



Skippers Hill Manor Early Years: Staff Supervision Policy

Supervision Statement

It is now a legal requirement (EYFS 2014) that all members of staff in direct contact with children receive regular supervision.

The aim of supervision is to support the supervisee and to encourage reflective practice and development. It also enables the supervisee to raise any concerns.

Supervision is compulsory and must take place at least every 8 weeks (6 times a year)

The supervision session will provide an opportunity to look at:

- All aspects of the supervisee's roles and responsibilities at Skippers Hill.
- How the supervisee's work reflects the philosophy and meets the standards expected by Skippers Hill.
- The supervisee's personal and professional development needs.
- The supervisee's learning and career development needs.

The supervision session will also provide an opportunity for the supervisee to:

- Reflect on his/her experience and feelings about work in the setting.
- Obtain support with any problems or difficulties.
- Receive regular feedback about his/her performance.
- Agree and review action plans linked to his/her job role and development needs.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.

The supervision session must:

- Be planned and the supervisee must be aware of the objectives.
- Have time set aside at a time and place agreeable to the supervisor and supervisee.
- Not be interrupted unless absolutely necessary.

During the sessions the supervisor and supervisee will work to a supervision agreement. The content and action points of each session will be recorded by the supervisor and may be shared with the Senior Leadership Team. The supervisee will receive a written copy of the supervision notes.

In the event of a supervisee wanting to have a different supervisor, they should discuss this with their existing supervisor wherever possible and then make this known to the Headteacher.

For more information see the Skippers Hill Manor Early Years setting Supervision Policy.

Reviewed by Loraine Pincott, Head of Early Years:

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Next review: September 2018

Supervision of Pupils Policy - Whole School

*Adapted from an example in **Providing effective supervision: a workforce development guide;** CWDC (2007)*

Introduction

It is now a legal requirement (*EYFS safeguarding and welfare requirements 2014*) that all staff in direct contact with children receive regular supervision.

The aim of this policy is to provide a framework for the one to one supervision of any staff working for Skippers Hill Manor Early Years who are in direct contact with children.

The policy has been written, following consultation, to ensure it meets the needs of the school, the staff and their supervisors, regardless of their job role.

Promoting a safeguarding culture in the setting

Supervision will support and strengthen the safeguarding culture we are committed to at Skippers Hill.

Supervision will promote and model the following indicators of a safe setting:

- Staff are respectful to all employees as well as children
- Staff are open about discussing good and poor practice
- Blame only occurs in extreme circumstances
- Leaders model the appropriate behaviour
- Staff are knowledgeable about the vulnerability of the children that they look after
- Staff are aware that abusers may already be in the employment of the organisation
- Children are listened to
- Staff are empowered to challenge poor practice
- Parents are encouraged to be involved in planning their child's care and education and are welcomed into the Kindergarten.
- Whistle-blowing procedures are in place and staff know how to use them

(Cited in the Serious Case Overview Report in Respect of Nursery Z; Plymouth Safeguarding Children Board 2010)

Supervision policy Statement

Skippers Hill Kindergarten aims to provide appropriate, responsive and flexible services for all the children in our care.

We can only do this if our staff:

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
- Are fully supported in their work and managed effectively.

Supervision is one of the ways that this can be achieved. This policy sets out how staff can expect to be supervised and provides the Head of Early Years with the key elements needed to supervise staff effectively.

Supervision will always keep a focus on the best interests of the children in the Kindergarten and promote their safety and well-being.

Definition of supervision within the performance management framework

Individual performance management within Skippers Hill Manor Kindergarten involves three elements:

- 1. Supervision** – a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.
- 2. Appraisal** – an annual meeting, where the individual and their supervisor:
 - review the individual’s performance and identify what has gone well, and what hasn’t gone so well over the last year
 - set measurable objectives and/or targets in line with their team objectives and/or targets for the coming year
 - have the opportunity to identify learning and development to help the individual carry out his/her job better, both now and in the future.
- 3. Learning and Development Planning** – this forms part of the appraisal process and aims to encourage the individual to identify and evaluate learning that has taken place during the previous year and plan for learning and development opportunities for the coming year.

