Support and Supervision Policy

Rational

If staff members are to provide the kind of encouragement and support necessary for the growth and development of children and families, they need to be encouraged and supported themselves (Mezirow, 1994). This care is best delivered through formal staff supervision and structured well-being resources.

To help staff maintain an objective perspective and process the emotional impact of their work, the school provides access to several key support systems:

- **Internal Supervision:** Routine sessions led by school Teachers to help practitioners reflect on their practice and balance their workload.
- **External Professional Care:** Access to Vita Health Group, a specialised healthcare provider delivering integrated physical and mental well-being services.
- **External Professional Care:** SLT & safeguarding leads access a termly 1:1 supervision with an external councillor.

Together, these resources ensure our team can safely step back from the distress of others, safeguard their own mental health, and maintain a healthy, effective perspective.

Statutory Framework

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2012 staff supervision is a requirement for providers under Section 3 – Safeguarding and Welfare Requirements (clauses 3.22 and 3.23) as follows:-

3.22. 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.

3.23. Supervision should provide opportunities for staff to:

* Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns

* Identify solutions to address issues as they arise

* Receive coaching to improve their personal effectiveness

(Statutory Framework for the Early Years Foundation Stage 2021)

Supervision:

Supervision in a school refers to planned, structured support and oversight for staff or students, which can mean professional reflective guidance for educators or behavioural and safety monitoring for pupils.

“An accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes.” (Providing Effective Supervision, Skills for Care and CWDC 2007, pg. 5)

Approach

The key functions are:

1. Management (ensuring competent and accountable performance/practice)
2. Development (continuing professional development)
3. Support (supportive/restorative function)
4. Engagement/mediation (engaging the individual with the organisation)

Within these functions, supervision supports supervisees and supervisees and supervisors to:

- Ensure practise is soundly based and consistent with White Ash’s’ procedures.
- Ensure practitioners fully understand their roles, responsibilities and scope of professional discretion and authority.
- Help identify learning and development needs to support the skills to provide an effective service.
- Keep focus on the child
- Avoid drift
- Maintain objectivity and challenge fixed views
- Test and assess evidence base for decisions
- Address the emotional impact of the work
- Be a reflective process
- Scrutinize and evaluate the work
- Coach and give pastoral support
- Be a source of advice and expertise

- Endorse decisions
- Be educative and supportive
- Explore feelings
- Provide a structure process

‘Supervision should enable both supervisor and supervisee to reflect on, scrutinize and evaluate own work carried out, assessing and weakness of the practitioner and providing coaching development and pastoral support. Supervisors should be available to practitioners as an important source of advice and expertise and may be required to endorse judgements at certain key points in time. Supervisors should also record key decisions within the child’s case records.’ (Guidance from working together 2010)

Supervision Framework at White Ash School

All Early Years practitioners at White Ash School are entitled to effective high-quality supervision. KS1 working directly with children are entitled to supervisions once every term. This is minimal expectation. Individual supervisors or supervisees may request additional supervisions if and when they feel there is a need. They will also be signposted to the VITA health group.

Regularly termly meeting will be held with EYFS & KS1 staff in school. The supervision leaders will keep records of the meetings and they will be kept in a secure location in school.

The content of the supervision meeting will be to:

- Discuss and agree targets/tasks and objectives which need to be carried out
- Record progress on these targets/tasks
- Set timescales and deadlines for carrying out the tasks
- Identify any performance concerns and improvements required and solutions to issues as they arise.
- identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- Identify any training and development needs.
- Which areas has the member of staff succeeded or made improvements in?
- Which aspects of the current role has the member of staff enjoyed?
- What steps has the member of staff taken to promote their personal and professional development?
- New targets to be set for the following supervision/ Appraisal.
- What does the setting and/or member of staff need to do to achieve these targets?

- What are the member of staff's career aspirations?

Supervisee's responsibilities

Supervision is an important right and benefit for all Early Years staff working at White Ash School. It is an integral part of how staff are monitored and work reviewed. It also ensures staff are properly supported and continue to develop their skills. It is important that supervisees at White Ash School are fully involved and make the most of the opportunities that supervision offers.

This should be done through

- Reflect and prepare for, attend and activity contribute to supervision.
- Bring any issues of concern or areas of potential risk to their supervisor.
- Be ready to discuss all aspects relating to performance honestly and openly.
- Be ready to give and receive constructive feedback.
- Be ready to plan and undertake training and other development activities
- Carry out agreed/required action in supervision
- Ensure that any decisions regarding specific work with children or families is recorded in the child or family's file as soon as reasonably practical.

'Supervision will be both educative and supportive and facilitate the supervisee to explore their feelings about the work and family. Effective safeguarding supervision needs to be regular and provided continuity, so that the relationship between supervisor and supervisee develops. Each session should include agreeing agenda, reviewing actions from, previous supervision, listening, exploring and reflecting'.

Supervisor's responsibilities

Being a supervisor is a significant responsibility and one that needs to be taken seriously. This should be done through:

- An initial contract between supervisor and supervisee/
- Establishing a shared view of the importance of supervision with supervisees and how it can be best carried out in the working relationships so that trust is developed and mature relationships formed.
- Well – structured, allowing both supervisor and supervisee to contribute to the agenda

The role of safeguarding children in supervision

Supervision plays an integral role in safeguarding children. It is important that when children are discussed in supervision, it is documented on the case management record. All child protection, child in need and children with a CAF/CIN cases must be

regularly discussed in supervision and case files/records audited systematically by Supervision Leader. Is it important when a child's case is discussed that this is cross-referenced on the chronology of the child's/family file. It is the responsibility of the supervisor to ensure the recording in the child's file is completed.

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