

Contents

Revisions.....	2
Context.....	2
Intent.....	2
What Is Supervision?	2
Implementation	3
Qualities of an Effective Supervisor.....	3
The rights and responsibilities of a supervisee:.....	4
Why should Supervision be recorded?.....	4
Impact.....	5
Training, support for staff and connected experts.....	5
Future Developments.....	5

Revisions

Date Revised: November 2023

Review date: November 2024

Context

The Statutory Framework for the Early Years Foundation Stage stipulates that:

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. Supervision should provide opportunities for staff 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.

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns they may have about the welfare and development of all children in the setting and contribute towards highly effective practice and increased staff confidence. This supports the promotion of a safe setting where children are safeguarded from harm.

Intent

What Is Supervision?

At Cedars Primary School we recognise that effective Safeguarding is the responsibility of everybody within school. Supervision is one of several channels which serves to create an open culture in which discussions around children’s well-being are promoted. Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague’s practice.

Formal supervision has been around for many years in Social Work, therapy and counselling. Government guidance has now identified that effective supervision is important for any practitioner involved in day to day work with children and their families (Working Together to Safeguard Children... Chapter 2 para 4 DfE: 2013).

Similarly, lessons from serious case reviews have found that supervision is essential for any staff working in this sector: “Supervision is ... essential to help practitioners to cope with the emotional demands of work with children and their families which has an impact at all levels of intervention” (DCSF:2008).

Supervision does not replace the school’s recording and reporting of safeguarding concerns systems. At Cedars Primary School, we use CPOMS software to record incidents. This policy should be read in conjunction with the full safeguarding policy which is available on the school website.

Implementation

Group supervision happens for our EYFS team once half-termly and the offer of further 1:1 supervision sessions are available on staff request. However, we also recognise a need for a degree of flexibility within this approach: Some staff, for example if they are newly qualified or less-confident, may need supervision sessions to be held more regularly or outside of a group setting.

At Cedars Primary School, the following routine for supervision is established:

- The Early Years leader routinely holds Supervision meetings and records minutes. Actions arising from the meeting are appropriately delegated to the members of staff which are best-placed to carry them out;
- Any member of staff can request additional supervision at any time during the year;

The supervision meeting will identify any need for additional supervision.

Qualities of an Effective Supervisor

Supervision is only effective and positive for individuals and the organisation if it is carried out by the ‘right’ person. Supervisors should be competent, perhaps gaining skills through a management training programme, specific supervision training or shadowing a more experienced supervisor. They need to be clear about their role and responsibilities and on where to access additional advice when they need it. Supervisors are normally the line managers of staff. A supervisor will have responsibility for the day to day oversight of staff and the work they do, as well as conducting regular supervision meetings and yearly appraisals with the staff members they supervise.

However, it is vital that school management give careful consideration to ‘matching’ who is the most appropriate person to supervise each member of staff. For example, if there are known tensions between a room leader and an individual member of staff, it is going to be difficult to achieve a positive, trusting supervision relationship for either member of staff. Equally, if the person carrying out the supervision is already a member of the EYFS team, this then means that the person carrying out the supervision is then not receiving adequate supervision themselves.

Some of the skills of a ‘good’ supervisor are: Honesty; accountability; challenging; trustworthy; supportive; diplomatic; empathic; reliable; competent; good time keeping skills; interested; responsible; non-judgemental.

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

The rights and responsibilities of a supervisee:

- To receive effective and sensitive supervision;
- To be treated in an anti-discriminatory manner;
- To have their feelings and opinions recognised;
- To raise issues of concern about their own practice and that of their colleagues;
- To learn from mistakes and seek advice if they are unsure;
- To be listened to and receive appropriate professional support;
- To be briefed about changes;
- To commit to regular supervision and understand its value.

Why should Supervision be recorded?

- ✓ To keep a record of what was discussed and actions agreed (and to be able to review these);
- ✓ To keep a record of any disagreements;
- ✓ To benchmark and audit the quality of supervision;
- ✓ For performance management of staff.

At the end of each session, or as soon as possible thereafter, both supervisor and supervisee should sign and date the supervision notes to confirm its accuracy and both should keep a copy. The supervisor's copy may be kept in a supervision file. Confidentiality 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. Accordingly, any supervision policy must be compatible with the safeguarding children, allegations against staff and confidentiality policies within the school.

Supervision records are to be made available to OFSTED inspectors who may wish to discuss them as part of an inspection process. The records can also be made available to external members of staff who work closely with

school to support operational and strategic development. Such people include - but are not limited to Safeguarding Officers; Early Years Consultants or School Improvement Advisors.

Impact

The benefits of supervision are widespread but are proven to include:

- Improved outcomes for children – getting the right help or protection at the right time
- Increase in staff confidence and resilience – staff feel better equipped to deal with issues they may face
- Skill and expertise development – staff become adept at dealing with all aspects of their role
- Improved staff morale – staff feel listened to and valued
- Prevent 'burnout' – the emotional impact of role is discussed and managed

Training, Support for Staff and Connected Experts

Cedars Primary School works closely with Safeguarding consultants from *Schools Safeguarding*. Senior consultants from Schools Safeguarding have audited our wider safeguarding practises across school and are a point of support for the senior leadership team and for the designated safeguarding lead.

In school, we have ELSAs and these members of staff receive external supervision from the virtual school three times each year as part of their training commitment and maintenance of their ELSA role in school. School also offers further in-house supervision for these members of staff on request.

Future Developments

Whilst formal Supervision is compulsory for members of staff working in the Early Years and Foundation Stage setting, at Cedars Primary School, we recognise that Supervision across the wider staff team is considered good practice in the Safeguarding of children and so this is something we look to bring about in the future when capacity allows.