

Supervision Policy

Links to Every Child Matters: Staying Safe

Links to Welfare Requirements: Safeguarding and Welfare Requirements- Suitable People 3.21, 3.22

Supervision and appraisals are processes which offer support, assurance and develop the knowledge, skills and values of an individual, group or team. The purpose is to help staff to improve the quality of the work they do, to achieve agreed objectives and outcomes.

Who should have supervision and appraisals?

Supervision and appraisal systems should be put in place for all staff within a setting, this includes all permanent, temporary, full time, part time, bank, and voluntary staff.

A supervisor is responsible for the supervision and appraisal of staff's work, guiding and directing their teams in the performance of their tasks.

The role of the Supervisor

Supervisors are normally the line managers of staff. The line manager role may also be your room leader. Supervisors usually manage staff who have no management responsibility themselves. They will often perform the same tasks as their teams or have recent experience of the work.

A supervisor will have responsibility the daily supervision of staff and the work they do, as well as conducting regular supervision meetings and yearly appraisals with the staff members they supervise.

A supervisory role holds significant responsibility and should provide supervision that is based on a written policy or agreement.

Supervisors are best placed to talk to staff, to listen to their concerns, to counsel and coach them, to check they meet their targets and to ensure they are committed to the setting.

What is Supervision?

The aim of supervision is to allow staff and their supervisors to:

- Discuss issues or difficulties
- Identify solutions to address issues
- Be coached in tackling issues as they arise
- Review work and workload
- Explore feelings
- Develop practice and competencies
- Plan future action
- Ensure every child's safety and wellbeing
- Focus on individual children and their development and progress
- Monitor standards

Regular one to one supervision meetings should be organised to discuss and look at the points above. These meetings should mainly focus on the day to day work issues that arise.

The draft consultation document for the Statutory Framework of the Early Years Foundation Stage (July 2011) states: 'Providers must put appropriate arrangements in place for the supervision of their staff. Effective supervision should support, coach and train the practitioner and promote the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues, and the immediate reporting of any grounds for concern about a child's welfare and safety.'

Why is Supervision important?

Research has shown that the key to building a work-force who are well trained, highly skilled and passionate about their role, is to provide support, guidance and opportunities. High quality supervision is one of the most important drivers in ensuring outcomes for people who use children's services. It also has a crucial role to play in the development, retention and motivation of the workforce. All organisations need to make a positive commitment to a strong supervision culture. This is achieved through:

- A clear supervision policy, with practice that supports the policy
- Effective training of supervisors
- Strong lead and example senior managers
- Performance objectives for supervision practice in place for all supervisors
- Monitoring of actual practice, including frequency and quality

The 2010 Working Together to Safeguard Children document states: 'Working to ensure children are protected from harm requires that sound, professional judgements are made. It is demanding work that can be distressing and stressful. All of those involved should have access to advice and support from, for example peers, managers or named and designated professionals.' 'For early years practitioners involved in day today work with children and families, effective supervision is important to promote good standards of practice and to support individual staff members.'

Holding a Supervision meeting

When planning the meeting the supervisor should consider the length of the meeting and organise a venue to hold it in. Ideally the meeting should be conducted in a familiar place to the appraisee, where they are comfortable and during their working hours.

The meeting should be an opportunity for both the supervisor and staff member to discuss the previous supervision meeting notes and review the progress towards the appraisal form's personal development plan's actions. The meeting will also provide the opportunity for agreed actions and timescales to be set as a result of the discussions that have taken place.

At the beginning of the meeting, both the supervisor and employee should agree and prioritise what they wish to discuss during the meeting. The priorities of both people should be given the same consideration when deciding the focus of the meeting.

Recording a Supervision meeting

All supervision meeting discussions should be recorded properly and promptly. Meetings notes and actions can either be recorded during the meeting or afterwards within an agreed time frame. This will enable agreed actions and timescales to be noted and for the form to be reviewed before the next meeting.

Both parties should be given the opportunity to see and sign the form, as well as record any points that they disagree with regarding the meeting content. The completed form should be filed in the staff member's personnel file and treated as confidential.

How frequently should Supervision meetings be held?

Regular supervision meetings should be organised between staff and supervisors. Supervisions will typically take place once every 2 months and will last approximately 30 mins.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the nursery, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, 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.

Storage and Retention

The Individual Supervision Agreement and the supervision records will be kept on the supervisee's file held by the supervisor or in an agreed place, in a locked cabinet. It is a matter for the supervisor what other documents are held with the supervision records, these may include appraisal documents, sickness documents and correspondence.

