

## **Supervision Policy**

### **Introduction**

**High performance management is one of the most important elements in ensuring positive outcomes for children and their families. It has a crucial role to play in the development, retention and motivation of the early year childcare workforce. Therefore Supervision and Appraisal meetings are a Statutory Safeguarding and Welfare requirement of the Early Years Foundation Stage.**

### **Supervision**

Supervision is a requirement of the Early Years Foundation Stage and this policy is based on the premise that the supervision of staff is an integral part of the day to day business of our setting. It will occur both formally and in other forums including informal discussions and group settings and in all of these forums the process of supervision should be informed by the standards set out within this document.

Early years settings are committed to have appropriate arrangements in place for the supervision of staff who have contact with children and families. Supervision provides opportunities for staff to discuss any issues, particularly concerning children's development or well being. Effective supervision provides support coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

### **Supervision meetings provide opportunities for all staff to:-**

- discuss any issues eg concerning children's development or well being
- Identify performance concerns and improvement requirements and any solutions to address issues as they arise
- Identify any training and development needs

- Identify appropriate support/guidance with regard to all aspects of work including support in dealing with particular children and their individual needs

### **Supervision Standards**

Staff supervision is integral to the effective delivery of services, staff should expect:-

- Clear objectives and standards and help in achieving the objectives.
- To be given opportunity and time to express any concerns concerning children's development and well being.
- To be given appropriate support and receive coaching to improve their personal effectiveness
- For staff to demonstrate a willingness to strive for continuous improvements
- To be to discuss workload, team issues, training developments, any additional concerns/issues eg sickness/absences and achievements

### **Supervision and it's purpose**

The purpose of the Supervision Policy is defined as a process by which one worker is given responsibility to work with another worker(s) in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for the children and their families. The objectives are:-

- Competent, accountable performance.
- Continuing professional development.
- Personal Support
- Linking the individual to the organisation

The process of supervision is supported by the development of a relationship between supervisors and supervisees which provides a safe environment to support the worker and facilitate reflection, challenge and critical thinking.

### **Statement of Expectation**

- prioritise supervision as an important activity within the setting
- Ensure that all staff who come within the scope of this policy have a named supervisor who has line management responsibility for their work and welfare
- Provide training and ongoing development opportunities
- Ensure appropriate space is provided for 1-1 meetings
- Regularly evaluate the quality of supervision
- be responsible for ensuring that the delivery of regular meetings are conducted with all staff once every term, agreed in advance and at an agreed time . Each member of staff is responsible for ensuring that they meet the required standard of their job.

### **Recording supervision meetings.**

The supervision meetings should be recorded on a supervision sheet, signed and dated and a date is arranged for the next supervision. Confidentiality and identity of any children discussed is maintained at all times

- use the supervision agreement as the basis for the development of a relationship where the staff can be supported in their work and reflect on their practice.
- ensure that all staff are clear about how to raise concerns about the quality of supervision being received.
- use the supervisory process to learn from good practice and give constructive feedback in order to promote professional development
- address performance concerns as they arise and work positively with staff to improve practice.
- take responsibility for their personal development as a Manager and use their own supervision to reflect on their supervisory practice.

### **Staff will :-**

- Take responsibility for attending one to one supervision or group sessions as set out in their supervision agreement.
- Prepare adequately for supervision and take an active part in the process.

- Take responsibility for raising any concerns they have about the quality of the supervisory relationship with the supervisor.

### **Method of delivery**

A relationship between the Manager and staff is fundamental to the supervisory process and supervision will take place in a variety of ways and circumstances.

**One to one supervision** is at the heart of the process and all staff should receive regular formal one to one supervision.

**Ad hoc supervisions** is the conversations that take place between a manager and staff as the need arises. This should be available to all staff but is not a substitute for formal one to one supervision. The value of ad hoc supervision is that it is an important way of supporting staff, improving performance, keeping pace with change and ensuring the settings requirements are met. It should be recorded in line with these procedures.

### **Frequency**

Once per term

### **THE SUPERVISION AGREEMENT**

The development of a productive supervisory relationship starts with:

- Clarity about roles and responsibilities and organisation requirements
- Building rapport, understanding each other's perspective and any factors that might affect process
- Acknowledging that effective supervision may not always be comfortable and exploring high power, authority and differences of opinion may be negotiated

This process should be captured within the written agreement and is the responsibility of Management to ensure that an agreement is in place for every member of staff. This agreement should be signed by both parties and placed in their named file.

The written agreement is working tool and should be reviewed at least once a year.

### **SUPERVISION PROCESS AND CONTENT**

- To discuss any issues re personal performance and concerns with child development
- To address any training requirements/needs
- Health and Safety updates
- Any Safe guarding / Child protection issues
- Key person/ Key children performances/developments
- Any other issues

### **RECORDING SUPERVISION**

- Record
- Review
- Action
- Timescales

### **MONITORING AND REVIEW**

- Feedback

### **Legal Framework**

Data Protection Act 1998

Human Rights Act 1998

This policy was adopted at a meeting of Jack and Jill's Pre-School.

Held on \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

<b>Date reviewed</b>	<b>Any Amendments (if any)</b>	<b>Signature</b>