**RAINBOW’S END MONTESSORI SCHOOL**

**STAFF SUPERVISION POLICY & PROCEDURES**

***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.***

**[EYFS 3.21]**

***Supervision should provide opportunities for staff to:***

* ***discuss any issues – particularly concerning children’s development or well-being, including child protection concerns;***
* ***identify solutions to address issues as they arise; and***
* ***receive coaching to improve their personal effectiveness***

***[EYFS 3.22]***

Supervision is a requirement of the Early Years Foundation Stage and this policy is based on the premise that the supervision of staff is an integral part of the day to day business of Rainbow’s End Montessori School. It will occur both formally and in other forums including informal discussions and group settings and, in all of these forums the process of supervision should be informed by the standards set out within this document.

Rainbow’s End Montessori School recognises that:

* Staff supervision is integral to the effective delivery of services.
* Effective staff supervision ensures that staff:
* Understand what is expected of them
* Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
* Are fully supported in their work and managed effectively.
* The quality of staff supervision impacts on outcomes for children and their families.
* The delivery of supervision must be a priority task within Rainbow’s End Montessori School.
* All staff within have the right to receive regular planned supervision from supervisors who have received appropriate training and are supported within their supervisory role.
* All staff have a responsibility to participate in supervision and to attend planned supervision sessions.
* The process of supervision is shared responsibility: staff and their supervisors are expected to contribute to the effectiveness of the process and Rainbow’s End Montessori School has a responsibility to facilitate a culture which supports the process.

**Definition – what is supervision?**

For the purposes of this policy supervision is defined as a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for service users. The objectives are:

1. *Managerial* : Competent, accountable performance.
2. *Educational/Development:* Continuing professional development.
3. *Supportive* : Personal support.
4. *Mediation:*  Engaging the individual with the organisation.

A detailed definition of the four objectives:

**Managerial (Competent, accountable performance):** to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. This will be achieved through discussion of:

* The overall quality of the supervisee’s performance
* The policies and procedures relating to their work and that these are understood and followed
* The roles and responsibilities of the supervisee and that these are clearly understood, including the boundaries and limits of their role
* The development and monitoring of action plans/targets and objectives
* Monitoring of the supervisee’s workload.

**Learning and Development (Continuing professional development):** to encourage and assist staff in reflecting on their own performance, identifying their own learning and development needs and developing plans or identifying opportunities to address those needs.

This will be achieved through:

* Helping supervisees identify their preferred learning style and barriers to learning,
* Assessing development needs and identifying learning opportunities
* Giving and receiving constructive feedback on performance
* Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

**Support (Personal support):** to provide support for staff to carry out their role. The nature of the work as well as the effect of particular situations, incidents or personal issues may have an emotional impact on the staff member. By offering support within the supervision context supervisees will be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

This will be achieved through:

* Creating a safe environment within supervision where trust and confidentiality are maintained
* Maintaining the boundaries between support and counselling in the supervisory relationship
* Enabling expression of feelings in relation to the work role
* Monitoring the health of the supervisee

**Mediation (Engaging the individual with the organisation):** to ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective. This will be achieved through:

* Briefing senior managers about key issues raised by staff
* Dealing sensitively but clearly with concerns and complaints about colleagues and others with whom they work
* Consulting and briefing staff on changes and developments that affect their work
* Mediating between worker or team or with outside agencies

**Performance Management**

The performance management process at Rainbow’s End Montessori School includes:

* Regular planned supervision
* Unplanned or “ad-hoc” supervision
* Planned performance management meetings in response to an identified need or issue regarding performance

**Regular Planned Supervision**

Staff in direct contact with children should be supervised at no less than termly intervals.

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| Each staff member will have a named supervisor who also has line management responsibility for their work and welfare  **Rainbow’s End Montessori School will:**   * provide training and ongoing development opportunities for supervisors * ensure appropriate space is provided for supervision meetings * regularly evaluate the quality of supervision being provided. |
| **Supervisors will:**   * Ensure the delivery of one to one supervision sessions at no less than termly intervals. * Ensure that supervision is appropriately recorded. * Ensure that the prime focus of supervision is the quality of service being received by children and families. * Use the supervision agreement as the basis for the development of a relationship where supervisees can be supported in their work and can reflect on their practice. * Ensure the supervisee is clear about how to raise any concerns about the quality of supervision being received. * Use the supervisory process to learn from good practice and give constructive feedback in order to promote professional development. * Address performance concerns as they arise and work positively with the supervisee to improve practice. * Take responsibility for their personal development as a supervisor and use their own supervision to reflect on their supervisory practice. |
| **Supervisees will:**   * Take responsibility for attending supervision sessions as set out in their supervision agreement. * Prepare adequately for supervision and take an active part in the process. * Take responsibility for raising any concerns they may have about the quality of the supervisory relationship with the supervisor or, if this is not possible, with the third party named within the supervision agreement. |

**Recording supervision sessions:**

* The recording of supervision sessions is the responsibility of the supervisor.
* Supervision sessions should be recorded using a Supervision Record form as provided by Rainbow’s End Montessori School
* The detail included in the supervision record is a matter of judgement for the supervisor. In general the record should include a short summary of the discussion and the decisions or action points arising from it and should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood.
* Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions
* The records should be signed and dated by both parties. If there is disagreement as to the content of the record this should be recorded by the supervisor. A copy should be retained by both parties
* Supervision records must be kept as hard copies (not on computer systems). This is to both safeguard the supervisor and supervisee in the case of investigations (e.g. disciplinary or complaints investigation) and to ensure that records are not altered in any way.

**Unplanned or “ad-hoc” Supervision**

Staff who work closely with their supervisor will be communicating daily about work issues, problems arising, etc. It is expected that staff may often have to check something with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. This form of supervision is a normal and acceptable part of the supervisor/supervisee relationship.

Unplanned or “ad-hoc” supervision does not negate the need for regular planned supervision sessions at no less than termly intervals.

**Confidentiality and Access**

***Supervision is a private but not a confidential process. This means that supervision records are the property of Rainbow’s End Montessori School, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others. This should always be with the knowledge of the supervisee.***

THS 08/23