



# Warwickshire County Council

## Supervision

### Model Policy for Early Years Providers (May 2024)



#### Purpose of this model policy:

The EYFS (Early Years Foundation Stage) Framework 2024 states that:

*Providers / Childminders must put appropriate arrangements in place for the supervision of staff / assistants who have contact with children, families, and carers. Effective supervision provides support, coaching, and training for the staff / assistant and promotes the best interests of children. Supervision should foster a culture of mutual 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 wellbeing, including child protection concerns.*
- *Identify solutions to address issues as they arise.*
- *Receive coaching to improve their personal effectiveness.*

This model policy framework has been developed to support all Early Years providers working with children aged from birth to five years, with a focus on good practice in relation to supervision. This is a Supervision Policy Framework and so each individual setting should reflect upon their own policies and procedures and adapt the policy framework based upon these.

Additional elements to consider are included within the policy and are highlighted in yellow. Settings should consider these points in relation to their own policies and procedures and include reference to these points when relevant.

## Supervision Policy

### Policy Statement

(Insert name of setting here) values all members of staff and understands that supervision is an important way of providing all staff with the opportunity to identify concerns, celebrate achievements, collaborate action plans and support the wellbeing of staff.

At, (insert name of setting here) and in line with the EYFS Framework 2024, we understand that effective supervision provides:

- Support, coaching and training for all staff / assistants.
- Promotes the best interests of children.

We also understand that supervision should foster a culture of:

- mutual support
- teamwork
- continuous improvement

All these aspects encourage the confidential discussion of sensitive issues.

As outlined in the EYFS 2024 Framework, supervision should provide staff with the opportunities to:

- Discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Supervision is a two-way process and should ensure that it promotes accountability and is supportive to staff development. All staff involved in supervisions should work together to ensure that supervisions are useful, supportive, open, and honest, objective and solution focused discussion. This Supervision Policy outlines the way in which supervisions should be conducted at (insert name of setting here).

This Supervision Policy is linked with (but not inclusive to) other policies for the setting, including:

- Child Protection / Safeguarding Policy.
- Complaints Policy.
- Equality and Diversity Policy.
- Staffing and Employment Policy.
- Staff Code of Conduct Policy

## Purpose of Supervision

At (insert name of setting here), we have agreed that the main functions of supervision are to:

- Support staff.
- Assess staff / volunteers' suitability to work with young children, review any changes regarding the Health Declaration and DBS (Disclosure and Barring Service) check.
- Celebrate and motivate staff.
- Develop staff practice, understanding and skills and facilitate training where appropriate.
- Ensure the needs of individual children are being met.
- Support the settings safeguarding culture.
- Develop an open, honest, and professional culture.
- Share the settings values and ethos.
- Achieve accountability.
- Communicate key information.

At (insert name of setting here) we have agreed that supervision meetings enable for the opportunity to:

- Discuss current roles and responsibilities, this may include a discussion around new starters, key children, and child development.
- Recognise and celebrate achievements.
- Discuss any concerns held relating to individuals' roles and responsibilities.
- Discuss any concerns held relating to performance or conduct, in line with the Staff Code of Conduct Policy.
- Discuss concerns relating to working relationships.
- Share any health and safety concerns.
- Identify training needs.
- Identify solutions to any concerns raised.

## Appraisals and Supervision

At (insert name of setting here) both appraisals and supervisions are an important aspect of staff development and as a setting, we value both aspects.

Supervision which takes place at (insert name of setting here) is regular contact between a staff member and an identified member of staff, such as the Manager, to discuss how things are going, particularly in relation to:

- Children's development or wellbeing, including child protection concerns,
- A discussion around any issues and looking for potential solutions.
- An agreement of actions, guidance and support focused upon these issues.

Appraisals at (insert name of setting here) however, are a different process and involve reviewing staff's performance over a period of time, then looking forward and setting objectives, strengths, areas for improvement and identifying how training needs will be met.

## Supervision as Part of Safeguarding Procedures

At (insert name of setting here), effective supervision forms part of our settings safeguarding procedures and supports and strengthens the safeguarding culture within our setting.

Supervisions should:

- Identify staff's knowledge of safeguarding procedures in line with the settings policies and local procedures, determine any gaps in knowledge and identify development opportunities to address these gaps.
- Evidence staff understand their roles and responsibilities to fulfill their professional duties, including demonstration of their safeguarding knowledge. This could be through conversation about practice, lessons learned or how they apply training in practice.
- Provide a reflective space to discuss any on-going concerns and specific incidents, to assess risk factors and to discuss next steps. **Please note: if a member of staff holds a safeguarding concern, this should immediately be reported to the settings DSL and staff should not wait for a supervision meeting to take place.**
- Provide support for individual members of staff to discuss the personal impact of their safeguarding role and responsibility. This should include support to address the emotional impact, and where needed identify further support and signposting to other services.

## Supervision for All Staff

At (insert name of setting here) we recognise that all our staff who come into regular contact with children and families should receive regular supervision, this includes our Leaders, Managers, Volunteers, Room Leaders, and Practitioners.

We recognise that this is important for all staff, including Leaders and Managers, as in order for them to be able to provide support to children, families, and other colleagues, they must also receive appropriate levels of support through an effective supervision process.

## Frequency

Supervisions should take place regularly. At (insert name of setting here), we have determined that supervisions for all staff will take place monthly / every 6 weeks / half termly / termly.

Dates for supervision meetings will be agreed in advance and these dates will be communicated to staff in advance of the supervision meeting. Dates for supervision meetings will be recorded in the settings diary / settings date planner / settings plan.

