



## Staff Supervision/One-to-One Policy

**As a service provider it is not only in our interest to offer support and care for service users but also for the team of staff that provide the care to others. All permanent staff in our team will be expected to have a minimum of three supervisions per year to support each individual in further gaining confidence, skills and challenges.**

### Why are supervisions necessary?

Supervisions provide a framework for supporting and monitoring individual staff member's performance and well-being as well as enhancing their personal and professional capabilities. It also allows us as an organisation to ensure that individuals work with the settings expectations and requirements.

As from September 2012, the new Early Years Foundation Stage (EYFS) sets out a statutory requirement that all Early Years' settings have arrangements for staff supervision in place. The framework highlights the importance of good supervisory practice throughout the EYFS in the context of a supportive professional culture to ensure the highest standards of safeguarding for both children and staff.

### Purpose of supervisions:

- To develop confidence, and increase skills, insight and encourage when working with children, their families and others.
- To establish and maintain a non-judgemental, positive and co-operative working relationship between leaders and staff, built on trust and respect.
- To provide a safe environment that encourages positive interactions to address issues and dilemmas experienced by staff members in their work roles.
- To reduce stress-related absences, and increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.

- To ensure staff are clear about their roles and responsibilities in relation to their work and especially with regards to working with the EYFS Welfare Standards, and that their practice is consistent with the setting's values, policies, procedures and quality standards.
- To monitor progress and celebrate achievements made in the time following the previous supervision.
- To identify and set new development targets and activities together that relate to individual roles and the needs of the setting.

### Good practice of supervisions:

#### Confidentiality

- Issues of trust need to be thoroughly explored and the importance of confidentiality emphasized.
- Supervision should include a joint commitment to openness and clarity about what may be treated as confidential by both parties (or a supervision group).
- Any matters discussed in a supervision meeting can be treated as confidential when it is agreed that it is unnecessary to discuss them elsewhere. However, openness requires all parties to be sensitive to those occasions when difficult issues will have to be discussed elsewhere, and to be transparent about when and why this will be necessary and how it will be done.

#### Preparation

- The supervisee must ensure that they have started to fill in a supervision form prior to their supervision as this allows them to think of topics of discussion including having some reflection time, areas of achievements and next steps as well as review notes of the last supervision and tasks undertaken.
- The supervisor must ensure that they have made time to go through the last supervision notes to identify what has been actioned as well as next steps including support, professional development and training.
- Both parties must think about individual children's progress and any concerns or support that may need discussing.

- These sessions should include relationships with families, colleagues and other professional bodies.
- These sessions will also include safeguarding issues, equality and diversity issues, general health and safety issues, budget management (if applicable), working schedule and annual leave.

### Agreed frequency and duration of meetings

- Staff supervision will often be planned on an eight week cycle for each full time staff member.
- Staff supervision will often be planned on a ten to twelve week cycle for each part time staff member.
- Supervisions are effective when meetings are scheduled in advance and timings are not changed although sometimes we may need to accept that changes are beyond our control.
- Meetings will be held at a time and venue suitable for both parties with an approximate duration of no more that one and a half hours. The venue should allow for confidentiality, comfort and where interruptions are minimised.

### Recording a supervision meeting

- The prompt recording of supervision sessions is necessary to provide an accurate record of decisions made and actions required.
- Often the supervisor takes responsibility for documenting the discussion during the session, formally agreeing actions at the end and providing the supervisee with a record which has been agreed and signed by both parties shortly following the meeting.
- Any safeguarding decisions will be clearly stated, recorded and dealt with in reference to the safeguarding procedure.
- In line with data protection, the supervisor is responsible for the safe storage of supervision records.

## Supervision ratios

- A full-time member of staff with line management responsibilities ideally line manages no more than seven members of staff, and their workload needs to reflect the non-contact time required for this.

## Supervision of supply/support staff and volunteers

- Supply/support staff and volunteers need to take part in regular supervision in line with their role and hours of work. The supervisions should be carried out by either the Manager or Deputy Manager.

## Training

- Supervision training is essential for all those leading or undertaking supervision. Any staff member who accesses this training will be expected to share what they have learnt and support the senior team in ensuring that there are robust systems in place.

**As a setting it is our responsibility to ensure that the well-being of all individuals is a priority. Our aim is to work with all individual staff ensuring that they are well and that they feel supported in all aspects of their work allowing them to perform to the standards that we require as a service provider.**



## Staff Supervision Guidance

### **Staff should consider the following questions before a supervision:**

- Have I done what I said I would do at the last session?
- What have I done that I'm happy / unhappy with?
- Have I got any concerns with regards to the children in my care?
- What do I want to do before the next session? What are my priorities?
- Is there anything or anyone creating a problem for me?
- Is my personal life affecting my work or visa versa?
- Am I over or under loaded, or are things just right?

### **Supervisors' should consider the following questions before a supervision:**

- Have I done what I said I would do at the last session?
- Is the quantity and quality of work satisfactory?
- Are there any areas of work that I am happy / unhappy with?
- Is the staff member working with the EYFS welfare standards?
- If there is a need for more support, how might I provide it?
- What should this worker's priorities be? How do they fit in with the worker's own priorities / perception of their priorities?
- Is the staff member over or under working?
- Are there any problems with time keeping, administration tasks, etc.?