



Fairfield Farm College

Supervision for Staff Policy

Policy number	New or Reviewed	Date of next review	Responsibility
032	October 2018	October 2021	Director of HR & Workforce Development

To provide young people with opportunities to be successful and make a positive contribution within their community.

Introduction

This policy defines the Supervision requirements for all staff who work in the residential provision offered by the Trust. Any formal Supervision sessions provided to other staff who provide support for students within the college environment will be covered by the policy. The policy will protect the best interests of students, young people and staff at Fairfield Farm College/Trust and to ensure that professional practice in the Trust is of the highest standard.

The Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 - Regulation 18(2) states:

“Persons employed by the provider in the provision of a regulated activity must:

- Receive appropriate support, training, professional development, supervision and appraisal as is necessary to enable them to carry out their duties they are employed to perform,*
- Be enabled where appropriate to obtain further qualifications appropriate to the work they perform, and*
- Where such persons are health care professionals, social workers or other professionals registered with a health care or social care regulator, be enabled to provide evidence to the regulator in question demonstrating, where it is possible to do so, that they continue to meet the professional standards which are a condition of their ability to practice or a requirement of their role.*

Supervision within all residential aspects of the Trust will be in line with CQC (Care Quality Commission) requirements, General Social Care Guidelines.

This policy should be read alongside:

- Safeguarding Policy
- Child Protection Policy
- Protection of Vulnerable Adults Policy
- Professional and Safe Practice Policy
- Whistle Blowing Policy
- E-safety (including use of photos and video)
- Health and Safety Policy

All staff working at the college should know the name of the Designated Safeguarding Lead (DSL) and be familiar with the policies identified above. They should have received Safeguarding Training (annually) and understand their responsibilities to safeguard and protect children and young people.

1. What is supervision?

- 1.1 Supervision is: “ a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives which together promote the best outcomes for service users”

2. The Purpose of Supervision

Formal supervision is a two way process in which staff and supervisors will:

- 2.1 develop confidence, and increase skills and insight
- 2.2 establish and maintain a non-judgemental, positive and co-operative working relationship between supervisors and supervisees, built on trust and respect.

- 2.3 provide a safe environment that encourages positive interactions to address issues and dilemmas experienced by staff members in their work roles.
- 2.4 reduce stress and increase confidence in supervisees own skills to manage difficult situations
- 2.5 ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- 2.6 ensure staff are clear about their roles and responsibilities in relation to their work and that their practice is consistent with the Trust's values, policies, procedures and quality standards.
- 2.7 monitor progress and celebrate achievements made in the time following the previous supervision.
- 2.8 identify and set targets and activities together that relate to individual roles and the needs of the students/young people/organisation.

3. Good practice of supervisions

- 3.1 Supervisions should include a contract agreed by both parties and reviewed regularly
- 3.2 Confidentiality - Issues of trust need to be thoroughly explored and the importance of confidentiality emphasised.
- 3.3 Supervision should include a joint commitment to openness and clarity about what may be treated as confidential by both parties.
- 3.4 Any matters discussed in a supervision meeting can be treated as confidential when it is agreed that it is unnecessary to discuss them elsewhere. However, openness requires all parties to be sensitive to those occasions when difficult issues will have to be discussed elsewhere, and to be transparent about when and why this will be necessary and how it will be done.

4. Preparation

- 4.1 The supervisee must ensure that they have filled in a supervision form prior to their supervision as this allows them to think of topics of discussion including having some reflection time, areas of achievements and next steps as well as review notes of the last supervision and tasks undertaken.
- 4.2 The supervisor must ensure that they have made time to go through the last supervision notes to identify what has been actioned as well as next steps including support, professional development and training.
- 4.3 Both parties must think about individual student's/young people's progress and any concerns or support that may need discussing.
- 4.4 These sessions should include relationships with student's/young people's families, colleagues and other professionals/professional bodies.
- 4.5 These sessions will also include safeguarding issues, equality and diversity issues, general health and safety issues, budget management (if applicable), working schedule and annual leave.
- 4.6 The supervisee should return the completed form to the supervisor at least 48 hours before the supervision meeting preferably electronically. The supervisor will give the supervisee at least 24 hours notice of any issues they wish to raise in addition to those suggested by the supervisee or agreed at the last supervision meeting.

5. Agreed frequency and duration of meetings

- 5.1 Supervision should take place regularly. The frequency and duration of supervision should be adequate to ensure safe and competent care for people who use services. (Skills for Care, 2007). Additional advice and guidance can be found at:
<http://www.skillsforcare.org.uk/publications/ProvidingEffectiveSupervision.aspx>.

- 5.2 The actual number frequency of supervision sessions will be negotiated by supervisor and supervisee, new or less experienced staff may require more supervision sessions than more experienced staff. Staff may have additional supervision sessions to work through specific professional challenges.
- 5.3 Supervisions are effective when meetings are scheduled in advance and timings are not changed although sometimes we may need to accept that changes are beyond our control.
- 5.4 Meetings will be held at a time and venue suitable for both parties with an agreed duration. The agreed length of a supervision session would expect to be no less than 45 minutes and no more than one and a half hours. The venue should allow for confidentiality, comfort and where interruptions are minimised.