Annual Review

An audit will be carried out once a year in order to determine whether the supervision policy is being adhered to.

Complaints

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

Supervisees should talk to the Nursery Manager if they feel that their supervision agreement is not being met.

If the complaint cannot be resolved by discussion with the Nursery Manager then supervisee should raise the issue with the Trustees of Kings Church.

This policy was adopted by	Small World Nursery
On	13 th August 2019
Date to be reviewed	August 2020
Signed on behalf of the provider	
Name and role of signatory	Melanie Whitley (Nursery Manager)

STAFF SUPERVISION AGREEMENT

Employee:

Supervisor(s):

Post:

Post:

1. Period of agreement

From:

To:

2. Introduction

Staff supervision and the Performance and Development Review (PDR) will be held in accordance with the company Staff Supervision and PDR policy.

3. Arrangements for meetings

Supervision meetings should be held at least on a bi-monthly basis, taking into consideration individual need. Supervision frequency will be made in agreement with employee and supervisor.

The dates of meetings will be:

Each meeting will last for approximately: 30 mins

Meetings will normally be held in a private room/office away from your working environment. It is the manager's/supervisor's responsibility to locate and book a suitable room.

4. Content of meetings

Regular items for supervision meetings will be:

- Notes of previous meeting
- Review of work since previous meeting
- Current work and workload
- Attendance
- Future work plans
- Training and development
- Any other business

4. Recording meetings

The supervisor is responsible for recording supervision meetings. His/her notes should reflect the nature of discussions at the meeting and contain all action points.

A copy of the notes will be provided to the employee within 5 working days of the meeting.

Notes and agendas of supervision meetings will be prepared on computer, circulated via cc Mail and kept filed in each individual's personal directory.

5. Cancellations

In the event that a scheduled supervision session has to be cancelled by either party, it will be re-scheduled at the point of cancellation proving to be unavoidable. The session should be re-scheduled to take place within 5 working days of the date of the original booked session. If the cause of the cancellation is the sickness absence of either party then another supervision session will be booked within 5 working days of the person's return to work. In the event that the supervisor is absent from work for more than two weeks unplanned leave, it is the responsibility of the supervisee to report to the supervisor's line manager for alternative supervision arrangements to be made.

6. Disagreements

Areas of disagreement between supervisor and supervisees will be recorded on the supervision records. Areas of disagreement that cannot be resolved may be referred to the line manager.

7. Confidentiality

The content of supervision meetings will be confidential to the two people concerned, except where either person needs to speak to the supervisor's line manager (in which case the other person will be advised of this); it is agreed that certain information will be shared with others (e.g. about training needs or matters which affect other people); the supervisor's line manager needs to check supervision records for monitoring purposes.

If either person is unclear about the boundaries of confidentiality on a particular issue, this will be discussed at the time the issue arises.

6. Equalities

We recognise that discrimination against people, on grounds of race, gender, disability, age, sexual orientation, religion or belief and for other reasons, can exist in overt and covert, unintentional forms. We agree that anti-discriminatory practice should be promoted through the supervision process, by addressing issues of diversity and equality positively, openly and with sensitivity.

8. Appraisal

An appraisal meeting will be held once a year.

Signed:

Signed:

Date:

Date:

Record of Supervision Sessions

Name of Employee	
Person carrying our supervision	
Date:	

Date	Initials Supervision took place	Session Missed Why?	Date of next session	Notes , eg where records are kept

Supervision Meeting Record for childcare staff

Supervisee		Supervisor	
Date			
No of key children			
Review of previous supervision and progress on actions			
Happy that previous notes was an accurate account of discussion		Yes	No
Notes of discussion			
EYFS Responsibilities eg children's observations, assessments, planning, key person role, any concerns about children's development- learning journey audit feedback			
What do you think you have done most effectively since your last supervision?			
What do you think you have done least effectively since your last supervision?			
Difficulties or problems since last meeting inc Agreed actions to overcome these			
Individual			
Annual leave, time off, sickness and absence			
Employee well-being incl health, medication			
Work / life balance- personal issues impacting on work			

Colleague relationships

Points raised from Peer observations

Continual Professional Development- reflecting on internal/external training, training needs

Any Safeguarding concerns?
Are there any sensitive issues that you would like to discuss in confidence/ concerns regarding inappropriate behaviour displayed by your key children, colleagues, parent/carers

Which competency group best reflects your role & responsibilities?

How are you evidencing these competencies?

Any Health and Safety Concerns?

Any other matters discussed

Declaration of Suitability to work with children
I declare that I do not have any health problems, criminal convictions, cautions, court orders, reprimands or warnings that would affect my suitability to work with children.

