



**SEXEY'S**  
SCHOOL

# **Boarding Staff Line Management and Supervision Policy**

**SEPTEMBER 2022**

Date of Policy	September 2022
Review Date	September 2023
SLT Lead	Helen Cullen
Policy last reviewed by	Helen Cullen
Policy Level	School level, NMBS Statutory

Signature

Helen Cullen  
Headteacher

## School Vision and Ethos

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect.

As a school we have to be exceptional in all that we do and have an unrelenting commitment to provide:

- Exceptional learning experiences within an environment where children can thrive and learn.
- A caring community that provides students with support and guidance, where Children are valued and their potential is nurtured and developed.
- A wide range of opportunities that help to develop the skills, confidence and knowledge to benefit the local and global community both now and in the future.
- Staff with an exceptional place to work, develop and grow.

## Our commitment

To safeguard and promote the welfare of Children through:

- The provision of a safe environment in which Children can learn.
- The provision of high-quality residential provision which nurtures and develops our Children to achieve and thrive.
- Identifying concerns early and provide appropriate help and support for Children and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.

## Introduction

At Sexey's School we are committed to providing a safe and secure environment that transforms the lives of Children attending Sexey's School and to fulfil our responsibilities to safeguard and promote their welfare. In order to promote the safety and wellbeing of students it is essential staff receive high quality line management and supervision.

## **How are Boarding Staff supported and their development promoted?**

Supervision and line management are key for all adults working with children and especially those working in a care capacity. At Sex e School we are committed to providing high quality line management and supervision to all staff. We provide staff with regular: -

- Boarding Line Management
- Boarding Supervision
- Safeguarding Social Care Supervision
- Team meetings

## **What is Boarding Line Management and why is it important?**

Line Management is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the pastoral care that is provided to students and parents.

## **What is Boarding Supervision and why is it important?**

Boarding Supervision provides the professionals working with young people the opportunity to seek professional support and challenge. Supervision allows a professional the opportunity to discuss challenges within their roles and problems as well as providing support when things are difficult. Supervision is non-judgemental and is a supportive process where the intended outcome is increased capacity, resilience and confidence of the professional.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- Discuss any issues – particularly concerning student well-being;
- Identify solutions to address issues as they arise;
- Receive coaching to improve their personal effectiveness.

## **What is Safeguarding Social Care Supervision**

This is Supervision undertaken by an appropriately qualified person, currently the schools Consultant Social Worker, who is also a LADO. This takes place at regular intervals for all staff as set about below:

- DSL and DDSL – Half termly
- House Parents – at least termly
- Assistant House Parents – Termly

- Safeguarding Team – Termly

Safeguarding Social Care Supervision is recorded by the Supervising Staff member and is used to inform future CPD. Through discussion with the Headteacher.

Safeguarding Social Care Supervision can be in a group or 1:1. The Supervising Social Worker will report any safeguarding or professional conduct concerns to the Headteacher post supervision. Although the themes will be shared, unless the colleague gives permission the discussions between supervisor and colleague remain confidential.

### **How is Boarding Line management and Supervision carried out?**

Regular Boarding line management and supervision is carried out by a staff members line manager. The meeting has a set agenda (see Appendices 3-6). The Headteacher line manages the Director of Boarding.

During these meetings, a set agenda is used and members of staff are able to discuss any concerns they have about their practice, students or inappropriate behaviour displayed by colleagues.

A copy of the meeting notes is shared with the colleague. Each member of staff has a Line Management file which is kept on their personal file in HR, this stored securely at all times.

### **What happens after the Line Management Meetings?**

Where concerns are raised, the Line Manager and colleague must seek to identify solutions and identify further actions that need to be taken. These are recorded on the Meeting Record form and may include further training and/or support from senior colleagues.

All aspects of these meetings must ultimately focus on promoting the interests of boarding students.

### **Additional Meetings that Support communicating consistency and strong professional practices.**

Alongside formal line management and professional supervision, meetings there are a number of group meetings that are held to ensure strong communication, consistency in expectations for boarders and strong professional practice, these are;

#### **Boarding Team Meeting**

- Take place weekly
- Chaired by Head
- Attended by SHP, BHM, M, AM, AHPs, and DSL

#### **House Team Meeting**

- Chaired by SHP/BHM

- Take place at least fortnightly

### **Cleaning Team Meeting**

- Chaired by Matron
- Take place daily at coffee time

### **Shift Informal Meeting**

- These take place as needed to meet the needs of the staff on duty and students in house

### **Appraisal**

All staff will have an annual appraisal as set out in the Teaching and Nonteaching Staff Appraisal Policy. Please refer to this for further information. Appendix 7 is the set form for boarding staff appraisal.

