

Forres Sandle Manor (EYFS) Policy

Policy Title	Supervision
Policy Lead (Appointment (& Initials))	Head of Lower School (TJS)
Date of Last Review	November 2020
Date of Next Review	November 2021

LOWER SCHOOL SUPERVISION

General Welfare Requirements:

The provider must take the necessary steps to safeguard and promote the welfare of children.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 keeping Safe 1:4 Health and well being	2.1 Respecting each other 2.3 Supporting learning	3:3 The learning environment 3.4 The wider context	4.4 Personal, social and emotional development

Policy Statement

‘Supervision is 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 objectives and outcomes’
(Providing effective supervision CWDC/Skills for Care 2007)

What does Supervision Look like at FSM

Safeguarding supervision is complementary to, but separate from, managerial supervision. It comprises of any conversation (planned or unplanned, formal or informal) where you discuss concerns about a child or family, talk through different ways of engaging with them and discuss different options of support. Safeguarding supervision enables the supervisee to reflect upon certain situations that may require a deeper understanding of how human behaviour and our own interactions with others are having an impact on those situations.

Working to ensure that children are safeguarded is demanding and requires sound professional judgements to be made. It may also be distressing and stressful for the professionals involved. Working Together to Safeguard Children 20218 states:

‘Effective professional supervision can play a critical role in ensuring a clear focus on a child’s welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and the family.’

Effective Supervision can help to:

- Promote and develop competence and skill in safeguarding practice
- Maintain a focus on the child
- Avoid the potential for drift/delay
- Provide an opportunity for exploring professional difference and challenging fixed views
- Review the evidence –base for agreed actions and decisions
- Address the emotional impact of the work.

Types of Supervision employed

- One to one
Planned supervision with the Head of Lower School. It may be instigated by either party following a written agreement that explains the purpose of safeguarding provision, its value and importance in developing practice and the roles of the parties concerned.
- Responsive
This refers to a request made from any member of the EYFS team for advice. The advice should be sought when issues arise.
- Group Supervision
This occurs when those who share responsibility for a child within a class or within the setting as a whole. It allows ideas to be shared and support to be given and for effective practice to promote a consistent and cohesive approach.
- Unplanned face-to-face contact within the setting
This is the most common method at FSM by which staff raise concerns and enable action to be timely and effective. Often, an informal conversation maintains an open culture of learning and development and commitment to continuous improvement in practice. It also enables support to be timely and proportionate.

Elements of Supervision

Management

Role and responsibilities defined

Purpose of supervision is clear

Policies, procedures and statutory responsibilities are understood and implemented

The basis of decisions and professional judgements are clear to the supervisor

The supervisee understands the functions of partner agencies and his/her role and responsibilities in working with them

Assess overall quality of the supervisee's performance

Professional Development

Development of the supervisee's professional competence, skills, knowledge and understanding

An understanding of the supervisee's value base in relation to race, gender etc and its impact at work

The supervisee's ability to reflect upon their work and interaction with users, colleagues and partner agencies

Regular and constructive feedback to the supervisee on all aspects of their performance

The supervisee's commitment to on-going professional development
The supervisee's capacity to learn from their experiences or difficulties
Open culture of learning

Personal Support

Create a safe climate for the supervisee to look at their practice and its impact on them as a person
Clarify the boundaries between support, counselling, consultation and confidentiality in supervision
Debrief the supervisee and give them permission to talk openly about feelings
Help the supervisee to explore emotional blocks/barriers to their work
Explore discrimination and diversity issues within a safe environment

Mediation, Team and Organisational

Brief SLT about gaps or issues
Allocate resources appropriately
Involve staff in decision making

Name of supervisee/s	
Name of supervisor	
Date of Supervision	

Agenda Items

Review action points from last meeting/matters arising

Elements of supervision

Discussion under 4 Key functions

AOB

Review of Previous Supervision/Matters Arising	
Progress on actions:	
Discussion Notes	
Management Including: <ul style="list-style-type: none"> - Reviewing performance in relation to safeguarding practice - Application of safeguarding policies and procedures - Child protection roles and responsibilities 	
Professional Development Including: <ul style="list-style-type: none"> - Identifying preferred learning style and barriers to learning - Assessing development needs and learning opportunities 	

<ul style="list-style-type: none"> - Giving and receiving constructive feedback on performance - Reflecting upon learning opportunities and applying it to FSM 		
<p>Support Including:</p> <ul style="list-style-type: none"> - Enabling and empowering expression of feelings in relation to the work role - Discussion of personal issues impacting upon performance at work - Health and safety 		
<p>Mediation Including:</p> <ul style="list-style-type: none"> - Clarify safeguarding role responsibilities - Consult/brief supervisees about organisational developments relative to their safeguarding role. - Deal sensitively with appropriate concerns or complaints about safeguarding work 		
<p>Names of individual children discussed NB if appropriate these concerns should be recorded on appropriate form and stored in the safe in the DSL office.</p>		
Actions Agreed		
<p>Management Actions:</p>	<p>By whom:</p>	<p>By when:</p>

Professional Development:	By whom:	By when:
Support:	By whom:	By when:
Mediation:	By whom:	By when:
Supervisee signature		
Supervisor signature		
Date		