



OAKTREE
EDUCATION SERVICES
— O E S —

Supervision Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	22/04/2025

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1. Policy Statement

This policy outlines the supervision framework at Oaktree Education, an independent SEND college supporting learners with Social, Emotional and Mental Health (SEMH) needs, Specific Learning Difficulties (SpLD) and conditions related to trauma. Supervision plays a vital role in maintaining high standards of professional practice and safeguarding both students and staff. It supports a reflective, safe and effective workforce capable of delivering trauma-informed care.

2. Legal and Regulatory Framework

This policy is informed by and compliant with:

- Ofsted Education Inspection Framework (EIF)
- Keeping Children Safe in Education (KCSIE) 2024
- Working Together to Safeguard Children 2023
- Children and Families Act 2014
- SEND Code of Practice 2015
- DfE Guidance: Mental Health and Behaviour in Schools (2018)
- Staffing and Employment Advice for Schools (DfE, 2021)

3. Purpose of Supervision

Supervision is a formal process that supports, develops and sustains practitioners in their role. It ensures professional accountability, promotes emotional wellbeing, and enhances trauma-informed practice. At its core, supervision aims to:

- Safeguard student welfare through effective oversight
- Provide structured opportunities for reflection and emotional processing
- Enhance decision-making and problem-solving in complex situations
- Support continuous professional development
- Improve outcomes for students through improved staff resilience and competence

4. Scope

This policy applies to all staff, including:

- Teachers and learning support assistants
- Pastoral and therapeutic staff
- Senior leaders and safeguarding leads
- Support and administrative staff with student-facing roles

5. Types of Supervision

The college implements a range of supervision models to suit different roles and responsibilities:

- Formal one-to-one supervision: Structured sessions between a supervisor and supervisee, held at least once per half term
- Group supervision: Facilitated peer sessions focusing on shared experiences and case discussion
- Reflective debriefs: Brief, structured sessions following incidents or challenging events
- Safeguarding supervision: Mandatory and separate sessions for Designated Safeguarding Leads (DSLs) and deputies, scheduled at least half-termly

6. Frequency and Duration

- Teaching and support staff: Minimum of one formal supervision every half term
- Pastoral and trauma-informed staff: Monthly supervision, including reflective space
- Safeguarding leads: Supervision at least once per half term, aligned with safeguarding requirements
- Post-incident debriefs: Within 48 hours of any serious incident involving physical intervention, significant emotional distress or safeguarding concerns

7. Supervision Content

Each session should explore the following core areas:

- Student wellbeing and safety
- Staff wellbeing and emotional impact
- Case discussion and review of support strategies
- Reflection on trauma-informed approaches
- Continuing professional development needs
- Workload management and boundaries

Supervision is a confidential space but may need to breach confidentiality where safeguarding or professional conduct is concerned.

8. Roles and Responsibilities

Supervisors must:

- Provide a safe, respectful and non-judgemental space
- Maintain records of sessions, actions and follow-ups
- Support supervisees to reflect on and improve their practice
- Escalate any safeguarding or performance concerns appropriately

Supervisees must:

- Attend sessions punctually and actively participate
- Be open to reflection, feedback and professional challenge
- Raise any concerns impacting their wellbeing or professional duties

Senior leaders must:

- Ensure supervision is embedded in college practice
- Provide time and resources for high-quality supervision
- Monitor effectiveness through feedback and evaluation

9. Training and Development

All supervisors receive training in:

- Supervision skills and techniques
- Trauma-informed approaches
- Safeguarding and confidentiality
- Reflective practice

Supervision is recognised as a key aspect of professional development. All staff are encouraged to access CPD related to mental health, trauma and SEND.

10. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and in line with changes to DfE or Ofsted expectations. Feedback from staff and supervisors will inform ongoing improvements.

11. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principle of Head of College:**
Chris Kelly, 22/04/2025
- **Chair of Governors/Trust Board:**
Name, Signature, Date