

Golden Flatts Primary School
Early Years Supervision Policy

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1. Statement of intent

Golden Flatts Primary School takes its responsibility towards the early years foundation stage very seriously.

The DfE's guidance 'Statutory framework for the early years foundation stage' 2014, states that all members of staff in direct contact with children must receive regular supervision. This supervision is designed to encourage reflective practice and improve the dialogue between providers and practitioners.

Supervision sessions provide an opportunity to look at:

- Aspects of the employee's roles and responsibilities.
- How the employee's work meets the standards expected.
- The employee's personal, professional, learning and career development needs.

Supervision sessions will provide an opportunity for the employee to:

- Reflect on their experience and feelings about work.
- Discuss support needs for any professional or personal problems.
- Receive regular feedback about their performance.
- Agree and review SMART (specific, measurable, attainable, realistic and time bound) action plans linked to their role and development requirements.

2. Legal framework

This policy will have due regard to the following legislation, including, but not limited to:

- Childcare Act 2006

This policy will also have due regard to the following guidance:

- DfE 'Statutory framework for the early years foundation stage' 2014

3. Roles and responsibilities

The governing body is responsible for the overall implementation of this policy.

The governing body has overall responsibility for ensuring that this policy as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body is responsible for handling complaints regarding this policy as outlined in the Golden Flatts Primary School's Complaints Policy.

The Early Years Lead in conjunction with the Executive Headteacher is responsible for the day-to-day implementation and management of the Early Years Supervision Policy.

4. Promoting a safeguarding culture

Staff supervision will promote and model a safe learning environment in our school. This will be achieved by ensuring that:

- Members of staff are respectful to all children and employees.
- Members of staff are confident and open about discussing good and poor practice.
- There is a no-blame culture, and blame only occurs in extreme circumstances.
- Leaders and managers model best practice.
- Members of staff understand the vulnerability of the children they look after.
- Members of staff understand that abusers may already be in the employment of the organisation.
- Children are always listened to.
- Members of staff are not afraid to challenge poor practice.
- Parents/guardians are encouraged to be involved in planning their child's care and are welcomed into the setting.
- Whistle-blowing procedures are in place and staff members are aware of how to use them.

5. Elements of performance management

- i. **Supervision** – a regular one-to-one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.
- ii. **Appraisal** – an annual meeting whereby the individual and their supervisor:
 - Review the individual's performance and identify what has gone well, and what hasn't gone so well over the last year.
 - Set SMART targets in-line with their team objectives for the coming year.
 - Identify learning and development needs.
- iii. **Learning and development planning** – A six monthly review conducted by the Headteacher to ensure that the plans are still relevant and up-to-date in accordance with any changes.

6. The main functions of supervision

- i. **Management** (competent accountable performance/practice)

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be achieved through discussion of:

- The overall quality of the supervisee's performance outcomes.
- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the employee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

- ii. **Learning and development** (continuing professional development)

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This function is to encourage and assist staff in reflecting on their own performance and to identify their own learning and development needs. The learning and development function will be achieved through:

- Helping supervisees identify their preferred learning style and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

iii. Support (personal support)

This function is to provide support for staff to carry out their role. This will be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained.
- Clarifying the boundaries between support and counselling in the supervisory relationship.
- Enabling and empowering expression of feelings in relation to the work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

iv. Mediation (engaging the individual with the organisation)

This function is to ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective. This will be achieved through:

- Briefing senior managers about key issues raised by staff.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing staff on changes that affect their area of work.
- Mediating between worker or team and other parts of the school.

7. Supervision methods

i. One-to-one supervision:

- One-to-one supervision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties.
- All members of staff within the organisation who are in direct contact with children will have access to this method of supervision.

ii. Group supervision:

- This involves a group of staff who are all involved in the same task, meeting with a supervisor to discuss issues about their work or the way they work together as a team.
- This may be done in the context of a regular team meeting or as a separate session.

iii. Unplanned or 'ad-hoc' supervision:

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- The pace of work and the frequency of supervision mean that staff often have to obtain a decision or gain permission to do something in between formal supervision sessions.
- In addition, members of staff who work closely with their supervisor will be communicating daily.
- Any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate.
- Where employees and supervisors work closely together this does not negate the need for private one-to-one time together on a regular basis.
- If a supervisor is absent from work for a long period (over one month), the senior manager should ensure that effective arrangements are in place for the supervision of the staff in that section.

