

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

1.9 Supervision Policy

1. Introduction

1.1 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. [EYFS 3.21]

1.2 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; and
- Receive coaching to improve their personal effectiveness. [EYFS 3.22]

1.3 Supervision is a requirement of the Early Years Foundation Stage and this policy is based on the premise that the supervision of staff is an integral part of the day to day business of the organisation. It will occur both formally and informally and in other forums including informal discussions and group settings and, in all of these forums the process of supervision should be informed by the standards set out within this document.

1.4 The Riverside Nursery School recognises that:

- Staff supervision is integral to the effective delivery of services.
- The quality of staff supervision must be a priority task within the organisation.
- All staff within have the right to receive regular formal supervision from supervisors who have received appropriate training and are supported within their supervisory role.
- All staff have a responsibility to participate in supervision and attend formal sessions.
- The process of supervision is a shared responsibility: staff and their supervisors are expected to contribute to the effectiveness of the process and the organisation has a responsibility to facilitate a culture which supports the process.

2. Scope

2.1 This policy applies to the Nursery Manager (supervisor), Deputy Nursery Manager (supervisor) and all staff (supervisee) and volunteers (supervisee) who work at The Riverside Nursery School.

3. Definition - what is supervision?

3.1 Supervision is a time for confidential discussions between members of staff and their line manager to ensure that practice continues to focus on the child; his/her safety, well-being and education. It provides the platform to grow a culture of mutual safety and respect within the setting.

3.2 The process of supervision is supported by the development of a relationship between supervisors and supervisees which provides a safe environment to support the worker and facilitate reflection, challenge and critical thinking.

4. Expectations

4.1 The Riverside Nursery School will:

- Prioritise supervision as an important activity within the service.
- 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.
- Provide training and ongoing development opportunities for supervisors.

4.2 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.

4.3 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, if this is not possible, the third party named within the supervision agreement.

5. Method of delivery

5.1 A relationship between a supervisor and supervisee is fundamental to the supervisory process and supervision will take place in a variety of circumstances.

5.2 One to One supervision is at the heart of the process and all staff should receive regular formal one to one supervision.

5.3 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.

6. Frequency

6.1 Formal one to one supervision will be carried out at least four times per year.

7. The Supervisions Agreement

7.1 The development of a productive supervisory relationship starts with:

- Clarity about roles and responsibilities and organisational requirements.
- Building rapport, understanding each other's perspectives 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.

7.2 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 organisation's template. This agreement should be signed by both parties and placed in the supervisee's file.

7.3 The written agreement is a working tool and should be reviewed at least once a year.

8. Supervision Process and Content

8.1 The supervision process includes four critical functions:

- Management - reviewing the competence, accountability and performance/practice of the supervisee.
- Development - reviewing the continuing professional development needs of the supervisee.
- Support - considering the personal support needed by the supervisee.
- Mediation - reviewing how the supervisee engages with the organisation and represents the values of The Riverside Nursery School.

9. Recording Supervision

9.1 Any decisions made in formal or informal supervision about a child will be recorded on the child's record.

9.2 The content of one to one supervision sessions regarding the development and support needs of the supervisee will be recorded, agreed by both parties and placed in the supervisee's file.

10. Monitoring and Review

10.1 The effectiveness of supervision will be monitored by reviewing the outcomes for children.

10.2 The Supervision Agreement will be reviewed annually and will provide an opportunity for the supervisee to give feedback on the process of supervision received.

This policy was adopted by

The Riverside Nursery School

On

6th September 2018

Date to be reviewed

September 2019

Signed on behalf of the provider

Name of signatory

Beverley Feeney

Role of signatory

Nursery Manager / Owner

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2010)
- Safeguarding Through Effective Supervision (2013)