The supervision process is a key part of the performance management framework as outlined above. Discussions held and recorded during supervision will form part of the appraisal process.

Functions of supervision

The four main functions of supervision are:

- 1. Management** (Competent accountable performance/ practice)
- 2. Learning and Development** (Continuing professional development)
- 3. Support** (Personal support)
- 4. Mediation** (Engaging the individual with the school)

These four functions are interdependent and one function cannot be effectively performed without the others.

An over-emphasis on, for example, management, will leave the supervisee feeling that they are being overly controlled and that the only purpose of supervision is to “check up on them”.

An over-emphasis on support will result in important discussions about workload, decision-making, and accountability being neglected leading to a danger of supervision becoming counselling.

Each function is described in detail below.

1. Management (Competent accountable performance/ practice)

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be achieved through discussion of:

- The overall quality of the supervisee’s performance and work outcomes.
- The policies and procedures relating to their work and that these are understood and followed

- The roles and responsibilities of the supervisee and that these are clearly understood, including the boundaries and limits of their role.
- The development and monitoring of action plans/targets and objectives.
- Monitoring of the supervisee's workload.

2. Learning and Development (Continuing professional development)

This function is to encourage and assist staff in reflecting on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

The learning and development function will be achieved through:

- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

3. Support (Personal support)

This function is to provide support for staff to carry out their role. The nature of the work as well as the effect of particular situations, incidents or personal issues may have an emotional impact on the staff member. By offering support within the supervision context supervisees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

This will be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained
- Clarifying the boundaries between support and counselling in the supervisory relationship
- Enabling and empowering expression of feelings in relation to the work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

4. Mediation (Engaging the individual with the school)

This function is to ensure that the relationship between the supervisee, their team and the school are effective. This will be achieved through:

- Briefing the Senior Management Team about key issues raised by staff.
- Dealing sensitively but clearly with concerns and complaints about colleagues and others with whom they work.
- Consulting and briefing staff on changes and developments that affect their area of work.

Links with key children supervision

Supervision should provide an opportunity to reflect on practice rather than just act as a tick-box to check on what practitioners are doing. Discussing individual children is a valuable part of the process so long as this is done in a way that encourages reflective practice. However if a discussion of the whole cohort is required, this should be done outside of the supervision session.

If an individual case is discussed during supervision, this should be recorded in the child's individual file. The record should include:

- a summary of the discussion
- agreed actions and timescales

Supervision methods

This policy is concerned primarily with one to one supervision that takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. All staff within the organisation that have direct contact with children will have access to this method of supervision.

It is recognised, however, that supervision is an on-going process that takes place in other ways. The two other main methods are outlined below. They have a place but should not replace planned, formal, recorded, one to one sessions.

Group supervision

This should not replace individual supervision but can be used to complement it. It will involve a group of staff, all involved in the same task, meeting with the Head of Early Years to discuss issues about their work or the way they work together as a team. This may be done in the context of the weekly EYFS meeting or as a separate session to look at specific issues.

Unplanned or “ad-hoc” supervision

The pace of work and change and the frequency of supervision means that staff often have to “check something out” with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with their supervisor will be communicating daily about work issues, problems arising, changes in policies or procedures.

This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- any decisions made with regard to a child or family should be clearly recorded in the child’s file as appropriate
- where supervisees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.

If a supervisor is absent from work for a long period (over one month) the headteacher should ensure that effective arrangements are in place for the supervision of the staff in Early Years.

