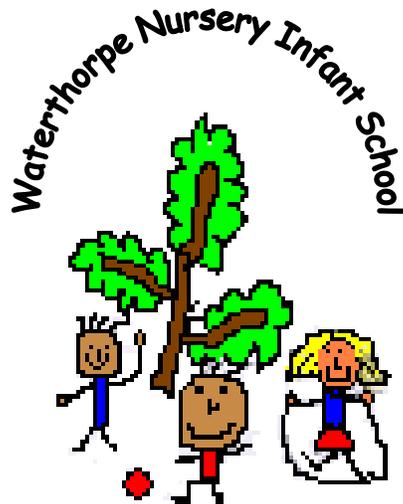


Waterthorpe

Nursery Infant School



Supervision Policy

Spring 2018

Approved by: Steering Committee

Date: 6th February 2018

Next Review Date: Spring 2018

Waterthorpe NI School

*Adapted from an example in **Providing effective supervision: a workforce development guide; CWDC (2007)***

It is now a legal requirement (EYFS 2012) that all members of staff in direct contact with children receive regular supervision.

The aim of supervision is to support the supervisee and to encourage reflective practice and development. It also enables the supervisee to raise any concerns.

Supervision is compulsory and must take place at least every 8 weeks (6 times a year) for EYFS staff. We also aim to carry out supervision with all other teachers and Teaching Assistants within the same timeframe.

The supervision session will provide an opportunity to look at:

- All aspects of the supervisee's roles and responsibilities in the setting
- How the supervisee's work reflects the philosophy and meets the standards expected by the setting
- The supervisee's personal and professional development needs
- The supervisee's learning and career development needs

The supervision session will also provide an opportunity for the supervisee to:

- Reflect on his/her experience and feelings about work in the setting
- Obtain support with any problems or difficulties
- Receive regular feedback about his/her performance
- Agree and review action plans linked to his/her job role and development needs

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.

The supervision session must:

- Be planned and the supervisee must be aware of the objectives
- Have time set aside at a time and place agreeable to the supervisor and supervisee
- Not be interrupted unless absolutely necessary.

During the sessions the supervisor and supervisee will draw up and work to a supervision agreement. The content and action points of each session will be recorded by the supervisor. The supervisee will receive a written copy of the supervision notes.

In the event of a supervisee wanting to have a different supervisor, they should discuss this with their existing supervisor wherever possible and then make this known to a member of the Management Team.

Promoting a safeguarding culture in the setting

Supervision will support and strengthen the safeguarding culture we are committed to for our setting.

Supervision will promote and model the following indicators of a safe setting:

- Staff are respectful to all employees as well as children
- Staff are open about discussing good and poor practice
- Blame only occurs in extreme circumstances
- Leaders model the appropriate behaviour
- Staff are knowledgeable about the vulnerability of the children that they look after
- Staff are aware that abusers may already be in the employment of the organisation
- Children are listened to
- Staff are empowered to challenge poor practice
- Parents are encouraged to be involved in planning their child's care and are welcomed into the setting
- Whistle-blowing procedures are in place and staff know how to use them

(Cited in the Serious Case Overview Report in Respect of Nursery Z; Plymouth Safeguarding Children Board 2010)

Supervision policy Statement

Waterthorpe NI School aims to provide appropriate, responsive and flexible services for all the children in our care.

We can only do this if our staff:

- Understand what is expected of them.
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role.
- Are fully supported in their work and managed effectively.

Supervision is one of the ways that this can be achieved. This policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.

Definition of supervision within the performance management framework

Individual performance management within Waterthorpe NI School involves three elements:

1. **Supervision** – a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.
2. **Appraisal** – an annual meeting , where the individual and their supervisor:
 - review the individual's performance and identify what has gone well, and what hasn't gone so well over the last year
 - set measurable objectives and/or targets in line with their team objectives and/or targets for the coming year
 - have the opportunity to identify learning and development to help the individual carry out his/her job better, both now and in the future.

- 3. Learning and Development Planning** – this forms part of the appraisal process and aims to encourage the individual to identify and evaluate learning that has taken place during the previous year and plan for learning and development opportunities for the coming year.

The supervision process is a key part of the performance management framework as outlined above. Discussions held and recorded during supervision will form part of the appraisal process.

