



Birmingham Federation
Maintained Nursery Schools

Allens Croft Nursery School
Jakeman Nursery School
Shenley Fields Nursery School

Lillian De Lissa Nursery School
Newtown Nursery School
St Thomas Nursery School

Adderley Nursery School
Gracelands Nursery School
Highfield Nursery School

SUPERVISION POLICY

Cluster:

Gracelands Nursery School
Jakeman Nursery School

Local Committee Approved: 16 February 2023

Full Governing Body Approved: 13 March 2023

Date Policy Adopted: 16 February 2023

Date for next renewal: Spring Term 2025

Chair of Governors: Sean Delaney

Executive Head Teacher: Samantha Richards

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RRS – The UN Convention on the Rights of the Child links

Article 2 (non-discrimination) *The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.*

Article 3 (best interests of the child) *The best interests of the child must be a top priority in all decisions and actions that affect children.*

Article 28 (right to education) *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.*

Article 29 (goals of education) *Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Please note that this policy applies to all staff directly employed by the Governing Body at Gracelands Nursery School and Jakeman Nursery School and has taken into account the Local Authority Guidance and Policy Statements.

Introduction

- This supervision policy is applicable to all staff at Gracelands Nursery School and Jakeman Nursery School, to students and volunteers working on behalf of the Centre and, where agreed, to staff employed by some other agency but seconded to or undertaking work on behalf of Gracelands Nursery School and Jakeman Nursery School. The policy acknowledges and formalises staff supervision and aims to provide a consistency of approach.
- The Supervision Policy needs to be read and implemented within the context of other policies and guidelines, namely:
 1. Code of conduct
 2. Equal Opportunities Policy
 3. Performance management scheme
 4. Child Protection Guidelines
 5. Complaints procedure
- Gracelands Nursery School and Jakeman Nursery School recognises that supervision is an essential activity in developing and maintaining good quality anti-discriminatory practice in all areas of its work including:

1. directly with children, young people and families
 2. the support and administrative services within the school
 3. Ensuring that staff are supported and enabled to develop in this work and that work is carried out to an appropriate standard
- Gracelands Nursery School and Jakeman Nursery School requires that all staff should be supervised on a regular, planned basis, irrespective of their role within the School. Each job has its own particular contribution to performance and likewise, each has its own stresses.
 - Similarly, Gracelands Nursery School and Jakeman Nursery School recognises that all staff should participate in an annual performance management cycle. Whilst these are distinct activities in their own right, they are also integral to each other and neither can be fully effective in the absence of other.

Aim

To ensure that every member of the staff team receives and participates in regular supervision.

Objectives

- To ensure that there is a consistent and effective approach to supervision throughout the school
- To ensure that the work of individual staff is under constant review
- To ensure that the staff are responsive to the equal rights and different circumstances of our service users

Definition of supervision

Supervision is both a process and an activity by which a member of staff (usually the line manager) is given responsibility to work with another in supporting and enabling them to provide the best possible service to service users (both quantitatively and qualitatively) in accordance with the Nursery Schools' aims, objectives, policies and procedures and through which staff are held accountable for their work. It is acknowledged that other arrangements (such as group and/or peer supervision) may compliment and extend this 'one-to-one' arrangement, and the creative and effective use of complimentary arrangements are encouraged. However, these should not replace line-management arrangements.

Supervision is therefore concerned with all aspects of the staff member's workload and performance, most of which can be considered to fall within the following areas:

- direct work with service users
- managerial issues
- staff development/training
- development of skills and knowledge
- staff support
- consultation
- information

Aim of supervision

Through supervision, Gracelands Nursery School and Jakeman Nursery School aims:

- To consider, enable and direct both the content and process of direct work with service users
- To ensure that management accountability is exercised, including identifying priorities, allocation of work, monitoring of performance, management of time, identifications of problems and ensuring consistency between the work of individuals and the aims, procedures and policies of the school
- To ensure that in all its activities, the school, through its staff, is applying and integrating the principals of equal opportunities and equality of access
- To ensure that the services and activities of Gracelands Nursery School and Jakeman Nursery School are non-discriminatory and anti-bias practice is being integrated
- To support staff's development, learning and professional performance, thereby ensuring good practice. This support includes celebrating successful practices and challenging attitudes, behaviours and concerns about practice. This support will also include the acknowledgement of any personal circumstances of the individual member of staff which affects their work and discussion of these as appropriate
- To offer, where appropriate and possible, professional consultation and the opportunity for staff to reflect on their work
- To ensure that the professional development and training needs of staff are considered and addressed
- To acknowledge the stresses that are inherent in working with children and their families in an educate setting and to respond to these appropriately

Responsibilities in supervision

There is a mutual responsibility, shared by the supervisor and the supervisee, to ensure the following:

Commitment – it is necessary that supervision is seen to be an important and essential activity in fulfilling the objectives of Gracelands Nursery School and Jakeman Nursery School and of the individual member of staff.

