



# Supervision Policy

Date for review: Summer 2027

The supervision process is in addition to regular staff appraisals and other opportunities for staff training. 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 regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting 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 managers and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.

### **Purpose of this Policy**

1. To ensure that all staff working within Lavendon School provide a safe and effective service which meets the needs of children and their families as well as best practice requirements as outlined in the Early Years Foundation Stage.
2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.
3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.
4. Ensuring that decisions made are in the best interests of the children and meet national and local expectations, policies and procedures.

### **The Supervision Process**

Supervision is primarily a 1:1 meeting between a member of staff and their manager. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

The supervision process includes the following main areas of activity:

### **Line management**

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, managers must evaluate practice and provide feedback and guidance to the employee. Supervising managers should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

Managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of

individuals and their responsibilities and will be agreed in advance and recorded.

### Learning and Development

Effective supervision should support the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

Constructive feedback and observation of practice should be part of this learning process.

Through discussion, an individual's learning needs will be assessed and addressed.

Ensuring effective supervision

Supervision sessions should be clearly focused. Managers and employees must prepare for supervision sessions. Supervision sessions are held twice yearly including one performance management meeting.

Supervision meetings should take place in a comfortable, private place, without interruptions.

Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during the appraisal.

### Example Supervision Questions

Is there any training you have identified you require/would like to help you in your current role?

Key person role – Do you have any issues or concerns regarding children's development or well-being?

Can I do anything to help you with any issues regarding your key person role?

Is there anything hindering you supporting any individual children?

Have you any ideas about how you can improve or develop yourself/your childcare practice?

### Resolving Difficulties

When difficulties arise which cannot be resolved between the manager and the employee the formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with the relevant policy and procedure.

### Recording and Reviewing

All matters discussed in supervision must be recorded. The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the employees work performance this must be recorded in the supervision record.

Agendas and discussions will be recorded on the supervision form and filed away in the employee's personnel records. The process and effectiveness of supervisions will be reviewed annually.

Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include OFSTED or members of the Trust.

### **Destruction of Supervision Records**

When an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

### **Peer Observations**

We actively encourage staff to observe their peers in other areas of the school. We would encourage staff to do this on a regular basis as part of their CPD.



## Supervision Form

<u>Name:</u>	<u>Date:</u>	<u>Role:</u>
<u>Issues discussed:</u>		<u>Actions:</u>