6. Recording a supervision meeting

- 6.1 In most cases the supervisor and supervisee will write/agree the notes within the session.
- 6.2 The supervisor or the supervisee can take responsibility for documenting the discussion during the session, formally agreeing actions at the end and providing the a record which is usually agreed and signed by both parties at the end of the meeting. If occasionally this is not possible notes should be agreed within 72 hours of the supervision meeting
- 6.3 Any safeguarding decisions will be clearly stated, recorded and dealt with in reference to the safeguarding policy.
- 6.4 In line with data protection, the supervisor is responsible for the safe storage of supervision records.

7. Supervision ratios

A full-time member of staff with line management responsibilities ideally line manages no more than seven members of staff, and their workload needs to reflect the non-contact time required for this – usually equivalent of 15 minutes per supervisee per week.

8. Supervision of bank staff and volunteers

Bank staff and volunteers need to take part in regular supervision in line with their role and hours of work.

9. Training

Supervision training is essential for all those leading or undertaking supervision. Any staff member who accesses this training will be expected to share what they have learnt and support the senior team in ensuring that there are robust systems in place.

BY ORDER OF THE BOARD

Clair Beaty-Pownall
Director of HR & Workforce Development
October 2018

Appendix A

Fairfield Farm Trust/College

Staff Supervision Guidance
Staff should consider the following questions before a Supervision
<ul style="list-style-type: none">• Have I done what I said I would do at the last session?• What have I done that I'm happy / unhappy with?• Have I got any concerns with regards to the students/young people in my care?• What do I want to do before the next session? What are my priorities?• Is there anything or anyone creating a problem for me?• Is my personal life affecting my work or visa versa?• Am I over or under loaded, or are things just right?
Supervisors' should consider the following questions before a Supervision
<ul style="list-style-type: none">• Have I done what I said I would do at the last session?• Is the quantity and quality of work satisfactory?• Are there any areas of work that I am happy / unhappy with?• Is the staff member working within the trust standards?• If there is a need for more support, how might I provide it?• What should this worker's priorities be? How do they fit in with the worker's own priorities / perception of their priorities?• Is the staff member over or under working?• Are there any problems with time keeping, administration tasks, etc.?

Appendix B

Fairfield Farm Trust/College

The residential provision at Fairfield is committed to ensuring that each staff member is given every opportunity to succeed in their work, to the best of their ability and regular formal Supervision forms part of this process.

Supervision Contract		Please answer or tick	
I have read and understood the Supervision Policy			
I have had an opportunity to ask for clarification of the Supervision Policy			
I understand that regular Supervision is a requirement of the post for all staff who work in the residential aspect of Fairfield Farm College or the Independent Living Project at Fairfield Farm Trust and refusal to participate actively and regularly in this process could lead to disciplinary action being taken against me.			
I understand that written records are kept of all Supervision sessions and it is my responsibility to ensure that the record is accurate before I sign it – wherever possible note will be written and agreed as part of the supervision session.			
I would like my Supervision sessions to be (state frequency)			
I would expect each Supervision session to last (duration)			
I would like my Supervision session to take place in (state venue)			
The best time for Supervision sessions for me (state preferred time(s))			
At each Supervision session I understand that I will be asked if the details on frequency, venue are still appropriate to my needs			
I agree with the details outlined in this contract			
Signed supervisee:		Name	
Role		Date	
Signed supervisor		Name:	
Role:		Date	

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Supervision Record			
Name of Supervisee			
Name of Supervisor		Date	
Supervisee - Maximum of 4 things I need to bring to supervision:		Supervisor - Maximum of four things to bring to supervision:	
1		1	
2		2	
3		3	
4		4	
What has gone well since last supervision?		What developments have happened since the last supervision?	
Discussion		Action	Date

Discussion	Agreed action		Date
Signed supervisee			Date
Signed supervisor			Date
Next meeting date		Venue	

Appendix 4

Fairfield Farm Trust/College

Supervision and Support Record following medication error			
Name of Supervisee			
Name of Supervisor			
Date		Time	
Issue	Discussion	Agreed outcomes	
1	What was the error and the potential consequences and risks?		
2	How and when was the mistake reported?		
3	What immediate action was taken (if necessary) e.g. medical advice		
4	What were the circumstances that led to the error/why did the mistake occur?		
5	Has this error or something similar happened before?		
6	What can be done to try to prevent a recurrence or something similar happening in the future?		
7	What have you learned from what happened and how will you use that knowledge in the future?		
8	Is there any specific training that you feel would be helpful to you?		
9	Is there anything else that you would like to raise or discuss?		
Signature Supervisee			Date
Signature Supervisor			Date