WIMBLEDON CHASE PRIMARY SCHOOL

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

Supervision Policy

September 2026

The supervision policy outlines Wimbledon Chase's commitments to supervision and the school's expectations about how it is delivered.

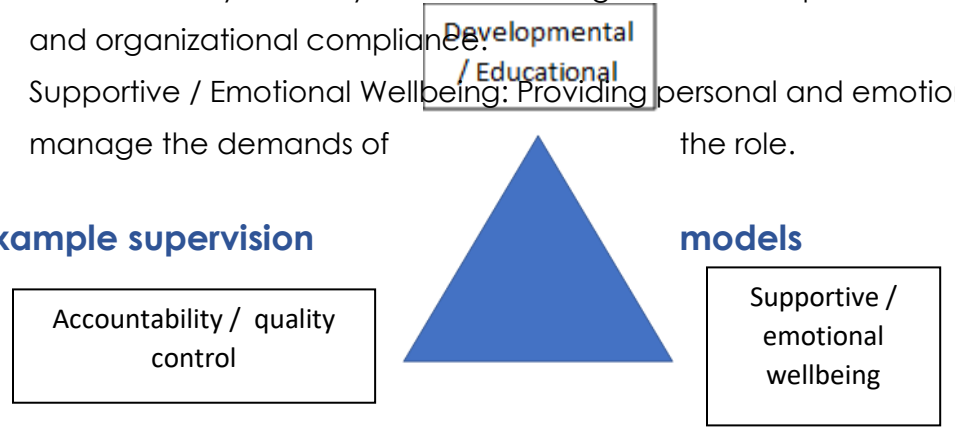
The aims of this policy are to provide guidance about the following aspects of supervision:

- What supervision is
- Examples of supervision models which can be used within schools
- Supervision competencies (skills and knowledge required for supervision)
- Expectations about how supervision is carried out within schools (e.g., frequency, duration, confidentiality, and setting)
- Supervision agreements
- Record keeping
- Roles within supervision
- Supervision evaluation

1. What supervision is

Supervision is defined as a safe, supportive, and reflective space for developing practice and managing the practical and emotional demands of working with children and young people within a structured framework. Supervision consists of a balance of the three activities indicated below (based on Proctor's Functional model, 1986/1992):

- Developmental / Educational: Focusing on skill development, reflective learning, and professional growth.
- Accountability / Quality Control: Ensuring standards of practice, ethical conduct, and organizational compliance.
- Supportive / Emotional Wellbeing: Providing personal and emotional support to manage the demands of the role.



2. Example supervision models

The following are examples of supervision models that could be used within your sessions:

Model	**Summary**
CLEAR Model*(Peter Hawkins, 1980s; adapted by Hawkins & Smith, 2013)*	A 5-stage model. CLEAR is an acronym for:• Contracting• Listening• Exploring• Action• ReviewThis model allows for establishing goals, exploring supervisee's issues/concerns, developing next steps, and reviewing.
Proctor's Functional Model*(1986/1992)*	Considers three main aspects within supervision:• Formative / Learning• Restorative / Support• Normative / Accountability
Solution-Focused Model*(Marek et al., 1994)*	A strengths-based approach that allows for reflection on experiential learning.

3. Supervision competencies

Members of staff providing supervision should continuously develop their core competencies in order to provide effective supervision. The Supervision Competency Framework (Appendix A) could be used by those providing supervision as a self-assessment tool.

Supervision also needs to acknowledge and be sensitive to difference. Both the supervisor and the supervisee need to be aware of their own differences and the interplay of these aspects within the supervision dyad and within their respective professional practice.

4. Expectations about how supervision is carried out

Frequency and duration of supervision

- Project Participants: Participants in the Supervision in Schools project are expected to deliver/receive supervision to each supervisee at least once per fortnight.
- School Staff: Members of the organisation generally should have supervision at least once a term.
- Individual Needs: The duration and frequency of supervision will depend on the individual needs of the supervisee and other factors such as their experience and employer policy. More frequent supervision may also be necessary for staff who are experiencing new challenges, newly qualified staff, or staff who have recently started in a new position. Informal supervision, which might occur outside of scheduled supervision sessions, could also be offered where necessary.
- Protected Time: It is important to set aside protected time for supervision that suits the schedules and the needs of the supervisor and the supervisee. If a scheduled session is unable to proceed, it should be rearranged as soon as possible. Supervision should be prioritised and engaged in proactively.