### **Policy review and evaluation**

This policy will be reviewed annually.

#### Summary of changes log

Date of Review	Reviewer	Changes
06/07/2022	HC	P1 - Change of date P1 – Level of policy added

## **Appendix 1: Guidance Notes for Line Managers**

Being a Line Manager is a significant responsibility and one which needs to be taken seriously. The school and the individual you line manage expect you to provide line management that is:

- Planned well in advance and only changed in exceptional circumstances
- Well-structured, allowing both you and the individual to contribute to the agenda
- Carried out in an appropriate location and free of interruptions
- Properly and promptly recorded with notes copied to the individual

### **Preparation**

- Have you made appropriate arrangements for the meeting e.g. quiet location, adequate time and no interruptions?
- Have you made sure you have the correct format for recording the meeting?
- Have you got a copy of the notes of your last meeting?

### **Conducting the meeting**

- Is the meeting structured to be child/student focused?
- Will the meeting provide opportunities to discuss pastoral issues such as workload and work concerns?
- Are you using the agreed recording format to record the notes of the meeting?

### **Ending the discussion**

- Do all notes indicate the actions that have been agreed?
- Have any training or development needs been identified?
- Are clear timescales agreed?
- Has the date of the next meeting been agreed?
- Line Managers should ensure they pass a copy of the meeting record to HR for storing confidentially.

## **Appendix 2: Guidance Notes for Boarding Staff**

Supervision and line management are an important right and benefit for all those working in boarding. It is the main way in which the school monitors and reviews your work but also ensures you are properly supported and continue to develop your skills. It is therefore important that you are fully involved and make the most of the opportunities that these meetings offer.

In particular you should:

- Prepare for each meeting by reviewing notes from the previous meeting and thinking about the things you want to raise and discuss
- Be ready to share your thoughts and ideas in the meeting
- Be open about what has gone well and what you have found difficult
- Be ready to plan and undertake training and other development activities as agreed with your line manager
- Check and read the notes of your meetings and make sure you follow through and complete any actions as agreed

### **Preparation**

- Do you know the date and time of the meeting in advance?
- Have you made provision (and arranged cover if necessary) to be able to attend this meeting?
- Have you confirmed you will be attending the meeting as arranged?
- Have you got any information you can bring to the meeting such as notes from training or meetings that you have attended?
- Have you got a copy of the notes of your last meeting?

### **During the meeting**

- Be open about any areas of difficulty
- Ensure the discussion is recorded by your line manager using the agreed format

### **Ending the discussion**

- Do all notes indicate the actions that have been agreed?
- Have any training or development needs been identified?
- Are clear timescales agreed?
- Has the date of the next meeting been agreed?
- Have you got a copy of the notes?

Appendix 3

# Boarding Supervision Meeting Record – Boarding House Manager



Name of Staff member	Staff members role	Date of Meeting	Line Manager
Actions agreed from previous meeting	Impact of the actions on gli XYb1gDYI dYfJYbWV	Has this been a CPD opportunity if yes what was the learning	Further follow up needed if yes, what

## **SAFEGUARDING SUPERVISION**

**Select at least 3 of the themes below each meeting: -**

- Safeguarding concern managed recently or using a Lessons Learned case study
- Specific concern about a student well being
- Student voice received
- Personal well being

<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	

## PROFESSIONAL PRACTICE SUPERVISION

Select at least 3 of the themes below each meeting: -

Themes: -

1. Development of Boarding experience for students (Mentoring, activities, house programme)
2. Engagement of students in house life and role you play in it
3. Management of students (Behaviour, academic support, independence)
4. Student equality and diversity
5. Relationships (Professional staff and students)
6. Communication (Written, verbal, stakeholders)
7. NBMS (Your role and how to support exceeding them)

THEME	EXPLORE Reflection on the theme	ACTION Needed by staff member	IMPACT What will be the impact of your experiences	FOLLOW UP Needed by Supervisor
Development of Boarding experience for students (Mentoring, activities, house programme)				
Engagement of students in house life and role you play in it				
Management of students (Behaviour, academic support, independence)				
Student equality and diversity				
Relationships (Professional staff and students)				
Communication (Written, verbal, stakeholders)				
NBMS (Your role and how to support exceeding them)				

Staff member signed and dated	
Supervisor signed and dated	



# Boarding Supervision Meeting Record – Matron /Assistant House Parent

Name of Staff member	Staff members role	Date of Meeting	Line Manager
Actions agreed from previous meeting	Impact of the actions on għ XYbłgDYl dYfjYbWV	Has this been a CPD opportunity if yes what was the learning	Further follow up needed if yes, what

