

## Madeley Nursery School



### Supervision Policy 2022

Supervision is a statutory requirement of the Early Years Foundation Stage (2021) and a requirement for Safeguarding and child protection in Keeping Children Safe in Education (K.C.S.I.E. 2022). At Madeley Nursery School, supervision involves all staff members and Governors, and is an integral part of our pedagogical approach and of our Safeguarding policy.

Senior leaders, supported by Governors, have put appropriate arrangements in place for the supervision of all staff. These arrangements are rigorous and challenging, supportive, and inclusive. They provide the opportunity for improvement and positive change, with the interests of children and their families at their heart. The supervision arrangements reflect our school values, and the supervision policy and related practice nurtures a democratic culture of listening and discussion, including the confidential, rigorous, and professional discussion of sensitive issues.

#### **Supervision provides:**

- A **professional** space to rigorously assess practice, and progress for children on the safeguarding register.
- A place to discuss issues, particularly those concerning children's development or well-being.

- A **proactive** setting to challenge certainties, identify solutions, address issues as they arise and to ensure training and on-going support is provided.
- A **positive** forum for supporting staff development and well-being.

At Madeley Nursery School, all staff who work directly with children and families are supervised by their designated line manager. It is a formal, thorough, and recorded process. During these meetings the professional thinking and actions of staff are engaged with, examined, and regularly reviewed.

It provides a documented system of decision making that is monitored and evaluated to improve practice and to improve the provision that is offered to our children and families. It is a collaborative discussion, with children as the focus.

There are agreed rules in supervision both in a group or in 1:1 situations:

- to establish boundaries.
- to give people permission to express feelings, doubts and to ask difficult questions.
- to ensure that the agreed outcomes are time bound.
- to ensure a consistent approach.
- to agree who will record actions.
- to agree if meetings are virtual or in person and if so, where they happen.

Supervision for children's learning and well-being:

- ensures practice is soundly based and in accordance with our school ethos and procedures.
- acts as a means for ensuring that members of staff have access to the support, training, and resources required for professional growth and development.

- enables everyone to examine and reflect on the quality of their practice, to facilitate discussion and to consider an alternative view.
- provides opportunity to talk through issues arising from day-to-day encounters with families.

#### Supervision for safeguarding and child protection:

- ensures practice is soundly based and in accordance with our school ethos and procedures.
- supports and upholds safeguarding practice.
- enables checking of accuracy and relevant knowledge.
- provides time to overview a case.
- is a quality control process.
- enables assessment of risk.
- ensures accountability.
- ensures that we seek to gain shared understanding of issues within cases and agree shared decision making.
- is inquisitorial and challenges certainties, biases or 'blind spots'.
- challenges fixed views.
- supports staff when dealing with highly emotional work.
- defines and checks our professional boundaries, identifying where to signpost if families need services beyond what we offer in school.
- monitors progress and outcomes.

#### **IMPORTANT PROCEDURES FOR ALL SUPERVISION**

- Key decisions (not the whole discussion, just key decisions) must be put into case notes in children's confidential paper files during meetings and uploaded onto the Scholarpack data management system by the supervisee or school administrator.
- Must define the regularity of meetings and reviews – also ensuring continuity between supervisor and supervisee.
- Actions to be smart and monitored.

Role of the Supervisor including the recording of supervision:

- Make sure minutes are recorded and clear.
- Ensure that there is a timely review of all child protection files in supervision.
- Ensure that decisions and arranged actions are always followed up.
- Ensure thorough knowledge of document content.
- Is accountability for what is in the documentation and the arising actions, and make sure all documents in this area are quality assured.
- For children who are under the care of, or who live in other local authorities, their authority procedures will be followed,

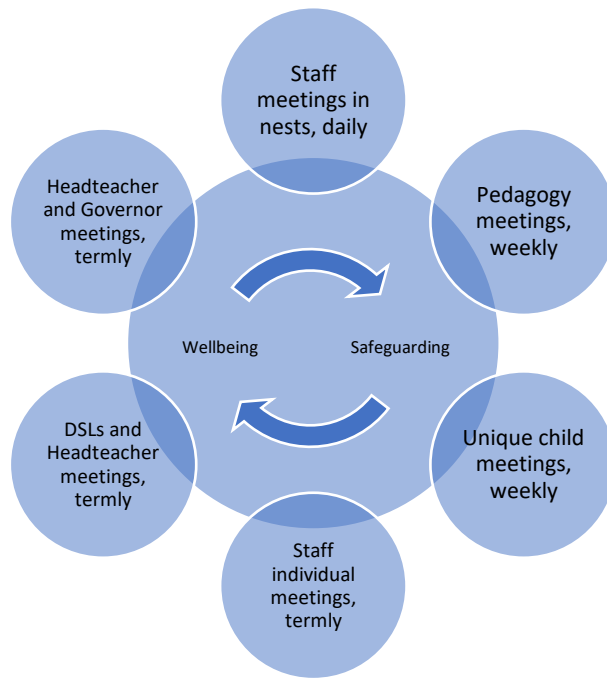
### **Escalation Procedures:**

If staff wish to escalate complaints against other professionals, they need to discuss this with the Headteacher who needs to be confident to agree with their concerns that a case is not being managed effectively. We then follow the escalation protocols within the school's Safeguarding Policy. This process is managed through supervision. A DSL can only escalate with permission of the Headteacher. Documents must be signed and sent by the Headteacher.

NB: Professionals can also escalate complaints about our practice in school, specifying what the rationale is for formal escalation. This needs to be recorded and follows the processes for escalating complaints and whistle blowing.

Supervision meetings occur in the contexts highlighted in the figure below.

Fig. 1



Supervision meetings are conducted in confidential, safe, and respectful spaces and supervision agreements are specified for all staff. Supervision records and documentation are securely stored, detailing individual supervision agreements and record forms.

All supervision meetings include discussions about the safety and well-being of children.

Where concerns are raised during supervision, solutions and further actions are collaboratively identified. These are recorded in the child's 'unique child' notes and in the school's data management system Scholarpack, under the confidential notes section.

In general supervision meetings where children's general development and welfare is discussed, notes are held within the child's unique child keyworker file records.

Supervision meetings identified as being for the purposes of safeguarding are comprehensively minuted, and actions identified, dated, and stored in the

school's safeguarding notes system and online within the child's personal record in Scholarpack under the confidential notes section.

There is always opportunity for 1:1 supervision as well as group/team supervision around cases and caseloads, managed in a time efficient way.

During individual supervision meetings members of staff can discuss any concerns they have about colleagues. These individual meetings are also a context when staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the school. Any new information is referred immediately to the Headteacher, Louise Lowings. All aspects of supervision must focus on promoting the safeguarding, interests, and wellbeing of children.

<b>Supervision Policy 2022 - Document Status</b>			
Date of policy creation	Jan 2022	Named responsibility	Victoria Waring
Date of policy inception	Jan 2022	Named responsibility	Louise Lowings
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