



Supervision Policy

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What is Supervision?

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. The purpose of supervision is to monitor the progress of professional practice and to help staff to improve the quality of the work they do. This helps to improve outcomes for children and families as well as achieve agreed objectives. The supervision process also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Supervision in the Early Years

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm.

In accordance with the Statutory Framework for the Early Years Foundation Stage 2021 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.22 and 3.23 as follows:

3.22. 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.

3.23. Supervision should provide opportunities for staff to:

discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns

identify solutions to address issues as they arise

receive coaching to improve their personal effectiveness

Purpose of Supervision Meetings

Management

- To find out about staff as individuals and enable them to see where the setting they work for is going and how they can contribute to it.
- To provide an opportunity to respectfully challenge practice.
- To reiterate organisational expectation.
- To make sure children and their families receive the highest quality care and service.
- To improve communication and share responsibility.
- To maximise the safeguarding of children.

Learning and Development

- To provide an opportunity to look at staff roles and responsibilities.
- To reflect on, analyse and evaluate own practice.
- To support the setting of personal goals and a chance to review, change or adapt recent or past actions.
- To promote confidence and safe working practices.
- To provide an opportunity to agree actions for both parties.
- To allow disagreements to be recorded and solutions explored at the earliest opportunity.

Supportive

- To provide a time to listen to each other.
- To value, motivate and empower staff in their work and on-going commitment.
- To enable staff to be involved in decision making and problem solving.
- To support staff to manage work effectively.
- To discuss any issues including issues related to health and safety, safeguarding and workload.

What Will be Discussed in Supervision Meetings?

- Supervision should provide opportunities for staff to:
- Review actions from last supervision meeting.
- Discuss any issues (particularly concerning children’s wellbeing or development, in particular SEND, EAL and G&T children).
- Identify solutions to address issues.
- Receive coaching to improve professional effectiveness and discuss how successes can be shared with other members of staff to enrich the experience of all children.

Key Responsibilities for Individuals Carrying Out Supervision

- To be an effective supervisor, a line manager needs to consider how they will:
- Organise sessions in advance and only change the arrangements in exceptional circumstances.
- Ensure meetings are well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
- Select an appropriate place for the meeting that is free from interruptions.
- Cover all the areas included within the School’s Supervision Policy.
- Ensure issues raised are not discussed with other members of staff, unless SLT intervention is needed.
- Record the meeting accurately and provide a copy for the supervisee.

Key Messages for Supervisees

- For everyone to gain the maximum benefit from supervision, it is essential that supervisees:
- Prepare for each meeting by reviewing notes and thinking about the issues to discuss.
- Are ready to share their thoughts and ideas in the meeting.
- Talk openly about what has gone well and what has been challenging.
- Ensure issues raised are not discussed with other members of staff.
- Are prepared to plan and undertake training and other development activities as agreed with their supervisor.
- Read and agree the notes from the meeting and carry out any required actions.

Frequency of Supervision Meetings

The frequency of supervision meetings will vary with the experience of the individual, how long they have been in post, the complexity of their role and any particular support needs that have previously been identified, however, supervision meetings will take place, at least, once a term.. Completing the Written Record of the Supervision Meeting Every supervision meeting will result in an agreed written record of what has been discussed and what actions should be taken next with clear timescales and identified responsibilities. This will support CPD and feed into the Professional Development Review system. The supervisor and supervisee will need to agree on the content as an accurate record of the meeting, with both individual signing and retaining a copy of the notes for future reference. Any issues or action points will be discussed at the next meeting. If the issues are concerning safeguarding or welfare, then the procedures stated in the Safeguarding and Child Protection Policy must be followed immediately.