

## EYFS Supervision Policy

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|----------------------------|------------------|
| Last Revision Date         | August 2018      |
| This policy is Reviewed by | The Head of EYFS |
| Group                      | EYFS             |
| ISI Reference              |                  |
| Next Review Date           | August 2019      |

Tick which category this document refers to:

|  |  |
|--|--|
| ISI requirement to be made available               |  |
| ISI requirement to be on website                   |  |
| Internal staff only                                |  |
| Internal students only                             |  |
| Internal staff and students                        |  |
| Statutory requirement to have on website (non ISI) |  |

## Introduction and context

Following the child abuse conviction of Vanessa George in October 2009, a Serious Case Review was carried out by Plymouth Safeguarding Children Board, as defined by Chapter 8 of Working Together to Safeguard Children 2010 (DCSF:2010). The report found that many members of staff working with Vanessa George had concerns about her behaviour, but an absence of proper staff supervision meant they did not have a formal opportunity in which they could raise these concerns; *“Supervision by a competent supervisor may have provided a forum where, within a safe environment, these feelings could have been aired.”* (Plymouth Safeguarding Children Board March 2010).

Following a recommendation from the Serious Case Review and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision is now a legal requirement for providers under Section 3 of the Statutory Framework for the Early Years Foundation Stage April 2017 – The Safeguarding and Welfare Requirements.

*3.21 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.*

*3.22 Supervision should provide opportunities for staff to:*

- *Discuss any issues – particularly concerning children’s development or well-being*
- *Identify solutions to address issues as they arise*
- *Receive coaching to improve personal effectiveness*

The aim of this policy is to provide a framework for the one to one supervision of any staff working in the Nursery and Reception at Great Walstead School.

## What is supervision?

Formal supervision has been well established in Social Work, therapy and counselling for many years with government guidance identifying that effective supervision is important for practitioners involved in day to day work with children and families (DCSF:2010). Similarly, lessons from serious case reviews have found that supervision is essential for any staff working in this sector *“Supervision is ... essential to help practitioners to cope with the emotional demands of work with children and their families which has an impact at all levels of intervention”* (DCSF:2008).

**Supervision is child focussed and children’s welfare is at the heart of the process.** It is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague’s practice.

## Who benefits from supervision?

The main beneficiaries of supervision are the **children who attend an educational setting and their families**. Effective supervision ensures the delivery of efficient and safe care through regular monitoring of practice, professional support and the identification of an employee's training and development needs. It also supports increased staff retention which ensures continuity of care for children.

**For the employee**, supervision provides professional one to one support and "space" away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This hopefully increases the feeling of being valued by management at the setting which in turn, increases job satisfaction.

**For the employer**, communication between staff and management is improved, allowing for full discussion of the setting's objectives, and priorities. Effective supervision encourages motivated, confident employees who understand the principles of safe practice and can mentor and support each other more effectively in the setting. Staff are more focussed and efficient, knowing their individual priorities which increases productivity. Staff are clear about their responsibilities, what policies and procedures should be followed and what to do when they have concerns about either their own or the practice of others.

**The aim of supervision** is to allow staff and their supervisors to:

- Discuss and challenge concerns, issues or difficulties;
- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Review work and workload;
- Explore feelings and emotional impact through opportunities for reflection
- Develop practice and competencies, including training needs;
- Test awareness and understanding of setting policy, philosophy and practice;
- Ensure that every child's safety and wellbeing is promoted;
- To maintain an accurate and agreed record of professional dialogue.

### **The rights and responsibilities of a supervisee**

To receive effective and sensitive supervision;  
To be treated in an anti-discriminatory manner;  
To have their feelings and opinions recognised;  
To raise issues of concern about their own practice and that of their colleagues;  
To learn from mistakes and seek advice if they are unsure;  
To be listened to and receive appropriate professional feedback and support;  
To be briefed about changes;  
To commit to regular supervision and understand its value.

### **Why should Supervision be recorded?**

- To keep a record of what was discussed and actions agreed;
- To keep a record of any disagreements;

- To benchmark and audit the quality of supervision;
- For performance management of staff.

At the end of each session, or as soon as possible thereafter, both supervisor and supervisee will sign and date the supervision notes to confirm its accuracy and both should keep a copy. The supervisor's copy may be kept in a supervision file or personal staff file.

### **Frequency**

All staff working in the Early Years Foundation Stage will have a supervision session once in each short term (6 times a year). In order that any concerns about the practice of colleagues can be raised if necessary, the appointed supervisors will be as follows:

- Mrs K Green supervised by Mrs H Calthrop;
- All Nursery and Reception staff whether on a temporary, permanent, full time or part time basis supervised by Mrs K Green and Mrs H Calthrop

The Head of EYFS is responsible for ensuring that regular supervision meetings are conducted with every member of staff.

Three of these supervision meetings will form part of the annual appraisal cycle when performance objectives will be set, reviewed mid-year and reviewed at the end of the year.

### **Focus of supervision meetings**

Issues related to performance and training needs will be considered as part of the agenda of every supervision meeting.

A focus on how well an individual is performing in relation to organisational needs and priorities should not, however, be the main focus of the other three sessions. The Little Ted's serious case review made it clear that the supervision process must provide a safe space where difficult issues may be raised in a supportive and confidential manner. For example: working relationships, concerns about colleagues' behaviour and actions and the impact of personal relationships on reporting concerns. Individual attitudes and the opinions, values and beliefs underpinning these need to be explored to assist staff in distinguishing personal and professional beliefs and to develop a professional identity.

### **Format of meetings**

- In order for supervision to be at its most effective, supervision meetings should be held in a private area of the school where staff can be free from interruptions or being overheard.
- Meetings should be of a manageable length. In order for staff to feel comfortable to raise concerns if necessary, it is important that the meeting is not rushed but there is no formal expectation for the length of a supervision meeting. Half an hour will probably be sufficient for meetings not involving appraisal review.
- The supervisor will write records of the meeting and will be responsible for ensuring that the supervisor and supervisee sign two copies of the minutes – one of which will be passed to the supervisee, the second being kept on file by

the supervisor.

- Records of supervision meetings will be kept in the locked Safeguarding filing cabinet. The records may be requested by an ISI inspector as evidence that regular supervision is taking place.
- In the event of a disagreement between the supervisor and supervisee, the supervisee should be referred to the Headmaster who will consider the disagreement.

### **Confidentiality**

The purpose of supervision is to provide Early Years staff an opportunity to discuss with a senior member of staff, any concerns they may have about practice in the setting. It is important therefore that a trusting relationship exists between the supervisor and supervisee. It should however be made clear to the supervisee that any concern shared with the supervisor which has an immediate impact on the safeguarding of children in the setting will be followed up and acted upon where appropriate. Supervision records should be maintained confidentially and not be accessible to other setting staff although it is acceptable for an ISI Inspector to ask to see evidence that supervision is taking place as required in the setting. Should any concern be raised in a supervision meeting or at any other time to an appointed supervisor, it will be dealt with in line with the school's Whistleblowing policy.

### **For each supervision session**

The supervisor will:

- Write an agenda including what needs to be discussed and actions from the previous supervision session;
- Record the discussions on a supervision proforma – see Appendix 1.
- Check whether there are going to be any unavoidable interruptions – this should be avoided if at all possible to ensure the supervisee benefits as much as possible from the sessions;
- Any future dates for supervision should be agreed so both the supervisor and supervisee are aware in advance.

**Appendix 1 – Proforma for use in Supervision Meetings**

# Great Walstead School



Supervision of staff in the Early Years Foundation Stage

|  |                      |
|--|----------------------|
| Staff member:  | Supervisor:          |
| Date of meeting:                                     | Duration of meeting: |
| <b>Areas discussed</b>                               |                      |
| Concerns raised about pupils/staff/parents:          |                      |
| <b>Actions taken as a result of concerns raised:</b> |                      |
| Signed (Staff member):                               | Date:                |
| Signed (Supervisor):                                 | Date:                |