Location of supervision

Supervision should take place in a quiet, comfortable room which is free of distractions. It also needs to take place in a confidential environment (i.e., with no one present other than the supervisor and supervisee). Supervision can be done in-person or virtually depending on the agreement between the supervisor and the supervisee.

Confidentiality

It is essential that discussions in supervision remain confidential to support open and honest discussions. A shared understanding must exist from the outset regarding confidentiality, established through the supervision agreement.

There may be occasions where information needs to be shared with others and cannot remain confidential:

1. Consented Sharing: When both parties have consented, such as sharing a learning point that would be beneficial to others.
2. Fitness to Practise / Unethical Behaviour: Consent is not required if the supervisor becomes aware of unethical or illegal practices, raising concerns about the supervisee's fitness to practise.
3. Safeguarding & Wellbeing: Consent is not required if the supervisor has concerns about the supervisee's personal wellbeing or identifies a safeguarding concern, which must be disclosed in line with the school's safeguarding policy.

5. Supervision agreements

Arrangements for supervision roles and responsibilities should be outlined during the development of a supervision agreement (Appendix B). Supervision agreements often outline the following elements (based on Dunsmuir & Leadbetter, 2010 and Hawkins & McMahon, 2020):

- The nature and purpose of supervision for the supervisee and supervisor.
- Roles and responsibilities of the supervisor and supervisee.
- The frequency and duration of supervision.
- Session format (agenda and modality).
- Personal and professional boundaries.
- Ensuring that there is a private and comfortable space for supervision.
- Record keeping (who will write, view, store, and retain records).
- Session organisation (who organises sessions and when).
- Relationships with wider stakeholders (e.g., line managers) within the wider system.
- Handling difficulties in supervision.
- Confidentiality and exemptions.
- Processes for evaluating supervision sessions and the supervision contract.

6. Record keeping

Supervision records should be kept by both the supervisor and supervisee. It is recommended that identifiers are not used when discussing individual children/cases/service users.

There should be a shared agreement on where these records will be stored and who will be able to see them. Records of supervision should summarise the agenda and next steps/actions discussed. Both the supervisor and supervisee must sign the supervision record (Appendix C).

7. Roles within supervision

Within the supervision agreement, expectations regarding the distinct roles of the supervisor and supervisee must be clarified (Hawkins & McMahon, 2020). Supervisors and supervisees should maintain an ongoing dialogue about expectations and review them regularly.

The supervisor will:

- Ensure a quiet, safe space for supervision.
- Be responsible for timekeeping.
- Manage the supervision agenda.
- Provide feedback.
- Monitor the relationship between the supervisor and the supervisee.
- Monitor ethical issues within supervision (ensuring adherence to ethical practice and challenging practice where necessary).
- Share knowledge, experience, and resources with supervisees.
- Model skills as a practitioner.
- Seek and be receptive to feedback on the supervisory relationship and delivery of supervision.
- Refer on to other supervisors, professionals, or resources where issues are outside their remit, skills, or experience.
- Keep notes of the sessions in negotiation with the supervisee.

The supervisee will:

- Prepare for supervision (e.g., case background, comprehensive account of issues, and ideal outcomes).
- Present cases/issues for supervision.
- Apply learning from supervision and review with supervisor at a later date.
- Provide feedback on the supervision session.
- Keep notes of the sessions in negotiation with the supervisor.

Personal and professional boundaries

Quality supervision includes an exploration of personal feelings and issues experienced by the supervisee where these impact on or are impacted by work. The supervisor should signpost the supervisee to additional avenues of support where necessary.

