



ROSEMARY NURSERY SCHOOL AND CHILDREN'S CENTRE

Staff Supervision Policy & Guidance

“Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes. In social care and children’s services this should optimise the capacity of people who use services to lead independent and fulfilling lives”. (*The Skills for Care and CWDC document Providing Effective Supervision 2007*)

Staff supervision is intended to be supportive, constructive and challenging in order to increase the confidence and competence of staff and ensure and improve the quality of the services provided. Supervision is the formal mechanism by which those with leadership and management responsibilities meet with staff members individually, develop positive working relationships and enable them to be more effective in their roles.

Rosemary also offers other formal ways of supporting staff, such as staff induction, staff meetings, training and staff appraisals, as well as less formal ways in which staff members are supported in their work. Good working relationships are developed when formal and informal support combine to help staff to feel they are important and valued members of the team. Staff supervision is a statutory requirement of the Early Years Foundation Stage.

Purpose of staff supervision

- To establish and maintain positive and co-operative working relationships between staff members, including those in leadership positions and those whom they line manage, 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 model a preferred way of working and relating, which can be transferred to other working relationships

- To ensure staff members are accountable for their work and take responsibility for maintaining and improving their skills and knowledge
- To promote critically reflective, competent and responsible practice
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with Rosemary Nursery School and Children's Centre values, policies, procedures and quality standards
- To ensure that tasks are carried out in an appropriate and efficient way
- To monitor progress in relation to appraisal objectives.
- To enable staff to carry out their duties by providing support, information, feedback, guidance and instruction, as well as a model of working
- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the School

Scope of the staff supervision policy

The staff supervision policy applies to *all* staff members. Supervisors need to make appropriate arrangements for temporary / sessional / staff, volunteers and for secondees, taking into account the amount and nature of the work that they undertake.

Training needs to be provided to ensure the proper implementation of the staff supervision policy. Supervision is a critical part of both the induction and probation of new employees as well as the ongoing leadership and management of staff members.

Supervision is a shared responsibility between supervisors and supervisees. To be successful, both parties must recognise the importance of supervision, take responsibility for ensuring that regular meetings take place and actively participate in the process.

Staff supervision provides a formal record of the work of a staff member, and supervision-template notes are the confidential property of the School: They may, in exceptional circumstances such as complaints against the School, disciplinary procedures or child protection proceedings, be accessed by more senior centre leaders, governors or local authority officials.

For the purpose of this policy, group supervision means a meeting led by a supervisor in order to discuss the main responsibilities of the members of staff.

This will most often involve casework discussion including risk management and monitoring.

The supervisor must carefully consider the number of people being supervised together in team supervision sessions, taking into account how the participation of every member of staff will be facilitated. Detailed records of these meetings need to be kept and signed off in a way that is consistent with the supervision template. Individual management issues are not to be discussed in group supervision. There may be some discussion about personal feelings and associations that are relevant to the work, but other personal issues are more appropriately discussed in individual supervision sessions.

Responsibilities of supervisors

Supervisors need to:

- Seek to establish a shared view of the importance of supervision with the staff member and how it will best be carried out in their working relationship so that trust is developed and a mature relationship is formed. This needs to include ways in which staff members have felt supported in the past and what they have found useful and not useful in a supervisory relationship.
- Consult with each member of the team for which they are responsible to reach an agreement on the supervisory relationship. This needs to include the appropriate frequency of supervision sessions for each member of the team, taking into account the experience of the staff member and the nature of the work. For example, where a staff member is involved in child protection work, it may be necessary for an experienced staff member to be supervised fortnightly or a less experienced staff member to be supervised weekly or even twice weekly.
- Ensure that staff members receive the appropriate amount and regularity of supervision. This will 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.

Responsibilities of supervisees

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.

What formal staff supervision is not:

- Informal or ad-hoc meetings
- Any meeting that is not recorded / where notes are not kept by each party.
- Peer group supervision or meetings
- External consultation
- Personal counselling

The School will ensure that all staff members have a copy of the Staff Supervision Policy and Standards.

Staff Supervision Standards

The School will ensure that:

- **All members of staff are supervised**
- **All supervision is recorded, shared and stored**
- **All supervision includes decision making and action planning**

Standards

1. Induction – Within the first two weeks in post, all aspects of supervision will be discussed, agreed and recorded with a new staff member, and this will be recorded in a Supervision Agreement (Template 1).

2. Frequency and duration will vary depending on the role of the supervisee and hours of work. All full-time staff working with children or families should take part in a minimum of 3 supervision sessions over any 12-month period, with each session ideally lasting an hour. All staff members, irrespective of role or hours, need to be supervised at least twice per year.

3. Setting – The venue will be mutually agreed, private and free from disturbances. All supervision will be ‘face-to-face’ except in exceptional circumstances, which are recorded in the notes and are infrequent.

4. Recording individual supervision sessions –

a) The supervisor will record the session using the Staff Supervision Record Form

b) Safeguarding decisions will be clearly stated and will be recorded in the case file

c) The Staff Supervision Record Form needs to be completed and sent in full to the supervisee within 10 working days.

d) The supervisee will check the notes upon receipt and send any additions/ amendments to the supervisor.

e) 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.

