

# Meppershall Pre-school

## Supervision Policy

### Statement of Intent

We intend to ensure that all staff who have contact with children and families receive supervision as set out in the Statutory Framework for the EYFS. This supervision should be effective and provide support, coaching and training for the practitioner and promote the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

### Legislation

There is no specific legislation relating to supervision but a number of employment acts and regulations influence how they must be provided, including:

Employment Relations Act 1991

The Employment Act 2002

All legislation pertaining to discrimination and equal opportunities

The Working Time Regulations 1998

Part-Time Workers (Prevention of less favourable treatment) Regulations 2000

Health and safety at Work Regulations 1999.

### Aim

It is our aim to make sure that arrangements are in place to ensure there are adequate supervision meetings for each practitioner, as well as team meetings, following the methods below.

### Methods

The Pre-school leader is responsible for providing supervision for all practitioners, and the Chair and Deputy leader are responsible for providing supervision for the leader. Records should be kept and all members of staff have a duty to participate and contribute actively in supervision and team meetings.

Although supervision is sometimes seen as a continuous process, it also refers specifically to meetings between a manager and an individual member of staff that are planned and follow an agenda. Both the manager and member of staff should add to the agenda before the meeting. Outcomes, agreed actions and any other important matters of discussion, are recorded.

### Content

The focus of supervision may vary depending on circumstances and the particular needs of each individual practitioner. However, it must always be seen as a two way process, allowing the free discussion of any aspect of work or development which either the supervisor or the supervisee wishes to raise.

Supervision should ensure there is/are:

an agreed set of clear and specific objectives for each practitioner, appropriate to role and which are attainable;

explicit standards of performance and conduct, reflecting the core values and ethos of the setting;

opportunities for confidential discussion on sensitive issues relating to a child or the setting;

learning resources and opportunities, including guidance or coaching where necessary, for the achievement of agreed work, performance and development;

encouragement and support in the achievement of objectives and learning;

opportunities for joint feedback and reflection on any aspect of the work or working relationships and to explore ideas and solve problems;

the joint review of progress, feedback and recognition of achievements; and any adjustment to agreed goals and targets that becomes necessary;

review and management of the contract of employment. That is, induction, probation, term of contract and where appropriate contract renewal, annual leave, work/life balance, flexible working etc.

#### Frequency/Duration

The pattern and frequency of supervision may also vary depending on circumstances but the minimum should be six meetings a year, of which one will be an observation supervision and one will be the end of year review provided by the Performance and Development Review process as part of the annual appraisal.

Supervision meetings will normally last for no more than an hour. It will be planned. Dates must be given in advance to staff to ensure that they have appropriate time to prepare and value is placed on the activity.

#### Records

Supervision meetings are part of a formal process and so should follow an agreed agenda. The agenda must include health and safety, well being, training attended, a review of work practice and agreed actions to be undertaken by the next supervision. A brief record must be made of agreed outcomes and of any other matter that either party wishes to record. The record should include any matters of disagreement that were not resolved in the course of the supervision meeting. Either party may make the record but the supervisor is responsible for ensuring that it is made, signed by both parties and kept as a permanent and confidential record, filed within the setting.

Access to records is restricted to the supervisor and practitioner but there will be occasions when the supervisor may refer to records in consultations with a senior person or in matters of disciplinary or audit.

#### Supervision Framework

The Chair and Pre-school leader should ensure that supervision:

- is received by all practitioners
- takes place at least 6 times per year
- is planned in advance and takes place in private, with agreement
- covers the required content above
- follows agreed agenda and ensures records of outcomes and important matters of discussion are made and kept confidentially in the setting

And provides opportunities for staff to:

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

<b>Date approved by Pre-school committee</b>	
<b>Signed by Pre-school leader</b>	
<b>Signed by Pre-school chair</b>	