## **SAFEGUARDING SUPERVISION**

**Select at least 2 of the themes below each meeting: -**

- Safeguarding concern managed recently or using a Lessons Learned case study
- Specific concern about a student well being
- Student voice received
- Personal well being

<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	

**PROFESSIONAL PRACTICE SUPERVISION**

**Select at least 2 of the themes below each meeting: -**

Themes: -

- 8. Development of Boarding experience for students (Mentoring, activities, house programme)
- 9. Engagement of students in house life and role you play in it
- 10. Management of students (Behaviour, academic support, independence)
- 11. Student equality and diversity
- 12. Relationships (Professional staff and students)
- 13. Communication (Written, verbal, stakeholders)
- 14. NBMS (Your role and how to support exceeding them)
- 15. Management of House
- 16. Management of other staff

THEME	EXPLORE Reflection on the theme	ACTION Needed by staff member	IMPACT What will be the impact on the b[ 'dYcd`Yd` experiences	FOLLOW UP Needed by Supervisor
Development of Boarding experience for students (Mentoring, activities, house programme)				
Engagement of students in house life and role you play in it				
Management of students (Behaviour, academic support, independence)				
Student equality and diversity				
Relationships (Professional staff and students)				
Communication (Written, verbal, stakeholders)				
NBMS (Your role and how to support exceeding them)				
Management of House				
Management of other staff				

Staff member signed and dated

Supervisor signed and dated

## Boarding Supervision Meeting Record – GAP /GBA/Tutors

Name of Staff member	Staff members role	Date of Meeting	Line Manager
Actions agreed from previous meeting	Impact of the actions on the school	Has this been a CPD opportunity if yes what was the learning	Further follow up needed if yes, what

## **SAFEGUARDING SUPERVISION**

**Select at least 2 of the themes below each meeting: -**

- Safeguarding concern managed recently or using a Lessons Learned case study
- Specific concern about a student well being
- Student voice received
- Personal well being

<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young people?	<b>CPD</b> What is the CPD opportunity?
•	•	•	

## PROFESSIONAL PRACTICE SUPERVISION

Select at least 2 of the themes below each meeting: -

Themes: -

- 17. Development of Boarding experience for students (Mentoring, activities, house programme)
- 18. Engagement of students in house life and role you play in it
- 19. Management of students (Behaviour, academic support, independence)
- 20. Student equality and diversity
- 21. Relationships (Professional staff and students)

THEME	EXPLORE Reflection on the theme	ACTION Needed by staff member	IMPACT What will be the impact of the experiences	FOLLOW UP Needed by Supervisor
Development of Boarding experience for students (Mentoring, activities, house programme)				
Engagement of students in house life and role you play in it				
Management of students (Behaviour, academic support, independence)				
Student equality and diversity				
Relationships (Professional staff and students)				

Staff member signed and dated	
Supervisor signed and dated	

Appendix 6

# Boarding Supervision Meeting Record – Domestic Team



Name of Staff member	Staff members role	Date of Meeting	Line Manager
Actions agreed from previous meeting	Impact of the actions on għi XYbłgDYl dYf]YbW'	Has this been a CPD opportunity if yes what was the learning	Further follow up needed if yes, what

## **SAFEGUARDING SUPERVISION**

**Select at least 1 of the themes below each meeting: -**

- Safeguarding concern managed recently
- Specific concern about a student well being
- Personal well being

<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on	<b>CPD</b> What is the CPD opportunity?
•	•	•	
<b>EXPLORE</b> Reflection on a theme	<b>ACTION</b> Needed by staff member post reflection	<b>IMPACT</b> What will be the impact on young	<b>CPD</b> What is the CPD opportunity?
•	•	•	

## PROFESSIONAL PRACTICE SUPERVISION

Select at least 2 of the themes below each meeting: -

Themes: -

- 22. Roles and responsibilities
- 23. Quality of work
- 24. Engagement in house life and role you play in it
- 25. Management of students
- 26. Student equality and diversity
- 27. Relationships (Professional staff and students)
- 28. Line Management of others (as appropriate)

THEME	EXPLORE Reflection on the theme	ACTION Needed by staff member	IMPACT What will be the impact of your experiences	FOLLOW UP Needed by Supervisor
Roles and responsibilities				
Quality of work				
Engagement in house life and role you play in it				
Management of students				
Student equality and diversity				
Relationships (Professional staff and students)				
Line Management of others				

Staff member signed and dated	
Supervisor signed and dated	