



Rudston Primary School & Bright Stars Pre-School

Supervision Policy & Procedures September 2018

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

**Approved By Governors: September 2018
Review Date: September 2019**

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Rudston Primary School & Bright Stars Pre School

DREAM, BELIEVE, ACHIEVE



Supervision Policy and Procedures





Supervision Policy for the Early Years Foundation Stage

Statutory Framework for the Early Years Foundation Stage 2014

- 3.20. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.**
- 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; and**
 - **receive coaching to improve their personal effectiveness**

Definition

Supervision has been described as “an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes”.

(“Providing Effective Supervision”, Children's Workforce Development Council, 2007).

Benefits to children

Effective child protection work requires sound professional judgement. Staff support and supervision is one of the means by which sound judgements are achieved.

Those staff members who are not Designated Personnel may not deal with child protection very often and will need access to support to ensure that they are taking the correct action. In this way a system which provides good support and supervision will promote robust, authoritative action to protect the child.

Our Vision of EYFS

We recognise that all children are unique individuals who learn and develop at their own pace. We pride ourselves on respecting this uniqueness, to ensure that all our children feel equally valued.

We want our children to be happy and confident, and we provide positive role models which enable children to develop secure and loving relationships, that will be everlasting.

We aim to create an environment in which children are immersed in exciting, challenging and stimulating experiences; and one that fosters an attitude of mind which believes anything is possible.

We work hard as a team to encourage children to become active and independent learners, and support children by providing meaningful opportunities to enhance their learning and development.

In order to deliver our vision and keep our children and staff safe we need to implement a robust Supervision policy.

Roles and Responsibilities

Role of Supervisee

- To have an understanding of the Supervision policy and be prepared for Supervision meeting
- To have an awareness and understanding of targets set during appraisal
- To have an awareness of personal strengths and weaknesses and a commitment to developing their role
- To have an understanding of their role
- To be a reflective practitioner
- To demonstrate confidence and honesty when sharing concerns/issues

- To be accountable for their role and resolving issues i.e. think of solutions to issues

Role of Supervisor

- To have an understanding of the Supervision policy and be prepared for Supervision meeting
- To be approachable, non-judgemental and transparent
- To allow supervisee adequate time to talk and to be a good listener
- To maintain accurate records and ensure that records are agreed and signed by both parties
- To be pro-active in implementing solutions to issues/concerns, further training or additional support identified in Supervision meeting
- To evaluate Supervision process and amend if necessary

Our Supervision Process

Who?

All Early Years Foundation Stage staff in Bright Stars and Rudston Primary School.

How often?

Once a term each member of staff will have the opportunity for either an Appraisal meeting **or** a Supervision session. Usually the Appraisal will take place in the first term and the Supervision Meetings will take place in Term 2 and 3.

How long?

The session will last for a maximum of 45 minutes and there will be an allocated time of 15 minutes to record the supervision in a written form.

Location

In a private space with no interruptions and which is free of distractions. Ideally the meeting should be conducted in a familiar place to the supervisee, where they are comfortable and during their working hours.

Method of recording.

The written recorded format is outlined in Appendix I. All supervision meeting discussions should be recorded properly and promptly. Meetings, notes and actions can either be recorded during the meeting or afterwards within an agreed time frame. This will enable agreed actions and timescales to be noted and for the form to be reviewed before the next meeting. Both parties should be given the opportunity to see and sign the form, as well as record any points that they disagree with regarding the meeting content.

What will happen with the information?

The completed form should be filed in the staff member's personnel file and treated as confidential.

What action should be taken if staff member has concerns over their appraisal or supervision?

If a staff member has concerns over the supervision they are receiving or their appraisal, in the first instance these concerns should be raised with the Supervisor. However if the issues are not resolved, the concerns should then be raised with the supervisor's manager or the Headteacher at the setting. (See Appendix II - Flow Chart)

Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work. To encourage this, there needs to be clarity as to what will happen to information discussed. The supervisor must clarify this with all practitioners. The supervision record should be accessible to the supervisor and supervisee at any time. Although this is a confidential document, it is also an organisational document which does not belong solely to the supervisor and supervisee. As such, the supervision record is neither secret nor private. Hence, a supervision policy should in addition specify under what conditions others can access this record. In all circumstances this needs to be clear to both parties. Such situations might include:

- Auditing;
- Grievance;
- Discipline;
- Internal/external inquiry;
- Complaints.

Appendix I



Supervision Meeting

Name:

Date:

Comment from my colleague...

What has worked well since my last supervision?
(i.e. strengths, developments in practice)

Any concerns?
(i.e. areas I need support in, any situations that have caused me concern)

My keygroup's progress

(i.e. children's progress, family involvement, any SEN/behaviour concerns and support needed)

How have I contributed to the setting's aims?

(Appraisal Targets/ Action Plan/CPD/Training)

Next Steps and Actions

Agreed and signed by: (Supervisee)

Agreed and signed by:(Supervisor)

Date:

Flowchart

