

## SUPERVISION AND MANAGEMENT POLICY

A high quality environment where children can thrive requires a high quality staff team, who are committed to providing the best possible outcomes for the children in their care. We believe our staff team needs to be well-qualified, skilled in their practice, and have excellent knowledge and understanding of the setting's policies and procedures, as well as their own roles and responsibilities, in order for us to provide the best learning opportunities and care for our children and their families. We understand that the Management role in this is crucial, and provide extremely robust systems for supervision, performance management, concern reporting, sharing of information, communication methods, self evaluations, suitability checks and training and professional development needs, to enable this. We strive to create an open and approachable environment where staff are encouraged to focus on their own well-being and feel supported and nurtured.

### THE AIM OF SUPERVISION

Is to allow staff and Management to:

- Discuss concerns, issues or difficulties, and identify solutions to address these
- Explore feelings, including personal circumstances, and the emotional impact of these
- Develop good practice and competencies, including training needs
- Explore the understanding of setting policies, procedures, ethos and practice
- Ensure every child's safety and well-being
- To maintain an accurate and agreed record of professional progress

### QUALITIES OF A 'GOOD' SUPERVISOR

Supervision is only effective and positive for individuals and the setting if it is carried out by the 'right' person. We give careful consideration to 'matching' who is the most appropriate person to supervise each member of staff. Some of the skills of a 'good' supervisor are:

- |                           |                           |                        |
|---------------------------|---------------------------|------------------------|
| • Honesty and trustworthy | • Excellent communication | • Competent            |
| • Accountability          | • Motivated               | • Good time management |
| • Professionalism         | • Focused                 | • Interested           |
| • Approachable            | • Good listening          | • Responsible          |
| • Constructive            | • Empathic                | • Non-judgmental       |
| • Supportive              | • Reliable                | • Challenging          |

### THE RIGHTS AND RESPONSIBILITIES OF A SUPERVISEE

- To receive effective and sensitive supervision
- To be treated in an anti-discriminatory manner
- To have their feelings and opinions recognized
- To raise issues of concern about their own practice and that of their colleagues
- To learn from mistakes and seek advice if they are unsure
- To be listened to and receive appropriate professional support
- To be briefed about changes
- To commit to regular supervision and understand its value

### COMMUNICATION

We have several methods of effective communication within the staff team. These may be to pass on messages, share information and ideas, keeping up to date, training, and so on. The various methods include:

- Staff daily message diary
- 'Positive thought or thanks' board
- Email newsletters / industry subscriptions
- 'Whats App' private group message – no personal information to be shared
- Monthly training session / meeting / team building
- Face to face
- Text system for reminders
- Regular supervisions

### SUITABLE PEOPLE

We ensure that all people looking after children in our setting are suitable to fulfill the requirements of their role:

- All new staff receive a thorough induction, including emergency evacuation, safeguarding, child protection, equality, and health and safety, followed by a 6 week training programme with documented weekly reviews, before transferring onto usual supervision procedures (see Recruitment policy for more information)
- We provide all the thorough supervision and monitoring procedures described in this policy alongside other checks (such as enhanced DBS checks, ID checks, qualifications, references etc) to ensure staff suitability
- We apply for an enhanced DBS check for anyone aged 16 or over who works with our children as a matter of course, and do not allow them to have unsupervised contact with children until we receive a clear check
- Under the Safeguarding Vulnerable Groups Act 2006, we have a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm
- We remind staff that they must disclose to us; any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment with us)

- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication, they should seek medical advice, so we can ensure the medication is unlikely to impair their ability to look after children
- The Setting Manager holds a full and relevant level 3 qualification and holds at least 2 years experience, then at least half of all other staff hold a level 2 or above

### **SUPERVISION MEETINGS**

The benefits of our Supervision Meetings include:

- A regular, planned, uninterrupted, accountable two-way process which offers support and develops the knowledge, skills and values of the team
- Provides an opportunity to discuss sensitive issues in a supportive and confidential manner, including personal circumstances, staff behaviour, safeguarding, working relationships etc
- Staff are trained to report any safeguarding concerns, including that of colleague's practice, immediately, and are regularly reminded to NOT retain this information until their next supervision
- Staff feel valued and supported
- Enables us to monitor the progress of professional practice (as peer observations and impact of recent training feed into them) and helps staff to improve the quality of the work they do, thus improving outcomes for children
- Documented on a template, then signed off by the employee and Manager, and kept in personnel file