Scope of this policy

This policy applies to all staff employed by Waterthorpe NI School that have direct contact with children, whether on a temporary (including agency staff), permanent, full time or part time basis

Functions of supervision

The four main functions of supervision are:

- 1. Management** (Competent accountable performance/ practice)
- 2. Learning and Development** (Continuing professional development)
- 3. Support** (Personal support)
- 4. Mediation** (Engaging the individual with the organisation)

These four functions are interdependent and one function cannot be effectively performed without the others.

An over-emphasis on, for example, management, will leave the supervisee feeling that they are being overly controlled and that the only purpose of supervision is to “check up on them”.

An over-emphasis on support will result in important discussions about workload, decision-making, and accountability being neglected leading to a danger of supervision becoming counselling.

Each function is described in detail below.

1. Management (Competent accountable performance/ practice)

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be achieved through discussion of:

- The overall quality of the supervisee’s performance and work output/outcomes
- The policies and procedures relating to their work and that these are understood and followed
- The roles and responsibilities of the supervisee and that these are clearly understood, including the boundaries and limits of their role
- The development and monitoring of action plans/targets and objectives
- Monitoring of the supervisee’s workload.

2. Learning and Development (Continuing professional development)

This function is to encourage and assist staff in reflecting on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs. The learning and development function will be achieved through:

- Helping supervisees identify their preferred learning style and barriers to learning,
- Assessing development needs and identifying learning opportunities
- Giving and receiving constructive feedback on performance

- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

3. Support (Personal support)

This function is to provide support for staff to carry out their role. The nature of the work as well as the effect of particular situations, incidents or personal issues may have an emotional impact on the staff member. By offering support within the supervision context supervisees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

This will be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained
- Clarifying the boundaries between support and counselling in the supervisory relationship
- Enabling and empowering expression of feelings in relation to the work role
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate

4. Mediation (Engaging the individual with the organisation)

This function is to ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective. This will be achieved through:

- Briefing senior managers about key issues raised by staff
- Dealing sensitively but clearly with concerns and complaints about colleagues and others with whom they work
- Consulting and briefing staff on changes and developments that affect their area of work
- Advocating between worker or team and other parts of the agency or with outside agencies

Links with caseload supervision

Supervision should provide an opportunity to reflect on practice rather than just act as a tick-box to check on what practitioners are doing. Discussing individual cases is a valuable part of the process so long as this is done in a way that encourages reflective practice.

If an individual case is discussed during supervision, this should be recorded in the child's individual record. The record should include:

- a summary of the discussion
- agreed actions and timescales

A proforma for individual case recording is included in the pro-forma for recording supervision, attached at Appendix 1.

Pupil Progress

Supervision meetings with teachers will include a review of pupil progress and teachers are required to complete a Pupil Progress grid for any children that need additional support or have not made expected progress. (See Appendix)

Supervision methods

This policy is concerned primarily with one to one supervision that takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. All staff within the organisation that have direct contact with children will have access to this method of supervision.

It is recognised, however, that supervision is an on-going process that takes place in other ways. The two other main methods are outlined below. They have a place but should not replace planned, formal, recorded, one to one sessions.

Group supervision

This should not replace individual supervision but can be used to complement it. It will involve a group of staff, all involved in the same task, meeting with a supervisor to discuss issues about their work or the way they work together as a team. This may be done in the context of a regular team meeting or as a separate session to look at specific issues.

Unplanned or “ad-hoc” supervision

The pace of work and change and the frequency of supervision means that staff often have to “check something out” with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with their supervisor will be communicating daily about work issues, problems arising, changes in policies or procedures.

This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- any decisions made with regard to a child or family should be clearly recorded on the child’s records as appropriate
- where supervisees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.

While the day to day supervisor for a particular member of staff may change according to shift patterns and rotas, the **one to one sessions should be carried out by the same supervisor for a particular member of staff**. If a supervisee is subject to frequent changes of supervisor it is difficult for a relationship based on trust, openness and honesty to be established and confidentiality may be, or may be perceived to be, compromised.

If a supervisor is absent from work for a long period (over one month) the senior manager should ensure that effective arrangements are in place for the supervision of the staff in that section.

