

# Early Years Supervision Policy

---



## Rationale

The Statutory Framework for the Early Years Foundation Stage effective from September 2021 states:

- 3.22. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. 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.
- 3.23. Supervision should provide opportunities for staff to:
- Discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns
  - Identify solutions to address issues as they arise
  - Receive coaching to improve their personal effectiveness

The Early Years Inspection Handbook for Ofsted Registered Provision effective from September 2022 states:

112. Inspectors will gather evidence of the effectiveness of staff supervision, performance management, training and continuing professional development, and the impact of these on children’s wellbeing, learning and development. This includes evidence on how effectively leaders engage with staff and make sure they are aware of and manage any of the main pressures on them.

Staff can only fully support children and families if they are supported themselves. As we strive to improve outcomes for all of our children and support families, safe systems and the effective management of staff performance and wellbeing are of prime importance. Supervision is one of the ways in which this can be achieved. It is a regular, planned, accountable two-way process which offers support and develops the individual. Its objective is to monitor the progress of practitioners and to help them improve the quality of their work which will improve outcomes for children. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any other concerns raised about an individual’s or colleagues practice.

If Briarwood Early Years practitioners are to provide the kind of encouragement and provision necessary for the support, development and challenge of our children, they need to be encouraged, supported and challenged as well.

## Purpose

- To ensure staff feel valued, listened to, and empowered to challenge practice.
- To develop reflective practice to improve confidence, and increase skills, insight and courage when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgemental style.

- To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles.
- To reduce stress-related absences, and increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with Briarwood's values, policies, procedures and quality standards.
- To support progress in relation to appraisal objectives.
- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the department.
- To develop a culture of vigilance regarding safe and effective working practices, Health and Safety and Safeguarding our children and families.

## What Does this look like in Practice?

- Each member of staff will have a supervisor – this will usually be the Head of School although the supervisee can request an alternative supervisor.
- Supervision will be in addition to performance management / appraisal, be face-to-face, and take place in a setting private and free from disturbance.
- Supervision will be on a minimum every other term basis – but the frequency may change depending on circumstances, such as complex child protection issues – and supervision sessions will last between 45 mins -1.5 hrs.
- Supervisors will establish a shared view of supervision, including ways in which staff members have felt supported in the past and what they have found useful / less useful.
- All supervision is recorded by the supervisor, shared with the supervisee to capture discussion points and decisions made and stored confidentially. (See Appendix 2)
- Safeguarding discussions will be clearly stated and will be recorded on CPOMs if further action is required in line with the Safeguarding Policy. T:\POLICIES & PROCEDURES\Policies\Briarwood Safeguarding Policy - Sep22.pdf
- The staff member will check the notes and suggest any amendments, at the end of each session.
- The supervisee can request the supervision record to be scanned and emailed to them.
- During every supervision meeting, it is essential that both the supervisor and supervisee make a note of decisions made and actions required, and these actions are formally agreed at the end of the meeting.
- Supervision notes / records will be stored securely, move with the employee if they take up another Early Years post within Bristol, and be kept for one year after a member of staff leaves the setting.

## Roles and Responsibilities

### Supervisors Need to:

- Ensure that staff members receive the appropriate amount and regularity of supervision. This may vary according to roles and hours worked.
- Avoid postponing supervision sessions. Where cancellation is unavoidable, it is the responsibility of the supervisor to arrange an alternative time as near as possible to the original time.
- Arrange a suitably private location free from disturbances.
- Be prepared to challenge and to give and receive constructive feedback.

### Supervisees Need to:

- Value the importance of supervision and contribute to an effective process.
- Prepare for, attend and actively contribute to supervision meetings.
- Act on decisions made in supervision.
- Be open to challenge and to receive and give constructive feedback.
- Arrange extra supervision sessions if they feel this would be of benefit, understanding that Safeguarding, Health and Safety and other concerns should be raised immediately with Head of School/SLT/DSL in line with policies and not wait for supervision meetings.

## Training and Development

Supervision will be facilitated by trained leaders. All team members have access to the policy before sessions and have the opportunity to feedback suggested improvements to the process.

## Appendix 1: Staff Supervision Agreement

Supervisor:

Supervisee:

*The supervision arrangements we have agreed are as follows:*

**How often we will meet** – at least every other term (non-appraisal term), more often if requested

**Where we will meet** – Head of School office

**How long each session will last** - 45 minutes – 1 hour

**Who will make a record of what was discussed/agreed** – Head of School or another supervisor

**What we will do to try to make sure we don't get interrupted** – close the door, cover classes adequately, ensure everyone knows supervision is happening

**Where the supervision records will be kept** – in Head of School's office in secure drawer

**How we will/will not use the supervision records** – to capture discussions and record notes to reflect on at next session. To highlight actions that can be referred to.

**Who else may see the supervision records** – Executive Headteacher and Ofsted.

### In Supervision We Will:

- Begin by agreeing what we need to talk about
- Spend a few minutes finding out if you are okay and how you are feeling
- Check that the notes of the last meeting
- Make sure that, as far as possible, we have done the things we agreed to do last time
- Review your work through discussion, reports and observation, including Safeguarding children and adults which will include:
  - time for reflection on your experience and feelings about work and relationships
  - discussion and feedback on the work you have been doing
  - agreement on future actions
  - talk about your skills, knowledge and experience and development needs
  - provide an opportunity for you to feedback on your experience/expectations of supervision
  - confirm the timeframe of the next meeting and that supervision can be requested at any time

There will only be interruptions if there is an emergency with one of the children or the Head of School must be informed of an arising situation.

Signed

(Supervisee)

Signed

(Supervisor)

## Appendix 2: Staff Supervision Record Form

*The Staff Supervision Record is designed to ensure that key areas are considered in supervision so that supervisor and supervisee are protected in the working relationship. Not every section needs to be covered during every session.*

Name:

Job Title:

Date:

	Record of Discussion:	Agreed Action / Target: Who & When
How are you? Opportunity to discuss work life balance, absences / time keeping - review from last session		
Organisational / Legalisation Updates to check understanding and have an opportunity to support member in implementation		
How is work? Opportunity to discuss: responsibilities, successes and challenges, relationships in the team, relationships with children and families		

<p><b>Review of achievements / goals</b> Opportunity to identify further CPD/interests</p>		
<p><b>Appraisal objectives</b> Discussion of progress and any support required</p>		
<p><b>Safeguarding</b> Opportunity to review issues (in line with policy)</p>		
<p><b>Health and Safety</b> Opportunity to review issues (in line with policy)</p>		
<p><b>Any other Comments:</b> How does the staff member feel at the end of supervision and a chance for constructive feedback – additional meeting required?</p>		

Supervisee Signed ..... Date .....

Supervisor Signed ..... Date .....