

## **Busy Bees Staff Supervision Policy**

(Cross referenced to Child Protection Policy, Behaviour Policy, Equal Opportunities and Diversity Policy, SEND Policy, Children in Care and Looked After Children Policy, Safe Recruitment Policy, Personnel Policy, Staff Behaviour Policy, Confidentiality Policy, Key Person and Partnership with Parents/Carers Policy, Learning and Development Policy, Behaviour Policy)

All staff at Busy Bees are fully supported to help them meet the requirements of their Job Description and to ensure the welfare of the children in our care. All staff members have the manager Hailie Sturt to act as a mentor and give help and guidance in their role. We have an ethos of mutual respect and encourage all team members to support each other in their role, and all staff are willing and able to give support and guidance to their co-workers to help whenever they can.

Effective supervisions allow for open communication and promotes best practice. Having time away from the children to reflect on practice is an ideal opportunity to self-evaluate and reflect on our own practice. Supervisions are not about being judged and telling someone they are not very good at their job but about looking at their performance and supporting them. Practitioners need to feel valued, appreciated and when a supervisor demonstrates a positive approach to reviewing their work this can help achieve a clearer and wider perspective.

### **The purpose of supervision is:**

- To provide a regular time for staff members to be supported and reflect upon their work and all areas affecting their health and wellbeing
- To assess each staff member's suitability to work with young children
- To develop understanding and skills within their work and arrange training
- To give praise and constructive challenge
- To clarify priorities
- To monitor and reflect on personal performance and workload
- To identify problems and look for solutions
- To discuss any personal factors that are affecting work and provide support
- An opportunity to moderate, observe practice and review judgements to ensure accurate and consistent assessment of children's developmental milestones/concerns about children.

### **Key elements of effective supervision**

Effective supervision helps staff to feel motivated, boosts team morale and creates a happy and productive work place. This helps to establish a strong teamwork ethic and mutual respect which leads to good staff retention. The supervision process should also help staff feel emotionally supported, address any conflicts within the team and make sure staff members are achieving a suitable work/life balance and can manage their work load.

### **Supervisions enable the supervisee to:**

- Be clear and confident in their individual responsibilities and roles
- Reflect on their own personal practice, knowledge and skills
- Provide consistency and a clear team approach
- Give constructive feedback and guidance
- Celebrate success and achievements
- Discuss issues affecting their health and well-being
- Build confidence and capability
- Have the opportunity to talk openly on a 1:1 basis

### **Supervisions enable the supervisor to:**

- Ensure the team members understand how to help Busy Bees Playgroup move forward and continue to prosper and succeed
- Ensure their team members are managing their work load
- Ensure we are providing the best possible provision for the children and parents/carers
- Clearly communicate between the team
- Improve communication and share responsibility.
- Find out about staff as individuals and enable them to understand our aims for the future of Busy Bees Playgroup and how they can contribute to it.

### **Benefits to Busy Bees:**

- Staff members respectfully challenge practice in pursuit of continual improvement
- Effective management of performance and capabilities
- All team members meet our level of standards and objectives and our policies and procedures are followed
- Children and their families receive the highest quality care and service
- Staff retention
- The children in our care are safeguarded.

## **Methods of Supervision:**

Supervision takes place in a range of different ways, and can be both formal and informal, planned and spontaneous. The process should be about the individual staff member's wellbeing, providing emotional support and development in order to enable them to do their job to the best of their ability. Supervision is looked upon as a way of making sure we are all working together to provide the best possible outcomes for the children in our care. Each staff member is supported in their role, and feedback and guidance are given constructively (not critically) to help them develop their skills.

### **Informal supervision      Formal supervision**

- Daily feedback and guidance
- Termly peer observations      Staff discussions and peer support
- Termly supervision meetings      Feedback from parents
- Termly group staff meetings      Comments from children
- Annual appraisals      Interactions with children to aid learning
- Cohort tracking

## **Supporting New Staff**

All new staff members will receive a full induction into Busy Bees Playgroup, from the Manager (Hailie Sturt), to help them fulfil their job description. New staff will receive monitoring, supervision and mentoring by a more experienced member of the team until they are able to fulfil the requirements of their job description. Regular Staff Supervision meetings are scheduled to give support and direction, and are held at least once a term, but more frequently if required, with the Manager. All new members of staff will have a mid-probation period review approximately 1 months after their start date & then 2 months later. This will be an opportunity to provide feedback on performance and agree an action plan detailing the support that will be given to help them further develop in their role.

## **Supervision Meetings**

Formal regular supervision meetings are pre-planned as part of our long-term plan (prepared by the the Manager at the beginning of the academic year). This ensures that sufficient notice is given to ensure that both the supervisor and supervisee can be fully prepared and organised for the meeting. Each Individual staff member has a termly supervision meeting scheduled in the diary, stating the date and time of the meeting. The meetings are arranged to allow adequate time (between 45 minutes to 1 and a half hours as required) to discuss all the important information. The meetings take place in the office or side room, where staff can talk openly and privately, away from disruption. If the meeting

needs to be cancelled, it is rescheduled as soon as possible. The staff member is issued with the relevant paper forms beforehand and it is explained how to complete the records. All staff members sign a supervision agreement form to show that they understand the purpose of supervision and how it will take place. Each staff member is asked to complete a supervision record sheet before the meeting which also acts as an agenda of what will be discussed. The meetings will be used to discuss any concerns about the children's welfare that staff members would like to discuss on a 1:1 basis. This includes opportunities for 'Whistle Blowing' and sharing concerns about fellow staff members. Each staff member must also use this as an opportunity to disclose any personal information which may affect their suitability to work with children or any personal issues which are affecting their work. Each staff member is encouraged to reflect on their own personal professional development and use the supervision meeting as an opportunity to ask for help and support in their role.

The meeting is used to review the children's Learning Book records and check the observations and assessments are accurate and aiding the child to progress and develop. We will identify key areas for improvement and what we can do to support the children to make progress. Any agreed action plans that have been put in place following staff meetings or previous supervision meetings are reviewed (i.e. My Plans for children with SEND, special requirements for children who we have identified as a welfare concern or particular changes that we have made for a child).

The staff member's line manager will also use the meeting as an opportunity to further develop the staff member's skills to ensure they are able to meet the responsibilities outlined in their Job Description. We also use this as an opportunity to discuss and review the staff member's interactions with the children. We refer to the peer observation and child observations, giving useful feedback on what went well and suggestions on how the interactions could be even better. Reflective and professional discussion will address any performance issues or gaps in knowledge/experience and what agree what further training and mentoring can be provided.

Staff members are encouraged to suggest any changes to our provision that they feel are necessary (i.e. suggesting adaptations to the daily routine to help a child, or requesting we purchase a piece of equipment). The action plan at the bottom of the Supervision record is completed during the meeting, to ensure that the staff member is able to fully understand what needs to be completed, who will complete the action and agree a deadline. Staff supervision records are stored in their personal file and signed by the staff member and line manager as a written account of the meetings.

Appraisals Annual appraisals are held towards the end of the academic year to look back on each staff member's performance over the past year. The appraisal is a two-way process and encourages the staff member and their line manager to reflect and evaluate on what went well and what can be done better in the future. The appraisal should help the staff member to feel motivated to strive to develop their skills and make them feel valued and

encouraged in their role by celebrating and recognising success. Development areas should be addressed, but with recognition of any factors that may have impacted on their performance (i.e. lack of time/resources, staff absence due to illness, lack of training or guidance). The appraisal should also look forward into the future, setting action plans of what can be done to improve the staff member's performance and agreeing what training would be beneficial to help build skills and knowledge.