need, in the first instance, to be discussed within the supervisory relationship if possible, to see if they can be resolved. Both parties may wish to involve their line manager or senior for support to resolve any issues. However, if the conflicts cannot be resolved it can be dealt with under the *Employee Grievance Procedure (Employee Handbook)*.

### **Managing risk**

Ultimately the purpose of supervision is to safeguard the wellbeing of the CYP & assist with the development of the supervisee. Managing risks is an important component of supervision, therefore, issues regarding risk should be reviewed as part of & management supervision. It is the responsibility of both the supervisee & supervisor to raise, discuss & explore those risks.

### **Specific Professional Requirements**

Awarding Bodies like AIM have their own specific requirements for the qualifications staff must have & Continuing Professional Development. These are outlined by the individual organisations/bodies & staff should be aware of these & refer to the Training & Quality Manager for further information.



**APPENDIX 1 - STAFF SUPERVISION FORM**

Name:

Job title:

Date:

Supervisor:

What has gone well?

What have you had difficulty with?

How can we support you in your role?

Staff professional development target setting & training

Understanding safeguarding

Targets to achieve prior to next meeting

Staff signature:

Line Manager signature:

**APPENDIX 2 - INDUCTION CHECKLIST**

**Onboarding**

	Employee	Line Manager
Employee Handbook		
Staff email address		
BrightHR log-in & orientation		
PC log-in & orientation		
OneDrive log-in & orientation		
Key fob		
Gaming logins & orientation as required		

**Internal Policy & Procedure Training**

Policy	Appendices	Policy Date	Employee initials	Line Manager initials
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**General**

Attendance Policy		SEP 23		
Business Continuity Plan	N/A	SEP 23		
Complaint Procedure	1. Stage 1 & 2 Complaint Forms	SEP 23		
Data Protection, GDPR	1. Data Retention and Disposal of Records Policy 2. Appendix 2 - Privacy Notice 3. Appendix 3 - Photography & Videos Consent Form	SEP 23		
Equality, diversity & Inclusion	N/A	SEP 23		
Environmental Statement		SEP 23		
Employee Handbook	1. Declaration			
Fire Safety	1. Fire Evacuation Plan 2. Visitor Log	SEP 23		
First Aid	N/A	SEP 23		
Health & Safety	1. Cleaning Procedures for Bodily Fluids & Vomit 2. Lone Working Policy 3. Eye Care Policy 4. Smoking At Work Policy	SEP 23		
Positive Interactions	1. Procedure For Managing Distressed Behaviours 2. Reporting incidents of CYP to CYP violence 3. Reporting incidents of violence to staff	SEP 23		
Supervision & Staff Support	1. Supervision form 2. Induction Checklist	Oct 23		
Tackling Bullying	3. Tackling Bullying Procedure	SEP 23		

**Risk Assessment**

Risk Assessment	1. Risk Assessment Procedure 2. Risk Register 3. Risk Assessment 4. DBS Waiver	SEP 23		
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**Safeguarding**

Child Protection	1. CYP Protection Recording form 2. Skin map	Oct 23		
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	<ol style="list-style-type: none"> <li>3. Dealing with disclosures</li> <li>4. Allegations against adults who work with CYP</li> <li>5. Lower-Level Concerns</li> <li>6. Sexual violence and sexual harassment between CYP in Organisations</li> <li>7. Missing Child/Young Person</li> <li>8. Online Safety</li> <li>9. Mental Health and Emotional Wellbeing of CYP</li> <li>10. Transgender CYP Policy</li> <li>11. Whistleblowing in a safeguarding context</li> <li>12. Briefing sheet for temporary staff and Volunteers</li> <li>13. What is CYP abuse?</li> <li>14. Transporting CYP</li> <li>15. Procedure for Meeting Visitors to the Organisation</li> </ol>			
E-Safety	<ol style="list-style-type: none"> <li>1. E-Safety Guidelines and Acceptable use form  <ul style="list-style-type: none"> <li>✓ <u>Document signed by employee</u></li> </ul> </li> <li>2. Photography &amp; Videos Consent Form</li> </ol>	SEP 23		
Safeguarding	N/A	OCT 23		

**Recruitment – Directors & Delegated managers only**

Recruitment & Selection	1. Recruitment Checklist	SEP 23		
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**External Training**

CPD Safeguarding		SEP 23		
<a href="#">Keeping Children Safe in Education Part 1</a> (paper copy available)		SEP 23		
<a href="http://www.gov.uk">Prevent duty training - GOV.UK (www.gov.uk)</a>		JUL 23		
First Aid for those who will be lone working or transporting				
<a href="http://NCSC.GOV.UK">Cyber security training for school staff - NCSC.GOV.UK</a>		APR 21		
<a href="http://freecoursesengland.co.uk">Understanding Autism</a> (freecoursesengland.co.uk)				
<a href="#">Introduction to PDA</a> (YouTube video)		May 21		

**BrightHR Training**

Equality, diversity & inclusion awareness				
Understanding GDPR				
Mental health awareness				

Please work through this with your Line Manager. Your Line Manager will quiz you to test your understanding. At any time & without warning, we could be visited by representatives from Ofsted, councils, placing schools or other organisations involved in Safeguarding & quality therefore, it is important you feel confident & competent in your work.

The hard copy will be filed in the central Training File by your Line Manager with any certificates under your name.

Any updates to working practices will be communicated by email &/or in group sessions. Please sign any attendance registers &/or print & sign update emails to confirm that you have read & understood the changes. Hard copies need to be filed in the central Training File under your name.