8. Supervision evaluation

Supervisors and supervisees should be open to giving and receiving regular feedback. The CORBS framework (Hawkins & McMahon, 2020) should be used to provide supervision feedback:

- C – Clear: Being clear about the feedback you want to give.
- O – Owned: Keeping in mind that the feedback is your own perception.
- R – Regular: Giving feedback as close to the event as possible and allowing time to action it.
- B – Balanced: Maintaining a balance of strengths and areas for development.
- S – Specific: Avoiding generalised feedback.

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Appendix A: Supervision Competency Framework

(Adapted from Carroll et al., 2020 by Merton Educational Psychology Service)

No.	**Competency Descriptor**	**Emerging**	**Developing**	**Competent**	**Evidence / Comments**
1	Knowledge				
1.1	Know the purpose and benefits of supervision				
1.2	Know about the models and theories of supervision				
1.3	Know what supervision is and is not in school context (e.g., distinction from line management)				
1.4	Know the research on supervision				
1.5	Know about the ethical issues relevant to supervision				
1.6	Know how to evaluate the process and outcomes of supervision				
1.7	Know the importance of and how to support a school-wide culture of supervision				
2	Qualities				

2.1	Demonstrates relevant interpersonal skills in practice and relationships (e.g., active listening, empathy)				
2.2	Demonstrates ethical practice in all contexts				
2.3	Values diversity and individual difference				
2.4	Encourages professional growth of colleagues				
3	Skills				
3.1	Can support senior leaders in establishing a school-wide supervision culture (e.g., CPD delivery)				
3.2	Can negotiate a mutually agreed and clear supervision agreement				
3.3	Can establish and maintain clear boundaries at start of and during supervision				
3.4	Can manage the challenge of simultaneously holding line management and supervision roles				

3.5	Can agree goals at the start of supervision				
3.6	Can apply and select a range of supervisory models as appropriate				
3.7	Can engage in reflective and meaningful feedback				
3.8	Can effectively record supervision meetings				
3.9	Can respond appropriately and confidently to ethical issues arising during supervision				
3.10	Can effectively evaluate the process and outcomes of supervision				
3.11	Can demonstrate an understanding of boundaries and remit of supervisor's role				
4	Commitment to Own Development				
4.1	Have ensured supervision of own supervision				
4.2	Committed to updating own supervisory skills				

4.3	Committed to updating wider professional knowledge and skills in relation to SEND				

Appendix B: Supervision Agreement Template

This is a supervision agreement between _____ (supervisee) and _____ (supervisor) on _____ (date). This agreement will be reviewed on _____ (date). We will aim to meet every _____ *(frequency – at least once per fortnight for project participants / at least once per term for school staff)* at _____ (day & time) for a duration of _____ *(maximum over the course of a term)*.

1. Scheduling: Rearrangements occur only in event of illness or crisis. Meetings take place in a private, quiet room ensuring no interruptions. Both parties will be punctual.
2. Pillars of Supervision: Address supervisee development, support, and guidance to meet professional standards, balancing:
    - *Developmental / Educational*
    - *Accountability / Quality Control*

    - *Supportive / Emotional Wellbeing*
3. Recording & Anonymity: Each session will be recorded, anonymised, signed by both parties, and kept secure.
4. Confidentiality & Safeguarding: Discussions are confidential except where there is risk to self/others, serious mental health concerns, breaches of professional conduct, or safeguarding disclosures, which will be escalated under the safeguarding policy. Supervisors receive anonymised ongoing supervision for their own practice.

Signature (Supervisee): _____ Date: _____

Signature (Supervisor): _____ Date: _____

Appendix C: Supervision Record Keeping Template

(Supervision in Schools Project) Supervisee Name: _____ Supervisor Name:_____

Dates of Supervision: _____ Meeting Number: _____

- **Supervisee's agenda items**
- **Supervisor's agenda items**
- **Review of outstanding issues**

Agenda Item	**Notes / Actions & Next Steps**	**Person(s) Responsible**	**Discussed (√)**	**Completion / Review Date**

Supervisee Signature: _____ Supervisor Signature: _____

Date: _____