Early Years Supervision Policy

Dated: September 2022

Review date: September 2023

Introduction:

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2017 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.19 and 3.20.

At Heytesbury Hedgehogs Pre School all staff are expected to uphold Fundamental British values within meetings and ensure that these are promoted at all times.

The new Early Years' Foundation Stage (September 2022) places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement.
As we strive to improve outcomes for all children and families, and narrow the gap in achievement of vulnerable children, safe systems and the effective management of staff performance and well-being are of prime importance.

Professionally, staff supervision has been a normal part of counselling, psychotherapy and work practice and is increasingly to be found in related caring professions. At a time of heightened awareness of safeguarding issues, there is increasing recognition that working in the early years includes a high degree of outreach work and contact with families. Many practitioners find themselves working in unusual contexts and dealing with unpredictable and sometimes extreme issues. The need for keeping practice and practitioners 'safe' is a priority.

If Early Years practitioners are to provide the kind of encouragement and support necessary for the support, development and challenge of children and families, they need to be encouraged, supported and challenged as well.

The Purpose of Supervision meetings:

To develop confidence, and increase skills, insight and courage when working with children, parents and communities.
• To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgemental style
• To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles
• To reduce stress-related absences, and increase confidence in dealing with complex safeguarding and other dilemmas.
• To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
• To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with setting's values, policies, procedures and quality standards
• To monitor progress in relation to appraisal objectives
• To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting
• To model a preferred way of working and relating, which can be transferred to
Other working relationships

What does this look like in practice?

• Each member of staff will have a supervisor – this will usually be the member of the leadership team that supports their Performance Management.

• Supervision will be in addition to Performance Management, be face-to-face, and take place in a setting private and free from disturbance.

• Supervision will be on a 6 weekly basis – but the frequency may change depending on circumstances, such as complex child protection issues – and supervision sessions will last between 45 mins -1.5 hrs.

• Supervisors will establish a shared view of supervision, including ways in which staff members have felt supported in the past and what they have found useful/less

- A setting-wide Staff Supervision Agreement will be put in place. (Appendix 1 provides an example proforma for a Staff Supervision Agreement)

• All supervision is recorded by the supervisor, shared with the supervisee and stored.

• An agreed Staff Supervision Record form will be used to capture discussion points and decisions made. (Appendix 2 provides an example proforma for a Staff Supervision Record form)

• Safeguarding decisions will be clearly stated and will be recorded on 'My Concern' programme file by the staff member/key person.

• The Supervision Record will be printed and given to the staff member at the end of the session or within 5 working days.

• The staff member will check the notes and complete any amendments, returning the record to the supervisor.

• At the next supervision session, both parties will formally agree the notes of the previous meeting, and this agreement will be recorded in the next meeting notes.

• During every supervision meeting, it is essential that both the supervisor and supervisee make a note of decisions made and actions required, and these actions are formally agreed at the end of the meeting.

• Supervision of students will be by their practice educator.

Roles and responsibilities

Supervisors need to:

Ensure that staff members receive the appropriate amount and regularity of supervision. This may vary according to roles and hours worked

• Avoid postponing supervision sessions. Where cancellation is unavoidable, it is the responsibility of the supervisor to arrange an alternative time as near as possible to the original time.

• Arrange a suitably private venue free from disturbances.

• Be prepared to challenge and to give and receive constructive feedback.

Supervisees need to:

• Value the importance of supervision and contribute to an effective process.

• Prepare for, attend and actively contribute to supervision meetings.

• Act on decisions made in supervision.

• Be open to challenge and to receive and give constructive feedback

Monitoring and Evaluation

Supervision practices will be quality assured in line with the monitoring and evaluation policy. It will be undertaken by Head of Early Years for Acorn Education Trust.