Kenilworth Nursery School

& Whitnash Nursery School

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***“C***elebrating every child’s uniqueness”

**Supervision Policy**

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| **Date initial Policies Written** | **January 2006** | | |
| **Compiled to one policy** | **Date:** | **Head teacher** | **Chair of Governors** |
| **September 2014** |  |  |  |
| **Updated:**  **November 2020** | **Date:** | **Head teacher** | **Chair of Governors** |

**About Us**

Kenilworth & Whitnash Nursery Schools are happy, warm, secure, caring schools that aims to provide the highest quality education and care.  
  
The enthusiastic, committed staff teams provide education and care that makes a difference and provides a positive contribution to children’s learning and early development, working beside the child and in co-responsibly with parents.  
  
Our approach to learning through first hand experiences and purposeful play in a child centred environment, is based firmly upon years of research into how young children learn and continue to develop into lifelong learners. We actively seek to ‘build learning power’ by helping children develop effective learning characteristics and to explore learning with increasing independence. Our ethos recognises and values the uniqueness of every child and we aim to support children to become ‘communicators’ who convey their ideas, thoughts and feelings and are able to interact and learn socially effectively. We ensure children are ‘noticed’, listened to and valued as we observe their interests to follow lines of enquiry that motivate and enthuse.

The Nursery School’s are committed to also replicating this approach to the learning and development of the staff team. As well as effective CPD processes we also ensure that every member of staff receives effective supervision on a regular basis.

This policy is designed to promote a consistent approach to staff supervision by setting out the responsibilities of staff and supervisors, the issues to be covered, and the appropriate recording process.

Research to support our view:

*Earle, Fox, Webb & Bowyer (Research in Practice 2017)* suggest that:

* A good supervisor is able to **contain** the supervisee’s anxiety, stress and hopes to **model** the kind of relationship practitioners are expected to build with children and families.
* A supervision experience should enable the practitioner to walk away feeling **less anxious** than when they walked in, and with a **clearer view** of what the child, family and organization require, what actions are most likely to produce the **best results**, and **what to do next**.
* At its best reflective supervision offers a **safe space** for a practitioner to **slow down and think**, **explore** possibilities, look for **meaning** and a way to **do their work well**.

*‘We need to foster resilience by providing staff with the scaffolding they need to get out there, work with the most vulnerable members of our society with the emotional intelligence and compassion that will make a difference. Relationships are at the heart of good practice and relationships must be at the heart of the way we supervise and manage as well’ (Wonnacott, 2013).*

Reflective supervision is widely considered to have three inter-related functions:  
1. Line management

* To ensure that practice is competent, accountable and safe;
* To ensure that all policies and procedures are followed appropriately;
* To ensure that staff fully understand their roles, responsibilities and the scope of their professional duties
* To provide reflective space for the purposes of analysing on going concerns and specific incidents, assessing risk & need and providing a check and balance on decision making and planning in relation to children.

2. Professional development

* To ensure that staff professional development needs with respect to safeguarding are considered and supported.

3. Personal Support

* To provide reflective space for the supervisee to discuss and work through the personal impact of the safeguarding role and responsibilities. This includes support to address the emotional impact of the work where required.

Effective reflective supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process. It will support and strengthen the school pedagogy and values creating the desired culture.

**Underlying values and principles**

* Every manager throughout the organisation has responsibility for developing their staff effectively with consideration of their well being and workload.
* Every member of staff must take responsibility for their own performance and learning, ensuring it is integrated into their everyday practice with professional reflection.
* Every member of staff has the right to regular, planned supervision.

To be effective, supervision should be:

* Viewed as an opportunity for shared reflection on work;
* Seen as part of a culture that promotes reflective practice/evidence based practice, self-directed learning and learning from experience;
* An integral part of the working routine;
* Approached in a positive, constructive, honest, open and forward-looking manner

Supervision provides an opportunity to:

* Monitor progress and performance of staff
* Reflect on the effectiveness of recent training and development activities contributing to workplace competence, and identify any outstanding needs.
* Provide feedback on performance.
* Provide support, direction, advice and guidance on individual cases, staff and management issues.
* Develop skills and understanding.

**Contracts**

Every member of staff will have an individual supervision contract with their line manager, subject to at least annual review. This will detail the frequency and duration of supervision, the responsibility for practical arrangements and standard agenda items.

The Assistant Head Teacher will agree the planned frequency of supervision with each member of staff s/he directly supervises. This will be recorded in the written programme of supervision and reviewed annually.

