

B4.1

SUPERVISION POLICY: STAFF

Rationale:

The Early Years' Foundation Stage (Sept 2012) & the Statutory Framework (April 2017) place an increased emphasis on welfare and safeguarding standards, stating that regular staff supervision is now a statutory requirement.

Aims:

We aim to improve outcomes for every child to ensure that every child has access to all learning opportunities, to develop their individual level of achievement.

We aim to ensure that staff are managed effectively, with staff performance and well-being being of prime importance.

We recognise that working with early years includes a high level of contact and communication with families and therefore we want the Practitioners at Bertie's to provide encouragement, challenge and support for the children and so we aim to support the staff through robust supervision.

Objectives:

To develop confidence, and increase skills, insight and confidence when working with children, parents and the community.

- 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 all staff to take responsibility for bringing matters to the appropriate person/meeting or to discuss a dilemma.
- To reduce stress-related absences and increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, promoting reflective, creative, ethical and safe practice.
- To ensure staff are clear about their roles and responsibilities and that their practice is consistent with the setting's values, policies, procedures and quality standards.
- To monitor progress in relation to agreed objectives.
- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting.
- To model a preferred way of working and relating, which can be transferrable.

Procedure:

- Each member of staff will have a supervisor; allocated from the leadership team.
- Supervision will cover a variety of methods, from small group introductory discussions to individual 1-1 meetings in a private and undisturbed venue.
- Supervision meetings will take place on a 6 weekly basis, but the frequency may change depending on circumstances; meetings will be 30 mins – 45 mins generally.
- Supervisors will establish a shared view of supervision. A setting-wide Staff Supervision Agreement will be used. (Appendix 1)
- All supervision is recorded by the supervisor, shared, signed and stored securely.
- An agreed Staff Supervision Record form will be used to record the discussion points and agreed actions or decisions. (Appendix 2)
- Any safeguarding matters will be recorded in the child's individual file and followed up.
- The Supervision record will be printed off and given to the staff member at the end of the session or at least within 5 working days, to be read, agreed or amended, signed and returned to the supervisor for securely storing.
- During every supervision meeting, it is essential that both the supervisor and staff member take note of any decisions made or actions requiring attention, with a clear time frame.

Role of the Supervisor:

- To ensure that staff members receive the appropriate amount and regularity of supervision. This may vary according to the roles and hours worked.
- Avoid cancelling supervision meetings. Re-arrange the meeting as soon as possible.
- Organise a suitable venue, which is private.
- Be prepared to challenge, where needed and to give and receive constructive feedback.

Role of the Staff Member:

- Value the importance of supervision and contribute to the 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 criticism.

Monitoring and Evaluation:

The policy will be monitored by the Head of Bertie's and the Nursery Committee in line with all policy monitoring. Any trends or outcomes will form a part of an action plan by the Head of Bertie's.

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| This policy was adopted on | Signed on behalf of the School |
| <i>27.09.19</i> | <i>Heather Fulton</i> |

Appendix 1 – Staff Supervision Agreement

Supervisor:

Member of Staff:

The supervision arrangements we have agreed are as follows:

- How often we will meet and where
- How long the meeting will be
- How the record of the meeting will be made and stored
- What will be done to try and make this time uninterrupted
- Who will record the points covered and how the points may/may not be taken forward
- Who else may see the supervision records

In the supervision meetings we will:

- Begin by agreeing what we need to talk about
- Spend a few minutes finding out how you are feeling and settling-into the chosen area
- Check though any notes form the last meeting, or this might be the first meeting
- Follow-up on any action points/targets from the last meeting

There will only be interruptions if there is danger to the children on site or if there is an immediate Safeguarding matter.

Signed: , _____

(Supervisor)

Signed _____

(Member of staff)

APPENDIX 2 – Staff Supervision Record

The member of staff has the responsibility to read the Supervision Policy prior to the first meeting so the purpose of supervision is clear. The supervisor will select which areas to focus on for the first meeting and then the member of staff has an opportunity to state their views for a key area for discussion in the next meeting.

The meeting will always start with a welcome, discussion of the Key areas and end with a summary and agreeing the next steps/targets, setting the date of the next meeting, and thank you.

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| Name of the Supervisor |
| Name of the Member of Staff |
| Area of Responsibility/Room |
| Date |
| WELCOME: How a member of staff is generally, what's been happening or pre-occupying the staff member and a review of the last session, if appropriate. |
| MAIN RESPONSIBILITIES: This relates to the day-to-day work and priorities and should provide opportunities to discuss successes and challenges. This is the substantial portion of the meeting as it will provide opportunities to discuss specific learning and development about each child; leading on to best practice. |
| RELATIONSHIPS: Both with staff members and children and families, and other school contacts. |
| PLANNING & ASSESSMENT RECORDS: How planning, observation, next steps, Development Matters are used/referred to and how records are analysed. |
| HEALTH & WELFARE: Including general health and safety, welfare matters, stress, equality, attendance and timekeeping |
| PERSONAL WELFARE: To support the member of staff to develop their role, responsibility and level of service. Professional development to discuss. |
| Targets/Focus Areas: |
| CONCLUSION: How the member of staff feels at the end of the discussion, to offer constructive feedback on any issues raised. Staff members are encouraged to make reasonable and realistic suggestions about how the Supervisor can help them. |

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