

Stower Vale Pre-School

Supervision Policy

At Stower Vale Pre-School we have put into place appropriate arrangements for the supervision of all our staff that have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should monitor and support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

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

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 our Pre-School. It will occur both formally 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.

Stower Vale Pre-school recognises that:

- Staff supervision is integral to the effective delivery of services.
- The quality of staff supervision impacts on outcomes for children and their families.
- The delivery of 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 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.

Definition – what is supervision?

For the purposes of this policy supervision is defined as a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for service users. The objectives are:

1. Competent, accountable performance. *Managerial Function*
2. Continuing professional development. *Educational/Development Function*
3. Personal support. *Supportive Function*
4. Linking the individual to the organisation. *Mediation Function*

(Definition taken from Morrison (2005) *Staff Supervision in Social Care*. Brighton: Pavilion).

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.

Statement of Expectations

Stower Vale Pre-school will:

1. Prioritise supervision as an important activity within the service
2. 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
3. Provide training and ongoing development opportunities for supervisors
4. Ensure appropriate space is provided for one to one meetings
5. Regularly evaluate the quality of supervision being provided.

Supervisors will:

1. Ensure the delivery of one to one supervision sessions at a frequency in line with this policy.
2. Ensure that supervision is recorded in line with the expectations set out within this policy. And all information is passed to the chair to read and keep external records.
3. Ensure that the prime focus of supervision is the quality of service being received by children and families.
4. 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.
5. Ensure the supervisee is clear about how to raise any concerns about the quality of supervision being received.
6. Use the supervisory process to learn from good practice and give constructive feedback in order to promote professional development.

7. Address performance concerns as they arise and work positively with the supervisee to improve practice.
8. Take responsibility for their personal development as a supervisor and use their own supervision to reflect on their supervisory practice.

Supervisees will:

1. Take responsibility for attending one to one supervision or group sessions as set out in their supervision agreement.
2. Prepare adequately for supervision and take an active part in the process.
3. 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.

Method of delivery

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

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

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.

Frequency

Supervision meetings will take place once every half term.

The Supervision Agreement

The development of a productive supervisory relationship starts with:

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

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.

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

Supervision Process and Content

Supervisor and supervisee will meet at an agreed time and place, one week's notice of the meeting will be given. Contents of the meeting will be agreed within the written agreement and supervisor will notify the supervisee of any changes to the contents of the meeting beforehand.

Recording Supervision

A written record of the meeting will be kept in the individual staff files, a copy of these, which will be signed by the parties involved, will also be given to the supervisee for their information.

Monitoring and Review

Supervision records will then be used in future meetings to show progress and any concerns raised by the supervisor/supervisee. Supervisees will be given the opportunity to during each meeting to share their views on the supervision process, or if they so wish to speak to the Chairperson of the Committee.