Supervision meetings may increase at certain points, for example if a member of staff has a personal change of circumstance which would benefit from increased supervision meetings or if a member of staff is dealing with a challenging child protection case. Additionally, staff members can request a supervision meeting with their Line Manager at any time which they feel would be beneficial.

## Planned and Unplanned Supervision Meetings

At (insert name of setting here), we recognise that supervisions will mainly take a planned approach. However, alongside planned supervisions there may be times that supervision meetings occur in an unplanned capacity. These might be during times when there are increased concerns in relation to an individual child's development or Child Protection concerns around a child and family.

During unplanned supervision meetings, the Supervisor should aim to still uphold the values outlined in the Supervision Policy.

## Roles and Responsibilities

As a setting, we understand that in effective supervision there are distinct roles, the Supervisor, and the Supervisee.

### Supervisor

Where suitable, subject to safeguarding factors, ensure confidentiality of discussions.

Create a culture during the supervision process which is open, supportive and effective.

Allocate a suitable time and location.

Outline timescales in which supervision meetings should take place.

Whenever possible, prioritise the supervision process to allow it to take place when agreed and without disruption.

Maintain accurate and clear records from the supervision meeting.

Ensure that the supervision process runs in line with the settings Staff Code of Conduct Policy.

### Supervisee

Attend supervision meetings regularly and ensure they are punctual for the meeting.

Understand why supervision is important and being open, reflective and professional.

Listen to any actions set and following directions given to address these actions.

Attend the supervision session prepared.

Actively participate in discussions throughout the supervision meeting.

Ensure conduct is in line with the settings Staff Code of Conduct Policy.

At (insert name of setting here), we recognise that all staff who have regular contact with children and families should receive supervisions and have allocated who is responsible for completing each staff members supervision.

At (insert name of setting here) we recognise that Leaders and Managers cannot support supervision in their Early Years Provision if they themselves are not supported. The supervision of Leaders and Managers in our setting is facilitated by:

- Committee Chair/nominated person for childcare.
- School Governor/Head/Deputy/nominated person for childcare.
- A Deputy working alongside a Director/ Committee Chair/nominated person for childcare.
- A Manager joining up with another early year's provision to receive peer to peer support.
- The Owner or Area Manager.
- An independent Early Years Consultant.

Where more frequent or unplanned supervision is required, it may be that staff with other roles within the setting take the role of Supervisor. This should be discussed with the Supervisee and agreed as appropriate.

All members of staff who complete supervisions, should be trained appropriately, and receive on-going support in completing the supervision process.

Identified Member of Staff Requiring Supervision	Role of Person Responsible for Supervision
Manager	State here the name and role of the person who is responsible for completing supervision.
Deputy Manager	State here the name and role of the person who is responsible for completing supervision.
Setting DSLs	State here the name and role of the person who is responsible for completing supervision.
Room Leaders	State here the name and role of the person who is responsible for completing supervision.
Practitioners	State here the name and role of the person who is responsible for completing supervision.

## Preparation for Supervision Meetings

Prior to a supervision meeting taking place, time should be spent by both parties to prepare for the supervision session.

At (insert name of setting), we agree that supervision should:

- Be planned and held at an agreed time and venue.
- Be held in a private space.
- Be supported and informed by clear and accurate job descriptions/ person specifications.
- Take approximately 30 minutes / 45 minutes / an hour.
- Be structured with an agreed agenda in relation to the roles of the individual.
- Have flexibility within the agenda to discuss additional aspects desired by the Supervisee.

## During Supervision Meetings

During regular supervision meetings, the Supervisor will focus the supervision upon 4 principal areas: practitioner wellbeing check-in; professional discussions around roles and responsibilities; professional discussions around professional practice, including working relationships and discussion around professional development. Some elements which may be discussed during the supervision meeting are outlined below.

### *1. Practitioner wellbeing check-in.*

This may include:

Discussions around mental health and wellbeing both inside and outside of the workplace.

- Physical health in relation to job roles and responsibilities.
- Wellbeing and mental health.
- Strategies to support wellbeing.
- Signposting to other services as appropriate.

### *2. Professional discussion around roles and responsibilities.*

As part of these discussions, practitioners may reflect upon:

- Self-reflection.
- Celebration of practice – in relation to what is working well and why?
- Any concerns held.
- Child development and progress – this may be in relation to their own key children, and other children in the room.
- Room organisation and curriculum experiences.
- Observation, assessment, and curriculum planning for children.
- Safeguarding.

### *3. Professional discussion around professional practice including working relationships.*

This may include:

- Self-reflection
- Links to Staff Code of Conduct
- Working relationships
- Parent partnership
- Concerns

### *4. Discussion around Professional Development*

This may include:

- Professional Development undertaken.
- Development needs identified.
- Training activities suggested.

## **Recording Supervision Meetings**

A record of the supervision meeting should be taken using the settings agreed proforma. Supervisions should have clearly defined actions, which should be revisited at the next supervision meeting.

The record should be shared with the Supervisee within **one week** of the supervision meeting. Both the Supervisor and Supervisee should retain a signed copy of the record, which should be kept in a secure and confidential location.

### **Additional elements to consider:**

- Where are records stored?
- Are records paper based or electronic?
- How will the records be shared with individual staff members?
- When will the records be shared with individual staff members?

## **Concerns about the Supervision Process**

All staff have a responsibility to ensure an effective supervision process is in place across our setting. If staff hold a concern regarding the supervision process, these should be reported directly to the **Manager**. If for any reason, this is not appropriate, concerns can be raised to the **Committee / Chair of Governors / Area Manager**.