8. The frequency of supervision

The level of supervision required should reflect the employee's level of experience and competence.

| Current length of employment at the Golden Flatts Primary School | Supervision frequency |
|---|--|
| First six months (probationary period) | Fortnightly |
| End of probationary period | Probationary review |
| 6 months – 1 year | Three weekly |
| End of first year | Year one review |
| 6 months – 3 years | Monthly with six month and annual review (+ ad hoc) |
| 3 years + | Once per half term with six month and annual review (+ ad hoc) |

Particular circumstances that apply to the employee may mean that they require more frequent supervision.

Staff in direct contact with children should be supervised at no less than 8 weekly intervals (once every half term).

The actual frequency for individuals will be agreed between the supervisor and employee when negotiating the supervision agreement.

Any deviation from the recommended frequency detailed above, as a permanent feature, should be by agreement between the two parties and should be clearly recorded in the individual supervision agreement.

Agency and temporary staff should receive supervision in the same way as permanent staff, following the same process detailed above.

Disciplinary measures will include an increase in formal supervision.

9. Supervision records

Recording standards:

- The detail included in the supervision record is a matter of judgement for the supervisor.
- The record will contain enough detail so that the issue can be revisited, if necessary, at a later date and still be understood.
- Where possible supervision records will be typed.

Supervisors must give a copy of the record to the employee for signature within two weeks.

Records should clearly detail:

- Any decisions been made
- The reasons for those decisions
- The agreed actions

The records should be signed and dated by both parties.

Disagreements between the parties involved in the supervision session must be recorded by the supervisor and a copy should be retained by both parties.

Hard copies of records must be kept securely in staff personnel files.

10. Confidentiality and access

Supervision is a private but not a confidential process. This means that the records are the property of the [school/academy], and not the individual.

From time-to-time supervisors will discuss the content of supervision sessions with others, such as their own line manager. The employee being discussed will be informed of this.

Access to supervision records will be controlled and all records will be locked away.

Employees should be aware, however, that other than themselves and their supervisor, others may access records, including:

- Senior managers
- Investigating officers
- Inspectors
- Performance staff

11. Storage and retention

The individual supervision agreement and the supervision records will be kept on the employee's file in a locked cabinet.

When an employee leaves the organisation, the records will be retained for two years after the member of staff has left and then shredded.

Where a member of staff transfers within the [school/academy] for example, to another supervisor, their records will be passed onto the new supervisor.

12. Individual supervision agreements

The purpose of the individual supervision agreement is to establish a basis for which the supervisor and employee will work together during one-to-one supervisions.

The individual supervision agreement will contain a written record of:

- The purpose of supervision.
- The frequency of supervision.
- The venue for the supervision sessions.
- Any specific responsibilities of both supervisor and employee.
- The recording of supervision, including where records will be kept to safeguard confidentiality and how quickly records will be given to the employee for signature.
- The arrangements for any ad-hoc or unplanned supervision.
- The complaints and review process.
- The practical arrangements.
- The arrangements for agenda setting.

13. Monitoring and quality assurance

The **monitoring arrangements** involve regular discussion during supervision. The senior manager may request copies of supervision records as evidence of practice and to use as a tool where there are developmental needs on behalf of the team manager.

The **quality assurance** arrangements involve the auditing of a random selection of supervision files on a six monthly basis by senior managers.

14. Complaints

Complaints will be dealt with as detailed in our Complaints Policy.

Review Date: August 2019

Reviewed by: S. Sharpe

Approved by Governors:

Next Review Date: August 2020

Appendix A
Individual supervision agreement (ISA)

| | |
|---|---------------|
| Supervisor: | (Insert name) |
| Employee: | (Insert name) |
| Expectations of supervision | |
| At Golden Flatts Primary School we expect employees to be supervised at no more than eight weekly intervals | |
| The main areas of focus are: | |
| <ol style="list-style-type: none">1. To enable the supervisee to perform in the early years department to the standards specified.2. To make sure that the employee is clear about their roles and responsibilities.3. To ensure accountability for the employee's work.4. To assist in the employee's personal and professional development.5. To be a primary source of support for the employee.6. To provide regular and constructive feedback to the employee on their performance.7. To review the supervision contract | |
| Arrangements agreed for supervision | |
| Frequency: | |
| Length: | |
| Location: | |
| Recording of supervision: | |
| Purposes for which supervision can be used: | |
| Storage of supervision records: | |
| How the agenda for sessions will be agreed: | |
| Interruptions will only be permitted if: | |
| Procedure if information shared in supervision needs to be passed on: | |