Priority – it follows that supervision is seen to be an important and essential activity in fulfilling the objectives of the school and of the individual member of staff.

Planning – supervision must be planned well in advance with both time and resources being made available. It is the responsibility of both parties to contribute to the agenda. Whilst the use of adhoc and spontaneous opportunities for supervision are important, they are not sufficient in themselves to ensure the regular review and planning of work.

Regularity – it is necessary to ensure that it takes place on a termly basis so that both supervisor and supervisee can anticipate and plan for issues that are to be dealt with.

Relationship – participants should work to form a purposeful and effective supervision relationship. In the circumstances that this relationship is breaking (or has broken) down, it is the responsibility of the supervisor and the supervisee to bring this to the attention of the supervisor's line manager at the earliest opportunity. It would be this line manager's responsibility to investigate the reasons for the breakdown, consider solutions or alternative options and to take appropriate action.

Confidentiality – the process of supervision and the supervision records are confidential to the school. Confidentiality however does not mean secrecy. The supervisor's line manager and other senior

management staff have access to the records when appropriate. Dangerous practice and/ or abusive behaviour by either participant in supervision may be brought to the attention of senior management.

Policy requirements

- It is the responsibility of governors, Executive Headteacher and senior management to ensure that the supervision policy is implemented in respect of all staff whom they have responsibility, either directly or through line management.
- All members of staff must receive and be available for supervision.
- All staff should have a named supervisor with whom they have an explicit arrangement regarding their supervision.
- All staff involved at the school must have a written supervision agreement.

The written agreement will need to specify:

- participants;
- frequency and duration of supervision;
- responsibilities in supervision;
- equal opportunities issues (e.g., race, gender of participants);
- areas to be considered;
- development of anti-bias / anti- oppressive practice;
- methods to be employed;
- Recording of supervision and the limits of confidentiality;
- arrangements for contact between sessions;
- any other applicable supervision / consultancy arrangements;
- a review of these arrangements at least annually (at appraisal time)

The supervision process must be non-oppressive. Therefore, in formalising the supervision agreement, the power imbalances in the relationship (e.g., race, gender, status) must be made explicit and discussed.

For all staff, all supervision sessions are to be recorded by the supervisor (or the supervisee by agreement) and the record signed and dated by both participants.

The supervision is the property of Gracelands Nursery School and Jakeman Nursery School.

Both supervisor and supervisee should have copies of the supervision record (unless agreed otherwise) and are responsible for the safe storage of these records.

The frequency of supervision should be agreed in the supervision agreement and then should be adhered to.

Supervisory arrangements/ models

Whilst wishing to have a clear policy position in respect of supervision, Gracelands Nursery School and Jakeman Nursery School also recognises that supervision takes many forms and is conducted through many different arrangements. These will differ according to the particular experience and training of both the supervisor and supervisee, the nature of work in which they are employed and the arrangements that best serve their needs and the achievements of the above aims.

Supervisory arrangements may include, for example, group, peer and team supervision. Each of these arrangements have their own merits (and weaknesses) and used with care, can be very effective in supporting and extending the line management arrangement.

Appendix 1: Staff Supervision Agreement

The Statutory Framework for the Early Years Foundation Stage (DfE, 2021) states:

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*

Supervision is concerned with all aspects of staff workload and performance, most of which can be considered to fall within the following areas, as seen in the supervision record template:

- Well-being and health
- Safeguarding
- Roles, responsibilities and relationships (all service users)
- Team working
- Professional development
- Equality and diversity

Supervision meetings take place in addition to appraisal/performance management meetings.

Appraisal/performance management provides an opportunity to focus on continuous improvement of practice and personal effectiveness. Supervision provides an opportunity to discuss factors that may be impacting on practice and personal effectiveness and identify solutions where relevant.