### **ANNUAL APPRAISAL**

- Conducted once a year, focusing on performance management
- Practitioner skills and knowledge are reflected on (including staff's self-evaluation), discussed and documented
- Targets and training needs may be identified and set, then reviewed later on

### **STAFF EVALUATION OF SUPERVISION**

Once per year, in line with annual appraisals, we ask all staff to complete a Staff Evaluation of Supervision form. This provides us with crucial feedback on the supervision procedures we have in place, and identifies any areas of weakness or strength, so that we can act on these appropriately. It also allows staff an opportunity to assess Management on our performance, giving honest and constructive feedback, which we feel contributes to our team ethos of openness, trust and professionalism, and makes them understand that their thoughts and views are important to us and the setting.

### **GROUP SUPERVISION**

Provides opportunities for; sharing and developing ideas, pooling knowledge, building on skills, creating an ethos of openness and support, team building and more.

### **PEER OBSERVATIONS**

- May be carried out by a Manager, or we also plan for 'peer on peer' to enable staff to experience carrying out an observation, as well as receiving one
- Documents what is witnessed during the observation, an evaluation, feedback, and specific template areas of practice that can be assessed
- Provide time for staff practice to be observed and assessed, training needs identified, and good practice praised

### **MANAGING STAFF ABSENCES AND CONTINGENCY PLANS FOR EMERGENCIES**

- We encourage staff to organise and apply for their leave entitlement from the start of our leave year, to enable us to forward plan necessary cover
- We encourage staff to notify us through the correct procedures if they will be away from work sick, so that we can organise any cover necessary as soon as possible
- On return to work following a reasonable period off sick, staff will complete a Return to Work form with a Manager, to confirm they are fit to work
- Sick leave is monitored to enable us to commence disciplinary action when necessary
- In cases of staff shortages which effect our usual running of sessions, but we remain within ratio, we may choose to close a certain area of the building to the children
- In extreme cases where staff shortages cause us to fall out of ratio, we may have to close the session

### **CHANGES TO STAFF**

- We inform OFSTED of any changes in the person(s) responsible for our setting
- We try to minimise changes to the staff team, by striving to retain good practitioners, but in the case of changes, we focus on minimal disruption to the children, to ensure continuous high quality care for them

### **CHANGES THAT MUST BE NOTIFIED TO OFSTED**

We will notify Ofsted of:

- Any changes to the premises which may affect the space available to children (and the quality of care available to them)
- Any change of name or address of the provider, or the Manager(s). If there is a change of Manager, we will notify Ofsted as soon as is reasonably practicable, but always within 14 days
- Any proposal to change the hours during which childcare is provided
- Any significant event which is likely to affect the suitability of the provider, or any person who cares for, or is in regular contact with, children on the premises
- Any change of name or registered number of the company

**NAMED DEPUTY**

Our Leader of the Day is automatically the named Deputy in the absence of Management. In their absence also, the most senior Level 3 Practitioner will take the lead (their photo will be put on the notice board to notify visitors and families of the change).

**DISQUALIFICATION**

- In the event of disqualification, we will not employ that person
- If we become aware of information that may lead to disqualification of an existing employee, we take appropriate action to ensure the safety of our children
- We would notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children, within 14 days of becoming aware of the information. We would give them the following information:
  - Details of any order, determination, conviction or other ground for disqualification under regulations made under Section 75 of the Childcare Act 2006
  - The date of the order, determination or conviction or the date when the other ground for disqualification arose
  - The body or court which made the order, determination or conviction and the sentence (if any) imposed
  - A certified copy of the relevant order (in relation to an order or conviction)
- If a worker is disqualified, they may, in some cases, be able to obtain a 'waiver' from Ofsted

**ONGOING CHECKS**

- All staff are responsible for notifying Management in person if there are any changes to their circumstances that may affect their suitability to work with children. This includes any incidents occurring outside of work. Staff will face disciplinary action should they fail to notify the manager **immediately**. There is a space on our supervision form relating to this, to ensure this subject is raised regularly. In addition to this, a Staff Suitability Declaration is issued annually
- Staff are encouraged to discuss any changes to their personal health or lifestyle choices that may affect their work, during supervision meetings. The Setting Manager may ask to see details of any prescribed medication, to check information on possible side effects that could cause an impact to the employee's ability to care for children
- Management will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification

**STAFF BEHAVIOUR**

At Clocktower Childcare, we take the safety and welfare of our children and staff seriously. We strive to ensure staff behave in an appropriate manner to act as a role model for, and protect, all children in their care. We also ensure that any changes to staff behaviour, character or ways of working, are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