Please read and answer the following declaration questions:

- 1) Have you been disqualified from caring for a child (including your own)? Yes / No
- 2) To the best of your knowledge, is there anyone who lives in your household who is disqualified?
Yes / No

Signed by supervisee	
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Signed by supervisor	
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Actions Set

Action	By Who	By When	Completed

Signed by supervisee	
Signed by supervisor	
Date	



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Peer on Peer Observation

Name of Practitioner	Name of Observer
Date	Time

Contextual Information (how many children, room)

Observation

Sustained Shared Thinking techniques used (please tick)

Tuning in (Body Language, facial expression)		Genuine interest (whole attention, nodding, smiling, maintaining eye contact)	
Respecting children's own decision and choices		Inviting children to elaborate	
Re-capping		Clarifying ideas	
Offering own experience		Suggesting	
Reminding		Offering an alternative point of view	
Using encouragement to further thinking		Speculating	
Modelling thinking		Asking open ended questions	

Adult Engagement Scale (please tick)

	Totally engaging 5	Mainly engaging qualities 4	Neither engaging or non-engaging qualities 3	Mainly non engaging 2	Totally non-engaging 1	
Sensitivity Adult: <ul style="list-style-type: none"> Has a positive tone Makes positive body gestures & eye contact Is warm and demonstrates affection Respects and values the child Gives encouragement and praise Empathises with the child's needs and concerns Listens and responds to the child Encourages the child to trust 						Sensitivity Adult: <ul style="list-style-type: none"> Has negative tone Is cold and distant Puts the child down, does not respect the child Criticises and rejects the child Does not empathise with the child's needs or concerns Does not listen or respond to the child Speaks to others about the child as if the child isn't there

	Totally engaging 5	Mainly engaging qualities 4	Neither engaging or non-engaging qualities 3	Mainly non engaging 2	Totally non-engaging 1	
Stimulation Intervention: <ul style="list-style-type: none"> • Has energy & life • Is pitched appropriately • Matches the child's interests and perceptions • Motivates the child • Is rich and has clarity • Stimulates dialogue, activity or thinking • Shares in & enhances the child's activities • Can be non-verbal 						Stimulation Intervention: <ul style="list-style-type: none"> • In a routine way • Lacks energy & enthusiasm • Does not match child's interests and perceptions • Lacks richness & clarity • Is confusing • Is not pitched appropriately • Curtails dialogue, activity & thinking
Autonomy Adult: <ul style="list-style-type: none"> • Allows child to choose and supports this choice • Provides opportunities for experimentation • Encourages child initiated ideas and responsibility • Respects the child's judgement of quality of finished product • Encourages the child to negotiate conflict & rules 						Autonomy Adult: <ul style="list-style-type: none"> • Gives child no room for choice or experimentation • Does not encourage the child's ideas • Does not give the child responsibility • Does not allow child to judge quality of finished product • Is authoritarian & dominant • Rigidly enforces the rules & boundaries, allow no negotiation
Best bits of the observation			Even better if			
Feedback Summary (any action points or training identified)						
Signed by practitioner		Date	Signed by the observer		Date	



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Supervision Meeting Record for non-childcare staff

Supervisee		Supervisor	
Date			
Review of previous supervision and progress on actions			
Happy that previous notes was an accurate account of discussion		Yes	No
Notes of discussion			
What do you think you have done most effectively since your last supervision?			
What do you think you have done least effectively since your last supervision?			
Difficulties or problems since last meeting inc Agreed actions to overcome these			
Individual			
Annual leave, time off, sickness and absence			
Employee well-being incl health, medication			
Work / life balance- personal issues impacting on work			
Colleague relationships			

Continual Professional Development- reflecting on internal/external training, training needs

Any Safeguarding concerns?

Are there any sensitive issues that you would like to discuss in confidence/ concerns regarding inappropriate behaviour displayed by your key children, colleagues, parent/carers

Ask a competency question

Any Health and Safety Concerns?

Any other matters discussed

Declaration of Suitability to work with children

I declare that I do not have any health problems, criminal convictions, cautions, court orders, reprimands or warnings that would affect my suitability to work with children.

Please read and answer the following declaration questions:

- 3) Have you been disqualified from caring for a child (including your own)? Yes / No
- 4) To the best of your knowledge, is there anyone who lives in your household who is disqualified?
Yes / No

Signed by supervisee

Signed by supervisor

Actions Set

Action	By Who	By When	Completed

Signed by supervisee	
Signed by supervisor	
Date	