This supervision agreement outlines what can be expected from the supervision process and what the responsibilities of both the supervisor and the supervisee are.

- The supervisor will arrange supervisions on a termly basis and these will usually last for an hour. In unavoidable situations where a supervision meeting needs to be cancelled, it will be rescheduled. All staff should be supervised, irrespective of their role within the school. Each job has its own particular contribution to the performance of the school and likewise, each has its own stresses.
- Both supervisor and supervisee will demonstrate respect for each other’s views. Both individuals should feel free to express personal views and opinions without prejudice.

- Supervisions will be held in a quiet, confidential space. The content of supervisions will be confidential, although some issues may need to be referred to the Headteacher or other agencies if necessary.
- The supervisor will make a brief written record of each supervision meeting. The supervisor and supervisee will both sign the record. Both will retain a copy.
- Where actions are identified, the supervisee and/or the supervisor will complete as necessary within the agreed timescale. At the next supervision, the notes of the previous supervision will be reviewed to ensure actions have been carried out.

The supervision process will ensure that the services and activities of Gracelands and Jakeman Nursery Schools are non-discriminatory and anti-bias practice is being integrated.

I have read the supervision information, understand the process and agree to participation.

Signed: Signed:

(supervisor)

(supervisee)

Date: Date:

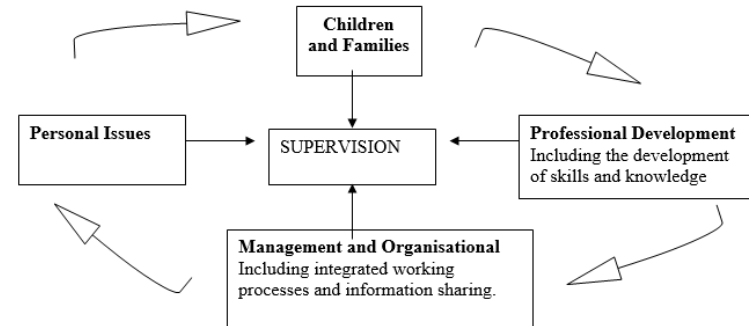
Appendix 2: Supervision record template



Date:

Member of staff:

Supervisor:



Area	Specifics	Discussion	Action/Outcome
Well-being and health	<p><u>Well-being and emotional resilience</u></p> <p>Open discussion (include child-protection concerns and children’s well-being)</p>		
	<p><u>Health</u></p> <p>Do you have reasonable level of fitness for an active learning environment?</p> <p>Do you currently take medication that may affect your capacity to do your job?</p> <p>Do you currently have any medical conditions or illnesses that we need to be aware of? If yes, adaptations or amendments necessary?</p> <p><i>*If there are any changes, inform a member of SLT</i></p> <p>Staff contacts up to date with any medical information recorded YES/NO</p>		

Safeguarding	<p>Check in</p> <p>H&S – level of understanding, questions raised, concerns (risk assessment link)</p> <p>Reporting a concern check (inc. names of DSLs)</p> <p>Give a scenario to clarify understanding (based on needs of my concern data)</p> <p>Updates</p> <p>Is there any personal contact with police or children’s services? Have you had any criminal cautions or convictions since your last DBS check was undertaken?</p> <p><i>*If there are any changes, inform a member of SLT</i></p> <p>Are there any changes to conflict of interest (people or organisation-wide)?</p>		
Roles and responsibilities	<p>Relationships issues (children and families)</p> <p>Responsibilities check in – own responsibilities (including policies and statutory documentation)</p>		
Team working	<p>What’s working well?</p> <p>Relationships challenges (staff) – overcoming</p>		
Professional development	<p>Personal desires for professional development</p> <p>Future goals/aspirations you’d like to discuss</p>		

<p style="text-align: center;">Equality and diversity</p>	<p>Clarify understanding of equality and diversity in school</p> <p>Do you feel equality is evident in Nursery?</p> <p>Do you feel inequality is an issue or would you like to discuss inequality? (staff, children, families)</p> <p>Do you feel diversity is promoted in Nursery? [staff, curriculum, access to opportunities (children and staff), resources, training]</p>		
<p style="text-align: center;">Additional areas</p>	<p>Is there anything else you would like to discuss?</p> <p>Is there anything you would welcome more support with?</p>		
<p>Signed:</p> <p>Date:</p>			