Within our setting, we expect our staff to:

- Put our children first. Their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the EYFS Statutory Framework and our policies and procedures designed to keep children safe from harm, whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with our procedures
- Not share any confidential information relating to the children, setting or families
- Maintain the public image of the setting and do nothing that will pull the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with Management will be held to ensure the relationship remains professional
- Report to Management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children etc

To monitor staff behaviour and character, we:

- Conduct regular peer observations using all staff and Management, during which we will look at interactions with staff and children
- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded
- Discuss whistleblowing procedures that enables team members to discuss confidentially any concerns about their colleagues
- Use Staff Suitability Declaration forms (and clauses in staff contracts) to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy

Some behaviours that may cause concern and will be investigated further:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way of acting towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours

- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance

Procedures to be followed:

- If we have a concern about changes in staff behaviour, an immediate meeting will be called with the individual and a member of Management to ascertain how the person is feeling
- We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate
- Ultimately we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then safeguarding procedures will be followed and the Local Authority Designated officer (LADO) will be called
- All conversations, observations and notes on the staff member will be logged and kept confidential

### **STAFF DEPLOYMENT**

We ensure our staffing arrangements meet the needs of children, ensures their safety and provides adequate supervision.

- Parents/carers are informed of the way we deploy staff when they visit, and are informed of any changes to our plans
- Children are always within sight or hearing of staff, ideally both

### **RATIOS**

- Only those aged 17 and over are included in ratios
- Long term students and volunteers (aged 17+) may be included in ratios if we're satisfied that they are competent and responsible
- For children aged 2, there must be at least 1 member of staff for every 4 children (at least 1 must hold a full and relevant level 3, and at least half of the other staff must hold a level 2)
- For children aged 3 and over, there must be at least 1 member of staff for every 8 children (and meet the above requirements)

### **PREMISES**

- We meet the following indoor space requirements in accordance with the Statutory Framework for the EYFS: 2.5m<sup>2</sup> (two year olds) and 2.3m<sup>2</sup> (age three and above) per child
- We have five toilets and hand basins available, with an additional, separate adult toilet. There is also a changing unit available with a supply of equipment and spare clothing
- A daily register is kept to log all names of children attending, with the times of arrival and departure
- There are several Keyperson 'lists' on display in the building, as well each room having their own photo displays for the children
- We display our Ofsted certificate of registration in our welcome area
- We have a 'staff room' so that staff can take allocated breaks away from children

### **DISCIPLINARY / CAPABILITY / GRIEVANCE PROCEDURES**

We follow our legal obligations as an employer at all times, including dealing with any disciplinary matter in a fair and consistent manner. Details of our disciplinary and capability procedures can be found in our Staff Handbook.

### **STAFF VACCINATIONS**

It is the responsibility of all staff to ensure they keep up to date with their vaccinations for:

- Tetanus
- Tuberculosis
- Rubella
- Hepatitis
- Polio

and keep us informed. If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

### **STAFF WORKING WITH THEIR OWN CHILDREN/CLOSE RELATION**

The principle purpose of Early Years is to prepare children for school and the separation from their main carer. This cannot happen effectively when an employee works with their own child or close relative. It is stressful for both the child and the employee as the child needs to form relationships with other staff and the employee needs to give undivided attention to other children, yet each will naturally gravitate to the other. We understand that it can also be difficult for other staff to deal effectively and un-self-consciously with the child concerned when the parent/carer/relative is there on a regular basis.

We expect our staff to maintain a neutral, professional, anti-discriminatory manner at all times, so it is generally not appropriate for staff to care for their own children or those of a close relative whilst working, due to the stress, emotional attachment and personal conflict of interest.

However, we realise that this may not always be possible. In this situation, we have an 'Agreement and Guidelines' document that can be amended in line with individual wishes, to attempt to meet the needs of both the employee and us, but most importantly the child.

- 1) No preferential treatment will be offered to any child or parent/carer who has connections with the setting, regardless of whether they are employed by us.
- 2) The child is in the care of the setting, and it is therefore the setting that retains responsibility for the child and their care, unless the employee explicitly states otherwise e.g. they are here outside of typical working hours.
- 3) The employee is entitled to the same partnership and rights as all other parents/carers of our setting e.g. concerns, complaints, confidentiality etc and will need to complete a Registration Form for the child agreeing to our Terms and Conditions, and giving permission for consents.