Frequency of supervision

The frequency of supervision should reflect:

- The supervisee’s level of experience and competence (not necessarily length of service, although staff new to a role may require more frequent supervision)
- Particular circumstances that apply to the supervisee may mean they may require more frequent supervision (e.g. a difficult piece of work, the level of risk associated with work, personal difficulties or relationships, performance issues or levels of stress)
- Staff in direct contact with children should be supervised at **no less than 8 weekly intervals (once every half term)**
- The actual frequency for individuals should be agreed between the supervisor and supervisee when negotiating the terms of the Individual Supervision Agreement
- Any deviation from the recommended frequency detailed above, as a permanent

- feature, should be by agreement between the two parties and should be clearly recorded in the Individual Supervision Agreement

Supervision records

The recording of supervision sessions is the responsibility of the supervisor. The supervisor must adhere to the following standards of recording;

Recording standards:

- The detail included in the supervision record is a matter of judgement for the supervisor. In general the record should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.
- Supervisors should aim to give a copy of the record to the supervisee for signature within two weeks. If this is not possible they should be with the supervisee before the next supervision session. This should form part of the Individual Supervision Agreement
- Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions
- The records should be signed and dated by both parties. If there is disagreement as to the content of the record this should be recorded by the supervisor. A copy should be retained by both parties
- Whilst it is recognised that many staff prefer to keep records on computer systems, in the case of supervision records hard copies must be taken. This is to both safeguard the supervisor and supervisee in the case of investigations (e.g. disciplinary or complaints investigation) and to ensure that records are not altered in any way.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with the Headteacher and the Senior Leadership Team, this should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and all records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Supervisees should be aware, however, that other than themselves and their supervisor others will, from time to time, access records.

These might include:

- **Senior Managers**
- **Investigating officers**(e.g. for disciplinary or case review purposes)
- **Inspectors**(e.g. ISI inspectors)

Storage and Retention

The Individual Supervision Agreement and the supervision records will be kept in the supervisee's file held in the office or in an agreed place.

When a supervisee leaves the school the records should be retained for two years after the member of staff has left and then shredded..

Individual Supervision Agreements

The process of developing an Individual Supervision Agreement (ISA) is as important as the written document itself. This process should be begun at the first supervision session though it may not be completed in one session.

The purpose of the Individual Supervision Agreement is to establish a basis for which the supervisor and supervisee will work together during one to one supervisions. This establishment of ground rules should be through negotiation and should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory relationship. It is worth noting that when the supervision relationship breaks down, or is less than satisfactory for either party, it is usually because of a lack of clarity or a mismatch of expectations from the outset.

When establishing the supervision agreement the following should be discussed:

- The purpose of supervision
- The frequency of supervision
- The venue for the supervision sessions (note: this should always be in a private room where others cannot easily overhear)
- Any specific responsibilities of both supervisor and supervisee
- The recording of supervision, including where records will be kept to safeguard confidentiality, whether records will be typed or handwritten, how quickly records will be given to the supervisee for signature
- The complaints and review process
- The practical arrangements (e.g. the process if supervision has to be cancelled or rearranged, an agreement that supervision will be uninterrupted, the anticipated length of time for each session)
- The arrangements for agenda setting (e.g. both parties to submit agendas before the session, at the start of the session etc.)

Each Individual Supervision Agreement may be different and should be regarded as a “living” document that is changed according to the changing needs of the supervisee. An example of this may be where the frequency of supervision has been agreed and this subsequently changes as the member of staff gains confidence in their role. As a minimum it should be reviewed annually.

Monitoring and Quality Assurance

In order to be effective the supervision process requires monitoring and quality assurance arrangements. These processes enable the organisation to check that:

- The standards of supervision as outlined in this policy are being followed
- Staff are being supervised professionally and effectively
- Supervision sessions are being recorded,
- The supervision process promotes equal opportunities and anti-discriminatory practice.

The **monitoring arrangements should** involve discussion between the Headteacher and the Head of Early Years about practice in supervising the Early Years staff. The Headteacher may request copies of supervision records as evidence of practice and to use as a tool where there are developmental needs on behalf of the Head of Early Years.

Complaints

Supervisees should be clear about whom they should contact if they feel the terms of their supervision agreement are not being met.

Supervisees should always discuss any complaints or dissatisfaction in the first instance with the Head of Early Years and endeavour to reach an agreement within the normal supervision process.

If the complaint cannot be resolved by discussion with the Head of Early Years the supervisee should raise the issue with the Headteacher.