Frequency of supervision

The frequency of supervision should reflect:

- The supervisee’s level of experience and competence (not necessarily length of service, although staff new to a role may require more frequent supervision)
- If the supervisee is in the probationary period (i.e. first six months of service) supervision should take place fortnightly. These may be quite short supervision sessions but they will enable the supervisor to assess the supervisee’s suitability for permanent employment and ensure an effective relationship is formed in the early days of the supervisee’s employment
- Particular circumstances that apply to the supervisee may mean they may require more frequent supervision (e.g. a difficult piece of work, the level of risk associated with work, personal difficulties or relationships, performance issues or levels of stress)

- Staff in direct contact with children should be supervised at **no less than 8 weekly intervals (once every half term)**
- The actual frequency for individuals should be agreed between the supervisor and supervisee when negotiating the terms of the Individual Supervision Agreement
- Any deviation from the recommended frequency detailed above, as a permanent feature, should be by agreement between the two parties and should be clearly recorded in the Individual Supervision Agreement
- Agency and temporary staff should receive supervision in the same way as permanent staff as detailed above.

Supervision records

The recording of supervision sessions is the responsibility of the supervisor. The supervisor must adhere to the following standards of recording; this will be checked during the quality assurance process

Recording standards:

- The detail included in the supervision record is a matter of judgement for the supervisor. In general the record should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.
- Where possible supervision records should be typed. If the supervisor prefers to handwrite them this is permissible providing it forms part of the Individual Supervision Agreement and the supervisor's writing is legible
- Supervisors should aim to give a copy of the record to the supervisee for signature within two weeks. If this is not possible they should be with the supervisee before the next supervision session. This should form part of the Individual Supervision Agreement
- Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions
- The records should be signed and dated by both parties. If there is disagreement as to the content of the record this should be recorded by the supervisor. A copy should be retained by both parties
- Whilst it is recognised that many staff prefer to keep records on computer systems, in the case of supervision records hard copies must be taken. This is to both safeguard the supervisor and supervisee in the case of investigations (e.g. disciplinary or complaints investigation) and to ensure that records are not altered in any way.

A proforma for the recording of supervision is attached at Appendix 1.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, e.g. their own line manager, this should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and all records should be locked away so that others who do not have a legitimate right to see the records cannot access them.

Supervisees should be aware, however, that other than themselves and their supervisor others will, from time to time, access records.

These might include:

- **Senior Managers**(e.g. for quality assurance purposes)
- **Investigating officers**(e.g. for disciplinary or case review purposes)

- **Inspectors**(e.g. Ofsted inspectors)
- **Performance staff**(e.g. for audit and quality assurance purposes)

Storage and Retention

The Individual Supervision Agreement and the supervision records will be kept on the supervisee's file held by the supervisor. It is a matter for the supervisor what other documents are held with the supervision records, these may include appraisal documents, sickness documents and correspondence.

When a supervisee leaves the organisation the records should be retained for two years after the member of staff has left and then shredded. Where a member of staff transfers to another section or supervisor within the organisation their records should be passed onto the new supervisor.

Individual Supervision Agreements

The process of developing an Individual Supervision Agreement (ISA) is as important as the written document itself. This process should be begun at the first supervision session though it may not be completed in one session.

The purpose of the Individual Supervision Agreement is to establish a basis for which the supervisor and supervisee will work together during one to one supervisions. This establishment of ground rules should be through negotiation and should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory setting. It is worth noting that when the supervision relationship breaks down, or is less than satisfactory for either party, it is usually because of a lack of clarity or a mismatch of expectations from the outset.

When establishing the supervision agreement the following should be discussed:

- The purpose of supervision
- The frequency of supervision
- The venue for the supervision sessions (note: this should always be in a private room where others cannot easily overhear)
- Any specific responsibilities of both supervisor and supervisee
- The recording of supervision, including where records will be kept to safeguard confidentiality, whether records will be typed or handwritten, how quickly records will be given to the supervisee for signature
- The arrangements for any ad-hoc or unplanned supervision
- The complaints and review process
- The practical arrangements (e.g. the process if supervision has to be cancelled or rearranged, an agreement that supervision will be uninterrupted, the anticipated length of time for each session)
- The arrangements for agenda setting (e.g. both parties to submit agendas before the session, at the start of the session etc.).

Each Individual Supervision Agreement will be different and should be regarded as a "living" document that is changed according to the changing needs of the supervisee. An example of this may be where the frequency of supervision has been agreed and this subsequently changes as the member of staff gains confidence in their role. As a minimum it should be reviewed annually.