5. Recording – Case File – All safeguarding decisions made in a supervision meeting need to be recorded:

a) In the supervision meeting ‘action’ notes as necessary.

b) In the full supervision meeting notes.

c) In the relevant Case File

6. Group Supervision (normally with a line manager) – In addition to, or instead of some, individual supervision sessions with a staff member, group supervision meetings may be arranged. Such sessions will fulfil some, but not all, of the purposes of individual meetings, so that not all of the sessions may be replaced by group supervision. These sessions need to be planned and recorded and case file records made in accordance with decision-making undertaken. Where group supervision is planned instead of some individual sessions with a member of staff, line management agreement is needed.

7. Group supervision (peer group) – In addition to individual or group supervision with a line manager, peer group supervision/meetings may take place.

8. Joint supervision – In addition to individual supervision with a line manager, joint supervision (of two or more Centre or outside agency staff) may take place with a line manager. This will usually occur for staff working on a same case or running the same group. As with group supervision, such sessions will fulfil some, but not all, of the purposes of individual meetings, so that not all of the recommended number of individual sessions may be replaced by joint supervision. These sessions need to be planned and recorded and case file records made in accordance with decision-making undertaken. Where joint supervision is planned instead of some individual sessions with a member of staff, line management agreement is needed.

9. Temporary supervisory arrangements – It is recognised that, due to long-term illness or vacancy, usual line management and supervisory structures /arrangements may be interrupted. In order to ensure supervision is received temporary arrangements, differing from the usual pattern, may need to be determined. This needs to be discussed and agreed throughout the line management chain.

10. Storage – electronic and hard copy – GDPR needs to be adhered to. This includes:

- a) Safe storage, i.e. records will be stored in line with GDPR or other statutory requirements.
- b) When an employee leaves the School, all supervision records will be kept for one year.

11. External consultation – In addition to individual line management supervision, case discussion with an external consultant may be of use e.g. the Infant Mental Health Specialist.

12. Student supervision – A student will be supervised by their in-team mentor (if from within the School) or by a workplace supervisor (if their allocated mentor is off-site).

13. Supervision of volunteers – Volunteers need to take part in regular, formal supervision in line with their role and hours of work and are covered by the Staff Supervision Policy and Standards.

14. Supervisor and Supervisee Training –

- a) Supervision training is essential for all those undertaking supervision. This training will include general supervision skills and detailed information for using standards and documentation.

b) It is desirable for supervisees to attend supervision training.

15. Auditing – In order to learn and grow and stay safe, the School will use:

a) Occasional auditing of individual supervision will be carried out to ensure quality and access.

16. Direct Report / Supervision Ratios – A full-time staff member with line management responsibilities ideally line manages and supervises no more than seven members of staff, and their workload needs to reflect the time required for this.

17. Organisational Supervision Chart –The School has a 'supervisory relationship chart' – detailing who is supervised by whom. This will be updated annually and is intended to help ensure that Staff Supervision Standards are upheld.

Rosemary Nursery School and Children's Centre

Template for Staff Supervision Agreement (2 sides to be completed at first session of year)

Supervisee:

Supervisee:

The structure we have agreed is as follows:

How often we will meet

Where we will meet

How long each session will last on average

Who will make a record of what was discussed

What we will do to try to make sure we don't get interrupted

Who will make a record of what was decided/agreed

Where the supervision records will be kept

How we will/will not use supervision records

Who else may see our supervision records

In supervision we will:

- begin by agreeing what we need and want to talk about
- spend a few minutes finding out if you are okay and how you are feeling
- check that the notes of the last meeting were accurate
- make sure that, as far as possible, we have done the things agreed last time
- review your work through discussion, reports and observation, including Safeguarding children and adults which will include:
 - time for reflection on your experience and feelings about your work
 - positive and negative feedback on the work you have been doing
- agree future action plans

- talk about your skills, knowledge, experience and value base as well as about your training and development needs
- allow you an opportunity to give feedback on your experience and expectations of supervision
- confirm the date of the next meeting

Prior to each supervision session, the supervisee will reflect on the following:

Satisfaction	<p>Which aspects of my role are interesting and satisfying?</p> <p>Which aspects of my role are not so interesting or satisfying?</p>	<p>What makes them interesting or satisfying?</p> <p>What makes them not so interesting or satisfying?</p> <p>What might I /others do to increase interest and satisfaction? ...reduce my dissatisfaction?</p>
Effectiveness	<p>What have I done that made me feel effective or pleased with myself?</p> <p>What have I done that made me feel ineffective or displeased with myself?</p>	<p>What led to those feelings?</p> <p>How might I increase my feelings of effectiveness?</p>
Incidents & events	Which recent incidents or events do I wish to share?	What are my feelings about them? What makes me want to share them?
Support needs	The sort of specific support I would welcome is....	
Development	What are my professional ambitions and aspirations?	How might staff development or training opportunities help me work towards them?

Date:

SIGNED

Supervisee

SIGNED

Supervisor

Review Date May 2022