



**Little Bookham & Effingham
Preschool**

Supervision Policy

What is supervision and why is it important

Supervision is a legal requirement and is an opportunity to meet at regular intervals to discuss and provide support and empowerment to staff to make sure they feel equipped and happy to fulfil their job effectively. The meeting should foster a culture of open discussion where staff have the time to discuss any concerns, worries and constraints within their role and the setting.

The key elements of supervision are coaching, training, maximising safeguarding of children, personal development and well-being, with a focus on children and their well-being. It should also be a two-way process that enables both parties involved to develop a positive and mutually supportive discussion, recorded on an ongoing development plan.

We have put into place appropriate arrangements for the supervision of all our staff that have contact with children and families. All staff have the right to receive regular formal supervision from supervisors who have received appropriate training and are supported within their supervisory role.

The process of supervision is shared responsibility: staff and their supervisors are expected to contribute to the effectiveness of the process and preschool management team has a responsibility to facilitate a culture which supports the process.

Supervision must promote and model anti discriminatory behaviours and anti-oppressive practice and ensure the equality and diversity policies are adhered to.

Supervision must be in a safe place where supervisees can explore strengths, development needs, feelings of being unsure or stuck as well as hearing challenges and receiving praise for their practice.

All staff will have access to appropriate advice and support outside supervision sessions to deal with any immediate safeguarding and child protection issues (including recognition of the need for additional support in particular cases or circumstances)

Supervision must acknowledge the supervisee's strengths, but also take action to address capability issues when necessary;

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being; safeguarding and to identify solutions to address issues as they arise;
- and receive coaching to improve their personal effectiveness

Supervisees should:

- Take responsibility for attending one to one supervision or 'ad-hoc' supervision as set out in this policy
- Be responsible for the quality of their work and make a positive contribution to the supervisory process and take an active part.

Supervisors should:

- 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.
- Ensure that supervision takes place in a quiet private space and sufficient time is allowed for an uninterrupted discussion that enables critical reflection
- Ensure that supervision is planned for a prearranged time and take place as planned. Changes to times and supervision dates should be recorded and the supervision re-arranged to the earliest opportunity

There are four main functions of good supervision:

(Taken from Surrey Safeguarding Children Partnership)

1. Competent accountable performance (Managerial function) This includes monitoring progress against agreed tasks and timescales, maintaining clarity and accountability, reviewing priorities and risk;
2. Continuing professional development (Developmental/formative function). This includes job-related training, monitoring continual professional and managerial development, providing feedback on performance, acknowledging strengths and acting on capability issues. Both supervisor and supervisee should feel able to share questions and uncertainties as well as knowledge and experience;
3. Personal support (Supportive /restorative function)
4. Engaging the individual with the organisation (Mediation function) and may include advocacy, negotiations around roles and responsibilities and management of resource implications, escalation of concerns both in relation to individual cases and performance issues, dealing sensitively with complaints and opportunities for mediation if internal processes are not effective in resolving disputes.

Method of delivery

Supervision can take place in a variety of settings and circumstances.

One to One supervision is at the heart of the process and we offer regular formal supervision to all staff at least once each term. We may choose to offer more regular supervision when the need arises, such as for new staff or any staff who may need additional support.

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. The value of ad hoc supervision is that it 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.

Spontaneous supervision can occur in the event of concerns or safeguarding issues arising. We aim to have an 'open door' culture in regard to supervision.

Safeguarding Supervision

All staff working within early years and childcare have a responsibility to safeguard children in their care. Practitioners can only achieve this effectively if they:

- are clear about what is expected of them
- have the skills, knowledge values and attitudes to carry out their role
- are fully supported in their role and managed effectively.

Safeguarding supervision will be carried out in the same way as general supervision but the agenda will be focused on the child. The child's safety and welfare are paramount and the child's voice must be at the centre. Supervisors should have a professional curiosity and be prepared to ask probing questions to challenge practitioners' values and assumptions.

Supervisors must always consider practitioners emotional well-being and be prepared to signpost to appropriate support services where necessary. Supervision is not counselling. Record keeping is paramount and any safeguarding supervision that takes place discussing an individual child or family should be stored in their safeguarding file.

On some occasions - e.g. enquiries about complex abuse or allegations against colleagues, we will seek the provision of additional individual or group staff support.

Supervision Process and Content

Supervisions will be agreed between the Supervisor and Supervisee, usually at least one week's notice will be given. Staff will be asked to complete a Supervision form prior to the meeting which covers the following:

- Recent Success and Progress
- Is there anything which has not gone well?
- Personal well being
- Workload and work/life balance
- Continual Professional Development
- Children's learning, development and well-being (meeting children's needs, record keeping, key working etc)
- Anything else they would like to discuss
- Any Safeguarding Concerns
- Safeguarding Declaration

In the Supervision we will:

- Begin by agreeing what we need to talk about
- Spend a few minutes checking in
- Check that the notes from the last meeting were accurate
- Review actions from the last Supervision
- Allow time for reflection on your experience and feelings about work and professional relationships
- Talk about your skills, knowledge and experience and development needs
- Discussion and feedback on the work you have been doing
- Provide an opportunity for you to feedback on your experience/ expectations of supervision
- Agreement on future actions
- Confirm when the next meeting will be

Recording Supervision

A written record of the meeting and agreed actions will be signed by the parties involved and will be kept in the individual staff files. Copies of these will be available for the Supervisee if requested.

Monitoring and Review

Supervision records will then be used in future meetings to show progress and any concerns raised by the supervisor/supervisee. Supervisees will be given the opportunity to during each meeting to share their views on the supervision process

The Supervision Agreement

This agreement is a written document that should be agreed by both the supervisor and the supervisee together from the outset, so that participants have a clear and shared understanding of what the supervision will entail, as well as their responsibilities and objectives.

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 and appraisal- what is the difference?

Supervision is a regular one to one meeting in order to meet organisational, professional and personal objectives. This should include current feelings and well-being, concerns or constraints and review of notes from previous supervision.

Appraisal is an annual meeting to:

- Assess and record a staff members performance, potential and development needs over the year (what has gone well/not so well?)
- Set measurable targets and objectives for the coming year
- Identify training needs and support continuing professional development

It is important to remember that although appraisals and supervision are different, annual targets from appraisals should be discussed and reviewed through supervision and changed or adapted as necessary.