A proforma Individual Supervision Agreement is attached at Appendix 2. Supervisors and supervisees should agree if this will be utilised or if a more individual document should be developed to meet their particular needs.

Quality Assurance

In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that:

- The standards of supervision as outlined in this policy are being followed
- Staff are being supervised professionally and effectively
- Supervision sessions are being recorded,
- Individual Supervision Agreements are being developed, reviewed and used
- The supervision process promotes equal opportunities and anti-discriminatory practice.

The quality assurance arrangements involve:

- The auditing of a random selection of supervision files on a six monthly basis by senior managers
- Discussion during supervision, for example, between service manager and team manager, about the team manager's practice in supervising their staff. The senior manager may request copies of supervision records as evidence of practice and to use as a tool where there are developmental needs on behalf of the team manager.

A quality assurance proforma is attached at Appendix 3.

Complaints

Supervisees should be clear about whom they should contact if they feel the terms of their supervision agreement are not being met. How supervisees make a complaint and who to (named manager) should be included in the Individual Supervision Agreement.

Supervisees should always discuss any complaints or dissatisfaction in the first instance with their supervisor and endeavour to reach an agreement within the normal supervision process.

If the complaint cannot be resolved by discussion with the supervisor the supervisee should raise the issue with their supervisor's manager.

Waterthorpe NI School

Individual Supervision Agreement

Between Supervisor	
And Supervisee	
Expectations of Supervision	
<p>EXAMPLE</p> <p>Superstars Early Years setting Expectations of Supervision</p> <p><i>We expect supervisees to be supervised at no more than eight weekly intervals</i></p> <p><i>The key areas that the supervision will focus on are:</i></p> <ol style="list-style-type: none"> <i>1. To enable the supervisee to perform to the standards specified by Snowdrops Early Years setting</i> <i>2. To make sure that the supervisee is clear about his/her roles and responsibilities</i> <i>3. To ensure accountability for the supervisee's work</i> <i>4. To assist in the supervisee's personal and professional development</i> <i>5. To be a primary source of support for the supervisee</i> <i>6. To provide regular and constructive feedback to the supervisee on his/her performance</i> <i>7. To review the supervision contract</i> 	
Arrangements agreed for supervision	
Frequency	Every 8 weeks
Length	30 minutes
Location	Headteacher's Office
Recording of supervision	By Supervisor
Purposes for which supervision can be used	Performance management, identifying CPD needs, support for member of staff, identifying potential safeguarding issues
Storage of supervision records	Staff files in Headteacher's filing cabinet
How we will agree the agenda for sessions	Using the supervision record format
Interruptions will only be permitted if...	There is an urgent issue with a child needing intervention from supervisor or supervisee
Procedure to be followed if information shared in supervision needs to be passed on e.g. a child protection concern, health issues, whistleblowing etc.	

Content of supervision

The content of each supervision session will be based on:

- *Reviewing your work via discussion, reports and observation*
- *Agreeing and monitoring action plans*
- *Developing your skills, knowledge and understanding by reflecting on your performance*
- *Identifying your development needs, interests, goals and action plans*
- *Providing opportunity for you to share any issues that affect your work and looking at ways of supporting you with this*
- *Providing opportunities for you to share any work or child related concerns*
- *Reviewing this supervision agreement including your feedback about the process of supervision*

Making supervision work: what each agrees to contribute

What I want from you as my supervisor	
What I will contribute as the supervisee to make this work	
What I want from you as a supervisee	<p>An honest and open discussion</p> <p>An understanding that all problems can't be solved but it is important that they are shared</p> <p>Preparation for meeting in terms of evidence of performance and pupil data and key points that you want to discuss noted.</p>
What I will contribute as the supervisor to make this work	<p>I will listen to you concerns fairly and without judgement</p> <p>I will keep a record of the meeting and share this with you</p> <p>I will follow up on any points that I have agreed I will do</p>

Permissions we have agreed

The supervisor doesn't always have an answer	
. It is ok for the supervisee to say ' <i>I am stuck – I don't know what to do</i> '	
What we will do if we have difficulties working together	Share our concerns and agree how the meeting can be carried out productively. This may be through an alternative supervisor.
Signed Supervisor	

