



Early Years Staff Supervision Policy 2020

Supervision in an Early Years Context

On 1st October 2009, Vanessa George admitted to taking hundreds of photographs of herself abusing infants whilst she was working as a nursery nurse in Little Ted's nursery in Plymouth. George had been working at the nursery since September 2006, was the deputy SENCO and was considered to be a trusted member of staff. She had worked in childcare in various roles for 10 years and had not come to the attention of police or other statutory agencies prior to her arrest.

Following her conviction, a Serious Case Review was carried out by Plymouth Safeguarding Children Board, as defined by Chapter 8 of Working Together to Safeguard Children 2010 (DCSF:2010). The report found that there were 22 members of staff who worked at the nursery at the time of George's arrest and none of them formally raised any issues of concern about her practice or the management of the setting. Some staff, particularly students and newly qualified staff, were becoming increasingly concerned about a change in Vanessa George's behaviour and her increased sexualised references but an absence of proper staff supervision meant they did not have a formal opportunity in which they could raise these concerns; *"Supervision by a competent supervisor may have provided a forum where, within a safe environment, these feelings could have been aired."* (Plymouth Safeguarding Children Board, March 2010).

Following a recommendation from the Serious Case Review and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision became mandatory in all early years settings (EYFS 2012).

In the revised Statutory Framework for the EYFS (2014) supervision of staff becomes a 'must' rather than a 'should'.

3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

What is Supervision?

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion.

The revised Statutory Framework for the EYFS (2014) states:

'Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development and well-being*
- identify solutions to address issues as they arise; and*
- receive coaching to improve their personal effectiveness'*

This applies to all staff working in the Foundation Stage.



The Aim of Supervision

The aim of supervision is to allow staff and their supervisors to:

- Discuss and challenge concerns, issues or difficulties;
- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Review work and workload;
- Explore feelings and emotional impact;
- Develop practice and competencies, including training needs;
- Explore the understanding of school policy, philosophy and practice;
- Ensure every child's safety and wellbeing;
- To maintain an accurate and agreed record of professional progress.

Supervision Process and Frequency

At St Katharine's Knockholt CE Primary School, all practitioners who work directly with children and families in the Early Years Foundation Stage are supervised by a designated line manager.

Supervision agreements between supervisor and supervisee are drawn up for all EYFS staff.

Supervision meetings are held termly (six times a year) for each staff member. Two of these meetings will be largely based on annual appraisal and the mid-year review. A focus on how well an individual is performing in relation to organizational needs and priorities should not be the main focus of the other four sessions. Mike Craddock's comments as the Chair of the Little Ted's Serious Case Review panel, made it clear that he was considering the need to provide a safe space where difficult issues may be raised in a supportive and confidential manner. The kind of issues to which he alluded were working relationships, concerns about colleagues' behaviour and actions and the impact of personal relationships on reporting concerns.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task. Supervision meetings will take no longer than an hour.

All aspects of supervision must ultimately focus on promoting the interests of children. All supervision meetings must include discussions concerning the development and well-being the children.

An important part of the meetings are that members of staff feel able to discuss concerns they have about the conduct displayed by colleagues. The discussion should be based on professional observation where a colleague is not adhering to school policy or practice, or failing to abide by the principles of Safer Working Practice. This is not an opportunity to discuss disagreements that rise from personal issues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information will be immediately referred to the headteacher.

It is important for staff to be comfortable in discussing all aspects of their work but there needs to be clarity as to what will happen to information discussed if it raises concerns about the practice of a particular member of staff or a child. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded and may include support from external agencies. Accordingly, the supervision policy is compatible with the school's child protection, allegations in school and confidentiality policies.

Record of Supervision Meetings

The supervision meeting will be recorded on a Supervision record Form. At the end of each session, or as soon as possible thereafter, both supervisor and supervisee will sign and date the record to confirm its accuracy. A copy of the supervision record form is retained by the supervisor in a supervision file, a copy provided to the supervisee and a copy held in the staff member's file. Supervision records will be stored securely at all times.



Supervision Agreement

Between Supervisor:

Supervisee:

The main purposes of the supervisory process are:

- To ensure that the worker is fulfilling their responsibilities to the expected standards;
- To provide support to the worker; and
- To identify the professional development and learning needs of the worker.

We have agreed on the following structure for the supervision sessions, which will typically:

- Take place 6 times a year
- Take 30 minutes but last no longer than 1 hour.
- Be uninterrupted, unless by prior agreement.
- Be held in a mutually agreed setting, which is quiet and ensures privacy.
- Be booked in advance and then given priority over commitments whenever possible.
- In the event that a scheduled supervision session has to be altered by either party, a new date and time should be fixed straight away. It is the responsibility of the Supervisor and Supervisee to ensure that the new session is carried out as soon as is conveniently possible.
- Follow the agenda set out on the supervision record sheet. In addition to standing items, specific topics may be added at the start of each session by either the supervisor or supervisee.
- Areas of disagreement between the Supervisor and Supervisee will be recorded on the supervision records. Areas of disagreements that cannot be resolved may be referred to the Head Teacher

We agree that the supervision will be given and received in accordance with the St Katharine's Supervision policy.

Supervisee:

Signed: Print name:.....

Supervisor:

Signed: Print name:.....

Date:



Supervision Meeting Record

Between Supervisor:

Supervisee:

Date:

Agenda standing items:

Review of previous supervision (progress on actions from previous session)

Workload

Concerns/Team issues (worker relationships, staffing, etc)

Safeguarding (issues around children, observations, multiagency intervention, work of colleagues)

Training/Development

Achievements since last meeting

Time management (work life balance/attendance)

Change in circumstances (which may impact on suitability to carry out your role)

Specific additional agenda items:

Agenda Items:

Record of discussion:	Agreed actions



Supervisee:

Signed: Print name:.....

Supervisor:

Signed: Print name:.....

Date: