



Policy title	Supervision Policy
Approved by:	FGB
Reviewed by:	November 2023
Date of next review:	November 2024

This policy has been impact assessed by Gayle Berry in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Equality Impact Assessment

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Safeguarding Statement

At Turncroft we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Turncroft. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Wellbeing Vision

At Turncroft we recognise the importance of emotional wellbeing. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with, therefore it is essential that we help protect and promote the emotional health and wellbeing of each and every member of our school community.

Supervision Policy

This policy and associated templates were written with reference to guidance published by Kent Council, Leicestershire Council and the recommendations of the Serious Case Review into Little Ted's Nursery in 2010 and with regard to guidance from Local Safeguarding Children's Boards.

Following a recommendation from the above Serious Case Review and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision is now mandatory in all early years' settings (EYFS 2017).

Supervision for Designated Safeguarding Leads

Although supervision is not currently mandatory for Designated Safeguarding Leads, Keeping Children Safe in Education requires that DSLs "should be given the time, funding, training, resources and **support** to provide advice and **support** to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children." Supervision is an effective way of providing such support.

The main beneficiary of supervision should be the service user, so in the case of Turncroft Nursery School our children who attend and their families. Effective supervision ensures the delivery of efficient and safe care through regular monitoring of practice, professional support and the identification of an employee's training and development needs. It also supports increased staff retention which ensures continuity of care for children.

Supervision for EYFS Staff

Supervision is a legal requirement for EYFS staff under the revised EYFS Statutory Framework (2017) following a Serious Case Review linked to Little Ted's Nursery in 2010.

It further states that supervision should provide 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

Supervision for Other Staff

Although the EYFS Statutory Framework 2017 is only applicable to schools with a Nursery or Reception class, we recognise that supervision is an important part of staff development and keeping children safe. Therefore, at Turncroft Nursery School we also provide structured supervision to all staff who have a named responsibility for Safeguarding or who are identified as keyworkers for vulnerable pupils.

In addition, all members of staff can request a meeting at any time to discuss any issue linked to safeguarding. This is in addition to their responsibilities under KCSIE 2022 and the school's safeguarding policies and procedures.

The aims of supervision

The supervision process provides a structure to:

- access to support, training and procedures
- enable supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion
- monitor and reflect on personal performance and caseload; including individual cases
- discuss individual cases (see also case management for Safeguarding)
- create a regular 'safe space' for staff to be supported in their work and general health and wellbeing
- offer constructive challenge as appropriate
- clarify priorities
- identify strengths and improve practice
- recognise and resolve potential and existing problems
- discuss how personal factors are affecting work and provide support
- monitor staff conduct and adherence to school's policies and procedures

Supervision Meetings:

- take place only when a supervision contract has been agreed and signed by the supervisor and supervisee
- are regular and confidential
- are formal and recorded
- operate in a one to one and team format

Who has supervision and how often?

The Designated Safeguarding Lead receives regular supervision.

All members of the EYFS team receive regular supervision.

This will be provided by the Executive Headteacher.

Any member of staff can request additional safeguarding at any time.

Supervision and Appraisal

Appraisal clearly has some crossover with supervision. In the appraisal system targets are set, for example in terms of performance, activities and training needs and usually relate to the business plan of the organisation and to the professional standards required in providing a service. A focus on how well an individual is performing in relation to organisational needs and priorities should not be the focus of supervision. However, issues related to performance and training needs should be considered as part of the agenda of every supervision meeting from the perspective of what support the individual needs in order to develop professionally and improve their practice.

Case Management

The Designated Safeguarding Lead has a "caseload". This is made up of children and families who there are concerns about or who receive extra support. Part of the process of supervision for the DSL to carry out a review of her cases. This is to ensure that she is supported with complex cases and has the opportunity for professional dialogue and the review of impact of actions and deciding next steps. It also ensures that decisions that are made about case closure or escalation are a joint decision and are documented appropriately. Effective supervision also prompts discussion on the DSL's capacity, both in terms of time and emotions.

Any discussions relating to individual cases and agreed actions will be noted on the record of supervision and on the schools safeguarding recording system where appropriate.