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**Alby Tots**

**Staff Supervision Policy**

**Key Points for staff Supervisions:**

**The Early Years Foundation Stage (EYFS) Welfare Requirements, September 2012 states:**

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.

**Aim:**

Supervision is formal and recorded process through which the professional actions of staff are rigorously examined and regularly reviewed. It provides a recorded system of decision making that is regularly audited to improve practice and to improve outcomes for those with whom we are working.

Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables managers and employees to fully examine and reflect on the quality of practice to ensure consistency in the services being provided to our children and families. Effective supervision promotes good practice that promotes safeguarding placing the child at the Centre.

**Purpose of this Policy:**

1. To ensure that all staff working at the nursery provides a safe and effective service which meets the needs of children and their families as well as best practice requirements as outlined in the Early Years Foundation Stage.

2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work

3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.

4. Ensuring that decisions made are in the best interests of children and meet national and local expectations, policies and procedures

**The Role of Supervision**

**This policy covers the varied components of the supervision process as follows:-**

ïƒ˜ One role of supervision is to ensure that policy, procedure and standards are understood and being correctly applied. Regular supervision is the primary tool for ensuring the delivery of effective planning and safeguarding by all staff. It ensures high standards of service delivery to those with whom we work.

ïƒ˜ Reflective supervision is another important aspect of the supervision process. This is relationship- based and models effective professional working relationships. Such supervision reflects on all aspects of the service being delivered by staff; is regular; collaborative; it promotes empathy, self-evaluation, intellectual enquiry; it considers staff feelings and builds on professional competence.

ïƒ˜ Supervision also has a support function, recognising that from time to time, employees may require support to carry out their role; this may be because of particular situations, specific incidents or personal issues that may temporarily impact on their work performance. By offering support within the supervision context, employees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

ïƒ˜ Supervision will assist managers to allocate work appropriately and will facilitate the attainment of the team and setting.

**2. The Supervision Process**

ïƒ˜ Supervision is primarily a 1:1 meeting between a member of staff and their manager. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

**The supervision process includes three main areas of activity:**

**1. Line management**

ïƒ˜ Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, managers must evaluate practice and provide feedback and guidance to the employee.

ïƒ˜ Supervision should aim to support staff, encourage their professional development and help them perform to the best of their ability. Supervising managers should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

ïƒ˜ Managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities, and will be agreed in advance and recorded .

**Supervision to support practice with key children**

**2. All Staff**

ïƒ˜ The line manager's responsibility for direct work is exercised mainly through the professional supervision of their employees. Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and families, and managed in accordance with the settings policies & procedures and that all decisions are fully recorded and where applicable added to children’s records ,learning journey’s and assessments. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure best use of resources.

ïƒ˜ Supervision provides an opportunity for monitoring practice to ensure good outcomes for the children and their families as well as the setting. It enables reflection to understand what has worked well and to learn from mistakes.

**3. Learning and Development**

ïƒ˜ The Manager is responsible for supporting the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

ïƒ˜ Constructive feedback and observation of practice should be part of this learning process. Practice should be observed by the manager and the employee’s line supervisor.

ïƒ˜ Reviewing an employee's Personal Development Plan will ensure that highlighted learning needs are being progressed.

ïƒ˜ It is also the responsibility of the manager to keep a record of the Induction Programme for each member of staff, together with completion date.

**4. Supervision Contract**

ïƒ˜ A supervision contract should be agreed and signed by the manager and employee within four weeks of a new member of staff joining the nursery. The contract should be signed and filed away in the employees’ personnel records.

ïƒ˜ This supervision policy aims to ensure that supervision sessions are clearly focused. Managers and employees must prepare for supervision sessions.

ïƒ˜ The frequency of supervision will be once every term. When supervision is held less frequently the reasons for this should be recorded.

ïƒ˜ Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions.

ïƒ˜ Supervision meetings should take place in a comfortable, private place, without interruptions. The length of time needed will depend on the agenda and should be defined in advance. A maximum of 1 ½ hours is usually an adequate time scale if sessions are effectively managed and prepared in accordance with this policy. In many cases this length of time will not be necessary.

ïƒ˜ It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during the appraisal.

**5. Resolving Difficulties**

ïƒ˜ When difficulties arise which cannot be resolved between the manager and the employee the formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with the relevant policy and procedure.

**6. Recording and Reviewing**

ïƒ˜ All matters discussed in supervision must be recorded. The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the employees work performance this must be recorded in the supervision record.

ïƒ˜ Matters arising with regard to the following must always be shared and recorded:

• Issues concerning staff performance and conduct;

• Issues which need to be shared with colleagues involved;

• Issues concerning safety and safeguarding of children;

• Matters involving legal issues affecting the setting or the employee.

ïƒ˜ Agendas and discussions for each employee’s supervision will be recorded on the supervision format form and filed away in the employee’s personnel records.

ïƒ˜ The process and effectiveness of supervisions will be reviewed annually

ïƒ˜ It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during appraisals.

ïƒ˜ Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include OFSTED and Early Years Consultants.

**7. Destruction of Supervision Records**

When an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially, this applies to all staff.

September 2014

*R. Henderson*

Review Date:

September 2015