

Madeley Nursery School



Supervision Policy

Supervision is a statutory requirement of the Early Years Foundation Stage (2024) and a requirement for Safeguarding and child protection in Keeping Children Safe in Education (K.C.S.I.E. 2024). 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 appropriate arrangements in place for the supervision of all staff. These arrangements are rigorous and challenging, supportive and inclusive. They provide opportunity for improvement and positive change, with the interests of children and their families at their heart. Reflecting our school values, our supervision policy and practice endeavours to nurture 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 all children including those on the safeguarding register. Also, to discuss issues, particularly those concerning children's development or well-being concerns.
- A **proactive** process to challenge certainties, identify solutions, and address issues as they arise.
- Training, development and on-going support.

- A **positive** forum for supporting staff 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 through which the professional thinking and actions of staff are discussed, 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 all types of supervision, either in a group or 1:1 situation:

- to establish the boundaries of the discussion.
- to give people permission to express feelings, doubts and to ask difficult questions.
- to ensure that meetings 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, when and where they happen.

Supervision for children's learning and well-being:

- ensures practice is soundly based and in accordance with our school procedures.
- is a means for ensuring that staff have access to support, training, and resources they require for professional growth and development.
- enables everyone to examine and reflect on the quality of their practice, to facilitate discussion and to consider alternative points of 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 procedures.
- supports and upholds robust 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 participating in highly emotional work.
- defines and checks our professional boundaries, identifying where to signpost families who need services beyond what is offered in school.
- monitors progress and outcomes.

IMPORTANT PROCEDURES FOR ALL SUPERVISION

- Key decisions (not whole discussion, just key decision) 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 the school administrators.
- Must define what's regular with regard to frequency of meetings – ensure continuity between supervisor and supervisee.
- Actions to be smart and monitored.

Role of the Supervisor:

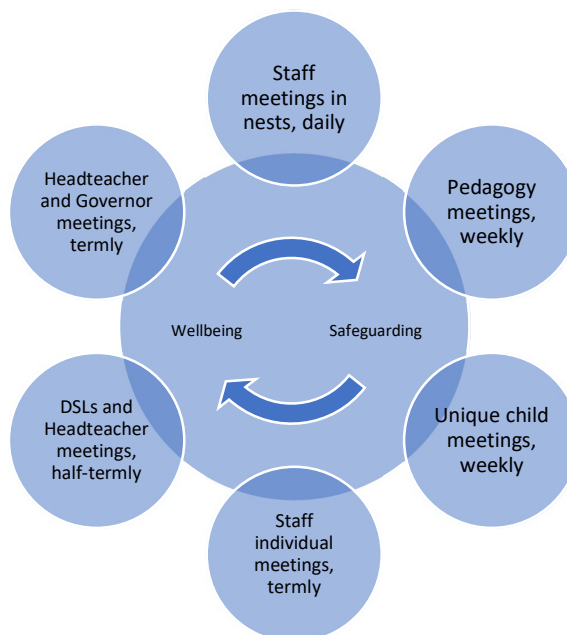
- Make sure meetings are recorded and clear.
- Ensure that there is a timely review of all child protection files through supervision.
- Ensure decisions and agreed actions are followed up.
- You need to know what is in there, you can't delegate you need to have the accountability and make sure all is quality assured.
- To make sure that relevant processes and procedures are followed for looked after children (LAC) under the care of, or who live in other local authorities.

Escalation Procedures:

If staff wish to escalate complaints against other professionals, they need to discuss this with the Headteacher who if confident that the case is being mismanaged will then follow the escalation protocols within the school's Child Protection and Safeguarding Policy. The process is then managed through supervision.

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

Fig. 1



Supervision meetings are conducted in a confidential, safe, and respectful space.

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 for general development and welfare discussion, 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 (on orange / golden coloured paper) and online within the child's personal record in Scholarpack under the confidential notes section.

There is always opportunity for 1:1 supervision (well-being), but group team supervision around cases can be more time efficient. 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, or in respect of the headteacher, to the chair of governors. All aspects of supervision must ultimately focus on promoting the safeguarding, interests, development and wellbeing of children.

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