Date	
Signed Supervisee	
Date	
This agreement will be reviewed at (frequency)	Annually in the Autumn term

Supervision meeting record

Waterthorpe NI School

*Adapted from an example in **Providing effective supervision: a workforce development guide**; CWDC (2007)*

Date	
Supervisee	
Supervisor	
Review of previous supervision session	
Review of last supervision and progress on actions	
Notes of discussion	
Management e.g. <ul style="list-style-type: none">• Reviewing supervisee's performance and work output/outcomes• Policies and procedures relating to their work• Roles and responsibilities of the supervisee• Development and monitoring of action plans/targets and objectives• Monitoring of the supervisee's workload.	
Learning and development e.g. <ul style="list-style-type: none">• Identifying supervisee's preferred learning style and barriers to learning,• Assessing development needs and identifying learning opportunities• Giving and receiving constructive feedback on performance• Reflecting on learning opportunities undertaken and applying that learning to the workplace.	
Support e.g. <ul style="list-style-type: none">• Creating a safe environment within supervision where trust and confidentiality are maintained• Enabling and empowering expression of feelings in relation to the work role• Discussion of personal issues impacting on performance at work• Monitoring the health of the supervisee e.g. annual leave, flexi, sickness	

<ul style="list-style-type: none"> • Health and safety 			
<p>Mediation e.g.</p> <ul style="list-style-type: none"> • Consulting and briefing supervisee on changes and developments that affect their work • Dealing with concerns and complaints about colleagues and others with whom they work including team issues and worker relationships, 			
Actions agreed			
<p>Performance management</p>	<p>Agreed actions</p>	<p>By whom</p>	<p>By when</p>
<p>Learning and development</p>	<p>Agreed actions</p>	<p>By whom</p>	<p>By when</p>
<p>Support</p>	<p>Agreed actions</p>	<p>By whom</p>	<p>By when</p>
<p>Mediation</p>	<p>Agreed actions</p>	<p>By whom</p>	<p>By when</p>
<p>Date of next meeting</p>			
<p>Supervisee's signature</p>			
<p>Supervisor's signature</p>			

Discussion of individual child

Waterthorpe NI School

Name of child

Supervisee

Supervisor

Date

Summary of discussion

Agreed actions (including timescales)

Pupil Progress Review master

Year:		Teacher:			Assessment Date:	
Name	Current Attainment	Barriers/Reasons for lack of progress/low assessment	What does child need to address?	Plans/Interventions	Impact What progress has been made?	

Safeguarding Supervision Audit Tool

Do you provide effective child focussed supervision in your setting?

(Adapted from *Safeguarding through Effective Supervision*; Pre-school Learning Alliance 2013)

Completed by			
Date			
	Yes	No	Action
Does your organisation have a supervision policy that clearly sets out the expectations of supervisors and supervisees?			
Have your supervisors received training in reflective supervision?			
Have your supervisors received training in safeguarding?			
Do you have confidential space available to be used for supervision?			
Do you have protected times available for supervision?			
Are all supervision meetings held at least every six to eight weeks?			
Have all supervisees contributed to the content of their supervision agreements?			
Are supervision meetings structured to be child focused?			
Is the supervisee able to share his/her feelings and anxieties in supervision?			
Do all supervision notes indicate the actions to be agreed?			
Do all supervision notes have timescales for actions?			

Equality Impact Assessment Template

Name of policy or project being assessed?		Date
Supervision Policy		21/11/17
Priority Level		
High		
Medium		
Low	x	
Lead Officer: Helen Stokes		
Members of the assessment team: Helen Stokes & Suzanne Marriott		
Others involved in the assessment (peer review/external challenge): Steering Committee members		
What are the aims of the policy or project? To ensure that staff: <ul style="list-style-type: none"> • Understand what is expected of them • Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role • Are fully supported in their work and managed effectively 		
Who is the intended customer/service user of this project or policy? Staff		
What are the desired outcomes from this project or policy? To provide a clear pathway for staff supervision meetings		
List any other key policies, procedures, projects or strategies that this policy/project has implications on: CPD, Performance management, Monitoring and Evaluation		

What are the racial, disability and gender equality implications of the policy or project?	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	NO
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take		
If you have indicated there is a negative impact, can it be justified?	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:		
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)		

Signed (Person completing the form): 	Date: 30/11/07
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