



Supervision Policy

Safeguarding and Welfare Requirement: Suitable People, Training, Support and Professional Development

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.

Policy statement

Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. Supervision at our preschool is designed to foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues, particularly concerning child development and well being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

This policy is based on the premise that the supervision of staff is an integral part of the day to day business of the setting. Supervision occurs formally and informally, within 1-2-1 and group situations, by Leaders and through peer observations. In all these forms, the process of supervisions are informed by the standards laid out within this policy.

Staff supervision is integral to the effective delivery of our service All staff have the right to receive regular formal supervision with their supervisor, who will have receive appropriate training and are supported within the role by the Management Committee. Both supervisors and supervisees have a shared responsibility to prepare for, and participate, in the supervision, contributing to the overall effectiveness of the process. The organisation and all staff members are responsible for facilitating a culture which supports the process.

Purpose of supervision:

- Review staff member's workload
- Monitor progress and review the direction of their work to support competent, accountable performance
- Identify any gaps in training and skills in order to continue and enhance professional development
- Celebrate work achievements
- A place to be challenged supportively and constructively
- Issues related to work are addressed
- Working practices are discussed

- Emotional well-being/work-life balance; a place for personal development and support
- Mutually agreed and acceptable boundaries
- A place to offload

Statement of Expectations

Whitchurch Pre-school will:

- 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 also has line management responsibility for their work and welfare
- Provide training and ongoing development opportunities for supervisors
- Ensure appropriate space is provided for one to one meetings
- Regularly evaluate the quality of supervision being provided.

Supervisors will:

- Ensure the delivery of one to one supervision sessions at a frequency in line with this policy.
- Ensure that supervision is recorded in line with the expectations set out within this policy.
- Ensure that the prime focus of supervision is the quality of service being received by children and families.
- Use the supervision agreement as the basis for the development of a relationship where supervisees can be supported in their work and reflect on their practice.
- Ensure the supervisee is clear about how to raise any 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 the supervisee to improve practice.
- Take responsibility for their personal development as a supervisor and use their own supervision to reflect on their supervisory practice.

Supervisees 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 may have about the quality of the supervisory relationship with the supervisor or management committee if this is not possible.

Method of delivery

A relationship between a supervisor and supervisee is fundamental to the supervisory process and supervision will take place in a variety of settings 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 supervision** is the dialogue that takes place between a supervisor and supervisee as the need arises. This should be available to all staff but is not a substitute for formal one to one supervision. Ad hoc supervision is an important way of supporting staff, improving performance, keeping pace with change and ensuring that organisational requirements are met. It should be recorded in line with these procedures.

Frequency

Formal one to one supervision will be held half termly and will last for 20 – 30 minutes thirty minutes. The Supervisor will provide at least one weeks notice, allowing the supervisee appropriate time for preparation.

The Supervision Agreement

- The development of a productive supervisory relationship starts with:
- Clarity about roles and responsibilities and organisational requirements.
- Building rapport, understanding each other's perspective and any factors that might affect the process.
- Acknowledging that effective supervision may not always be comfortable and exploring how power, authority and differences of opinion may be negotiated.
- This process should be captured within the written agreement and it is the responsibility of supervisors to ensure that an agreement is in place for every supervisee using the organisation's template. This agreement should be signed by both parties and placed in the supervisee's file.
- The written agreement is a working tool and should be reviewed at least once a year.

Supervision Process and Content

During the supervision the supervisor will encourage the supervisee to share their experiences, reflect on their practice or concerns by expressing their feelings, analysis by thinking about what this information means and create a plan of action.

Recording Supervision

- Supervision will be recorded on a supervision record and placed in the supervisee file. This will be the responsibility of the supervisor.
- Any decisions made during formal or informal supervision about a child will be recorded on a Child Record Sheet and placed in the child's records. This will be the responsibility of the supervisee with the support of the supervisor.
- All supervision discussions will respect the privacy of the individuals concerned.
- Ad hoc discussions will be recorded wherever possible.

Monitoring and Review

- The action points from the last supervision will be reviewed at the next supervision.
- The supervisor and supervisee should have action points in place from the previous supervision record or be seen to be working towards this.
- Supervision Agreements are reviewed annually.

This policy is reviewed annually, or as deemed necessary.

Policy reviewed and updated.....(date)