



Supervision Policy

Ratified by Chair of Govs:

Signed by 

Date 

Date:

Review Date:

MIAG



Purpose of this Policy:

The purpose of this policy is to set out how staff supervision is carried out at MIAG (Meeting Individual Need & Aspirations), ensuring that all staff receive regular, supportive, and reflective supervision. Supervision is vital to support staff wellbeing, professional development, safeguarding responsibilities, and the delivery of high-quality care and education for our learners.

Scope

This policy applies to all staff employed at MIAG, including permanent, temporary, full-time, part-time, and sessional staff, as well as volunteers.

Definition of Supervision:

Supervision is a formal and recorded process through which staff are supported and held accountable in their roles. It provides an opportunity to:

- ✚ Reflect on practice
 - ✚ Discuss workload and responsibilities
 - ✚ Monitor wellbeing
 - ✚ Identify training and development needs
 - ✚ Review safeguarding concerns or issues
 - ✚ Promote staff development and confidence
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Principles of Supervision:

Supervision at MIAG is:

- ✚ **Regular:** Carried out at least **once a month**, or more frequently if needed. New staff will receive **Fortnightly** supervision during their probation period
 - ✚ **Confidential:** Discussions are private, with notes stored securely. Confidentiality may be broken only if there is a safeguarding concern
 - ✚ **Supportive:** Focused on developing the supervisee and promoting their wellbeing
 - ✚ **Reflective:** Encouraging reflection on practice, decision-making, and emotional responses
 - ✚ **Accountable:** Ensuring staff meet professional standards and responsibilities
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Structure of Supervision:

Each staff member will have an allocated **supervisor**, usually their line manager or a senior member of staff. Supervision sessions will include:

- ✚ Review of actions from previous session
 - ✚ Discussion of current work and key responsibilities
 - ✚ Review of safeguarding concerns or incidents
 - ✚ Exploration of emotional impact of the work
 - ✚ Identification of training and support needs
 - ✚ Setting goals or action points
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Safeguarding Focus:

Given the nature of our setting and the vulnerabilities of our learners, supervision will always include time to reflect on:

- ✚ Safeguarding concerns (both current and potential)
 - ✚ Safe professional practice
 - ✚ Relationships with learners
 - ✚ Use of behaviour management strategies
 - ✚ Reflection on incidents involving risk or restraint (if applicable)
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Recording and Confidentiality:

A record of each supervision session will be kept using a standard template and stored securely. Both supervisor and supervisee will sign the record to confirm accuracy. Records may be accessed by the Designated Safeguarding Lead (DSL), senior leadership, or external inspectors where necessary.

Additional Support:

In addition to formal supervision:

- ✚ **Ad hoc support** is available from line managers and senior leaders as needed
 - ✚ **Safeguarding supervision** with the DSL or Deputy DSL will be arranged separately if specific concerns arise
 - ✚ Staff are **encouraged to seek support early** if they feel overwhelmed or uncertain
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Training for Supervisors:

All staff who supervise others will receive appropriate training in supervision skills, reflective practice, and safeguarding leadership to ensure the quality and consistency of supervision.

Monitoring and Review:

This policy will be reviewed annually or sooner if needed. Feedback from staff on the supervision process will be regularly sought and used to improve the quality of support provided.