Dates and times will be arranged in advance. The arrangement will be honoured unless changed by mutual agreement and a new arrangement made for the earliest possible time/date.

Additional unplanned supervision will also be available to all staff as may be required, e.g. following an incident of concern or completion of a piece of work.

Agreeing the agenda and preparing for supervision are shared responsibilities.

A record will be made of the dates and times of scheduled sessions, and also of each session, particularly noting agreed actions, endorsed by both parties.

## **Preparation**

All involved should prepare for planned supervision sessions.

Preparation may include:

* + Drawing together factual information on recent and current work, cases and tasks;
  + Preliminary reflection on progress, achievements and performance generally in relation to objectives, plans, standards and targets;
  + Identifying any areas of uncertainty about policies or procedures or how to put them into practice;
  + Identifying any anticipated constraints and threats to effective performance
  + Any suggested improvements to practice, procedures or policies.
  + Reflection on recent training and development activities with evaluation of their impact on their role/service delivery.

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## **Responsibilities of Staff**

The Assistant Headteacher is responsible for ensuring that:

* All members of staff receive regular quality supervision
* Appropriate arrangements are made for supervision of all staff for whom they have responsibility
* Training and development opportunities for staff are identified, facilitated and evaluated
* Supervision will be monitored and audited by senior management and new staff to the Nursery School will be made aware of the policy at induction stage.
* A supervision monitoring form is maintained and made available for inspection and audit by senior managers. This monitoring form must be brought to all supervision sessions between managers and their supervising managers

***Every member of staff is responsible for:***

* Reflecting and learning from their work experience and training and development opportunities
* Preparing for and taking part in supervision under the arrangements agreed
* Taking any action agreed in supervision, to improve performance and enhance their effectiveness.

## **List of topics to be included in planned supervision**

All of these topics should be covered at least quarterly, but the priority given to each one will vary, depending on the nature of the setting and the staff member’s workload.

* Review of work done, evaluation of performance and achievements in relation to objectives, priorities and standards. Perspectives of users, staff members and supervisor.
* Need for any personal support to staff where work can be difficult and stressful.
* Review of records, which may include checking a sample of current records, to ensure they are up-to-date, complete, accurate and clear, and that they comply with relevant policy and procedures including security and confidentiality.
* Review of any effects of gender, race, culture or disability on dealings with service users, colleagues and supervisor.
* Awareness and understanding of relevant policies, procedures and standards.
* Adequacy of relevant policies, standards, systems and procedures.
* Monitoring of action plans arising from H&S audits
* Review of attendance management.
* Review of individual professional development.
* Review and evaluation of learning and development activities undertaken.
* Feedback on supervisor’s performance.
* Suggestions for improving performance.
* Any other topics either party wishes to discuss.
* Agreement of clear, realistic, measurable objectives and activities for work and personal development during the period to the next planned supervision.

## **Records**

* Records on planned supervision sessions should be kept by those involved.
* These records should be signed and agreed by line manager and staff member, and should outline the issues discussed, decisions reached and action agreed.
* Supervision records are the property of the employer and should be available for management examination when requested.
* Appropriate confidentiality of records will be maintained

**Confidentiality**

Confidentiality may be breached if the supervisee has:

* Acted illegally
* Acted in such a manner which clearly constitutes a risk to service user and / or staff
* Clearly and seriously breached Nursery School policies and procedures

**Methods**

Supervision is to be seen as a process, to be achieved by a range of methods. Wherever possible, supervision should be undertaken primarily on a one-to-one basis. Alternative and additional methods to consider include supervision through team meetings, co-working, peer support, and independent support groups. Supervision may be structured or unstructured; it may include ‘live’ supervision / observation of work, examination of records, taped material, or simulation. Supervision may include reflection on incidents and problem solving. The choice of methods to be used will depend on the types and settings of the services provided, and on the needs and resources of the staff group and of individuals within the group.

**Physical arrangements**

Arrangements for planned one-to-one supervision should ensure as much privacy as possible, and prevent interruptions from visitors or the telephone. In light of Covid-19 restrictions supervision may take place over zoom or another social media platform if it is required and supportive and not physically possible.

## **Supervisors**

Line managers should be involved in supervising all staff whom they directly manage as they are responsible for managing performance, training and development. Other staff may also be involved in non-managerial aspects of supervision, e.g. to provide specialist consultation, professional advice, or to provide support in containing work stresses.

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