



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 Whitchurch Pre-School is designed to support staff member, encourage teamwork and continuous improvement, and encourage 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

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 Managers and committee members, and through peer observations. In all these forms, the process of supervisions is informed by the standards laid out within this policy.

Staff supervision is integral to the effective delivery of our service. All staff will receive regular formal supervision with the Manager or Deputy Manager, who will have received appropriate training and be supported 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. All staff and committee members at Whitchurch Pre-School are responsible for facilitating a culture which supports this 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. This will normally be the Manager.
- 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.

- **Peer Observation** is the observation of an individual by the Manager or another colleague, designed to identify good practice to share with the team and/or developmental needs.

Frequency

Formal one to one supervision will be held half termly and will last for 20 – 30 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 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

Supervision will include the following content

- Reflection of personal situation including work life balance, health, leave, hours
- Actions and targets from previous supervision
- Recent success and progress made
- What hasn't gone well?
- Safeguarding
- Health and Safety within the setting
- The EYFS; observations, planning, record keeping, key working etc.
- Priorities for the coming month/half term/term
- Any other issues
- Actions and targets moving forward

It may be necessary for another member of staff or committee member to be present in a staff supervision for example where it is necessary to minute the meeting or if requested by the supervisee.

Recording Supervision

- Supervision will be recorded on the appropriate stencil and kept in the staff members file.
- 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)

Signed.....