- 4) The rest of the staff team caring for a staff member's child / close relation will treat them as they would any other parent/carer and child. This includes but is not limited to policies and procedures such as; settling in period / transitions, separation anxiety, keyperson bonds, opportunities for learning and development, observations and assessments, toileting, intimate care, opportunity for parent consultations, medication, accident reporting, safeguarding and child protection concerns, special or additional needs concerns, health concerns, support e.g. behaviour, toileting, confidentiality and more.
- 5) The rest of the staff team should understand that there may be times where the employee will not feel comfortable in dealing with a particular situation involving the child, due to conflict of interest. The employee may feel unable to maintain their professional manner, and should seek support from a staff member as soon as possible. An example may be if the child got injured.
- 6) We understand that the employee has strong emotional attachments with the child, and is likely to behave differently at home to in setting. It may be difficult for the child to understand why their carer/relative is acting differently at pre-school to home. For this reason, we advise that the employee allows the rest of the team to manage the child's behaviour and intimate care when needed. This enables the child to have a 'typical' experience of pre-school, eases the pressure and stress for the employee as much as possible, and allows them both to retain their normal relationship at home.
- 7) The employee must remain neutral and treat their own child / close relation with the same regard as all other children, in line with their Job Description and our Policies and Procedures. This includes but is not limited to;
  - settling in period / transitions
  - actively encouraging keyperson bonds
  - communication e.g. tone of voice
  - intimate care e.g. hugging
  - techniques for managing behaviour
  - risky play
  - conflict between children
  - medication
  - missing child
  - safeguarding and child protection
  - allegations against staff
  - confidentiality
  - accidents
  - and more
- 8) Whilst we actively encourage a professional separation between the employee and child, we also understand the child's needs are paramount at all times, and this agreement may be amended at any time in reflection of this.
- 9) This agreement is subject to continuous reviews to ensure the well-being and involvement of the child, the well-being and performance of the employee, and the smooth running of the setting including for our staff team, all children and families.
- 10) Where this agreement is not working i.e. there is an impact on the well-being of the child, other children, employee, running of the setting, staff team, or an impact on the employee's performance, or for any other relevant reason, we will meet with the employee to reassess the situation. Possible resolutions may include altering working hours, advising alternative childcare should be sought, restricting contact between staff member and child, moving staff member's room etc.

### **STAFF DEVELOPMENT AND TRAINING**

At Clocktower Childcare, we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the setting, the children, their families and the individual, we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, implementation of recent training, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We set staff onto training programs that will start a pathway towards being qualified in Early Years at Level 3 equivalent. For some staff, this may include completing a Level 2 first, and moving on later. We are very open with potential new team members that we focus strongly on staff's professional development, and actively encourage all staff to take qualifications as well as providing a wide variety of compulsory and optional training in addition to this.

We have various career pathways available to staff, such as support with Early Years degrees, progression to become an Early Years Teacher, SENCO, Early Years Leader, DSL, Deputy Manager etc. Staff are given information about this in their induction.

All staff have individual training records to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings, as well as feedback from peer observations. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed. We provide training sessions, once per month, for all staff, to allow planned, uninterrupted time for staff to feedback any training they've completed, and to run in-house training for group needs we have identified. We also cover elements of safeguarding within every session.

To facilitate the personal and professional development of staff, we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication and involvement to enhance practice
- Provide opportunities for delegation and responsibility, based on skills and expertise to offer recognition, and empower staff
- Encourage staff to contribute ideas for change within the setting and hold regular staff meetings to develop these ideas
- Encourage staff to further their experience and knowledge by attending relevant external training courses, including online
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external / online training

- Provide monthly in-house training relevant to the needs of the setting
- Carry out regular supervisions with all staff. These provide opportunities for staff to discuss any issues concerning children's development or well-being, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness
- Staff Annual Appraisals are carried out once per year where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Carry out training need analyses for all individual staff, the team as a whole, and for the setting
- Promote a positive learning culture within the setting
- Offer elements of team building exercises
- Carry out evaluations of training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign the Setting Manager to coach, mentor and support new staff
- Make some training compulsory for all staff, including Safeguarding and Child Protection, Paediatric First Aid and Food Hygiene
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff, via emails, meetings, staff message diary, magazines, news articles etc.

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This policy was adopted at a meeting of Clocktower Childcare Ltd held on 30<sup>th</sup> August 2019. Latest date to be reviewed: 31<sup>st</sup> August 2020.

Signed on behalf of Clocktower Childcare Ltd:

*J. Law*

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