



Staff Supervision Policy

hdc aims to provide appropriate, responsive and flexible services for all the children in our care.

We can only do this if our staff:

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
- Are fully supported in their work and managed effectively.

Supervision is one of the ways that this can be achieved. This policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.

At hdc we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the hdc's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children.

The frequency of supervision meetings is monthly or according to individual needs. A template agenda is used in all meetings to ensure consistency across hdc. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision.

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions. At hdc, supervision is carried out by the manager/ deputy/ room leaders. If for any reason a supervision is cancelled a new date will be rearranged within 5 working days. You have the right to request a different supervisor, you should discuss this with your existing supervisor wherever possible and then make this known to a member of the Leadership Management Team.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health, or changes to or incidents affecting members of their household that may disqualify that person from working with children (a staff member is disqualified from working with children, if they live in the same household as a disqualified person). These changes are recorded as

a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure.

Supervisions are used to promote a safeguarding culture in the company.

Supervision will support and strengthen the safeguarding culture we are committed to for our company.

Supervision will promote and model the following indicators of a safe setting:

Staff are respectful to all employees as well as children

Staff are open about discussing good and poor practice

Blame only occurs in extreme circumstances

Leaders model the appropriate behaviour

Staff are knowledgeable about the vulnerability of the children that they look after

Children are listened to

Staff are empowered to challenge poor practice

Parents 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 know how to use them

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated through staff feedback and is used as part of the overall performance monitoring system at the nursery.

Definition of supervision within the performance management framework

Individual performance management within hdc involves three elements:

Supervision – a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.

Appraisal – an bi-annual meeting, where 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 measurable objectives and/or targets in line with their team objectives and/or targets for the coming year
- have the opportunity to identify learning and development to help the individual carry out his/her job better, both now and in the future.

Learning and Development Planning – this forms part of the appraisal process and aims to encourage the individual to identify and evaluate learning that has taken place during the previous year and plan for learning and development opportunities for the coming year.

The supervision process is a key part of the performance management framework. Discussions held and recorded during supervision will form part of the appraisal process.

Scope of this policy

This policy applies to all staff employed by hdc that have direct contact with children, whether on a temporary, permanent, full time or part time basis

Functions of supervision

The three main functions of supervision are:

1. Management (Competent accountable performance/ practice)
2. Learning and Development (Continuing professional development)
3. Support (Personal support)

These three functions are interdependent and one function cannot be effectively performed without the others. Each function is described in detail below.

1. 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 high standard. The management function will be achieved through discussion of:

The overall quality of the supervisee's performance and outcomes

The policies and procedures relating to their work and that these are understood and followed.

The roles and responsibilities of the supervisee and that these are clearly understood, including the boundaries and limits of their role.

The development and monitoring of action plans/targets and objectives

Monitoring of the supervisee's workload, including:

- Parent partnership
- Promotion of children's learning and development
- Implementation of partnership working strategies
- Use of Family to record and update child information and assessment data

2. Learning and Development (Continuing professional development)

This function is to encourage and assist staff in reflecting on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those 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.

3. Support (Personal support)

This function is to provide support for staff to carry out their role. The nature of the work as well as the effect of particular situations, incidents or personal issues may have an emotional impact on the staff member. By offering support within the supervision context supervisees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

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

Supervision should provide an opportunity to reflect on practice rather than just act as a tick-box to check on what practitioners are doing. Discussing individual cases is a valuable part of the process so long as this is done in a way that encourages reflective practice

Frequency of supervision

The frequency of supervision should reflect:

The supervisee's level of experience and competence (not necessarily length of service, although staff new to a role may require more frequent supervision)

If the supervisee is in the probationary period (i.e. first six months of service) supervision should take place regularly, linked to the Induction procedure. These may be quite short supervision sessions but they will enable the supervisor to assess the supervisee's suitability for permanent employment and ensure an effective relationship is formed in the early days of the supervisee's employment

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

Staff in direct contact with children will undergo a formal supervision every month.

Supervision records

The recording of supervision sessions is the responsibility of the supervisor. The supervisor must adhere to the following standards of recording; this will be checked during the quality assurance process

Recording standards:

The detail included in the supervision record is a matter of judgement for the supervisor. In general the record should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.

Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions. The records should be signed and dated by both parties. If there is disagreement as to the content of the record this should be recorded by the supervisor.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the school, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, e.g. their own line manager, this should always be with the knowledge of the supervisee.

Access to supervision records should be controlled so that others who do not have a legitimate right to see the records cannot access them.

Supervisees should be aware, however, that other than themselves and their supervisor others will, from time to time, access records.

These might include:

Senior Managers (e.g. for quality assurance purposes)

Investigating officers (e.g. for disciplinary or case review purposes)

Inspectors (e.g. Ofsted inspectors)

Storage and Retention

The Individual Supervision Agreement and the supervision records will be kept on the supervisee's file held by the supervisor or in an agreed place. It is a matter for the supervisor what other documents are held with the supervision records, these may include appraisal documents, sickness documents, working practice chronologies and correspondence.

When a supervisee leaves the organisation the records should be retained for two years after the member of staff has left and then destroyed in line with GDPR. Where a member of staff transfers to another section or supervisor within the organisation their records should be passed onto the new supervisor.

Monitoring and Quality Assurance

In order to be effective the supervision process requires monitoring and quality assurance arrangements. These processes enable the organisation to check that:

The standards of supervision as outlined in this policy are being followed

Staff are being supervised professionally and effectively

Supervision sessions are being recorded,

The supervision process promotes equal opportunities and anti-discriminatory practice.

The monitoring arrangements involve regular discussion during supervision, for example, between a Managing Director or General Manager and a Nursery Manager, about the Nursery Manager's practice in supervising their staff. The Managing Director/General 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 Nursery Manager.

Complaints

Supervisees should be clear about whom they should contact if they feel the terms of their supervision agreement are not being met. In the first instance you should raise your concerns with the Nursery Manager, if following discussion with them the matter remains unresolved you should contact the company Managing Director.