

# **Supervision and Staff Well-Being Policy**

## **Aim**

To support the practitioner to fulfil their role and to help them continually improve their practice and their ability to support individual children's needs by holding regular supervision sessions.

To recognise and understand the effect the positive mental health of the practitioner has on the overall performance of the setting.

## **Method**

To achieve our aim by adopting a holistic approach with the child as a focus and by ensuring we cover the areas of learning and development, safeguarding, whistleblowing, ongoing suitability and performance management.

To create a positive working environment that supports mental health by promoting openness, honesty and a culture of positivity.

In our setting we strive to understand mental health and connect with others, to talk about mental health and keep learning, to improve mental health and make a difference and to support mental health and see the difference.

We aim to recognise and support all forms of stress, anxiety and depression and to promote Menopause awareness. We aim to support those effected by knowing where to go for specialist support, raising awareness to stop any bias and harassment and offering adjustments and flexibility where possible.

Supervision sessions must take place between staff and managers on a regular basis (EYFS Statutory Framework 2021, 3.22) These sessions will take place at least once a term or more regularly, depending on the individual staff member, their needs and their length of time in our employment.

An effective process of supervision should consist of five stages:

1. Supervisee discusses their own well-being, their professional progress and achievements, areas of development in line with their appraisals/mid-term reviews, identified training needs and any personal issues or concerns they wish to raise. (EYFS Statutory Framework 2021, 3.23)
2. Supervisee discusses their individual key-children's development progress, concerns and changes in family circumstances. Any child protection issues must be discussed. (EYFS Statutory Framework 2021, 3.23)
3. Supervisor clarifies and unpicks the discussion points
4. Supervisor analyses the discussion points and concerns, identifying key issues for further clarification
5. Identify what actions need to be taken to address any issues raised and implement support where necessary

These sessions are also an opportunity for the supervisee to reflect on their own practice and to discuss the progress and development of any outstanding action points they have in place from previous supervision sessions.

At each supervision session, the supervisee signs a declaration stating there are no changes to their health and no changes, to their knowledge, have taken place that could effect their DBS clearance.

A written record of all supervision sessions must be kept and should include what has been discussed and what actions should be taken next. These actions need to be agreed by both the supervisee and supervisor and both parties should sign a copy of the record.

A supervision agreement must be signed by both the supervisee and a manager before the supervisee's first supervision session takes place.

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	31 <sup>st</sup> Dec 2015
1.1	Error: There are 5 stages to effective supervision not 4 as stated in version 1.0	Lyn D	11 <sup>th</sup> Aug 2016
1.2	Method 2) reworded to include the fact that in accordance with the EYFS Stat Fw 2017 3.22, child protection issues must be discussed	Lyn D	13 <sup>th</sup> April 2017
1.3	Amendments made to reflect that supervision sessions will be held at least once each half term.	Lyn D	4 <sup>th</sup> May 2020
1.4	Method: changes made to reflect EYFS Statutory Framework update 2021	Lyn D	27 <sup>th</sup> July 2021
1.4	Reviewed, no changes made	Lyn	31 <sup>st</sup> July 2024
1.5	Changes made to reflect staff well being. References made to mental health and menopause	Lyn	9 <sup>th</sup> Nov 2024