



EYFS Staff Supervision Policy

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Job title: Head of EYFS

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Next review date: July 2025

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.



Rationale

The Early Years Foundation Stage places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. Clare Tickell's (June 2011) independent report of the review of the EYFS highlighted the role of supervision in improving practice and maintaining effective early years provision. Her recommendation for the implementation of sector-wide supervision, including childminders, underlined the need for support, performance management and continuous professional development, and this is specified within the revised EYFS. As we strive to improve outcomes for all children, 'safe' practices and the effective management of staff performance and well-being are of paramount importance. Comprehensive, inclusive policies and management systems for safeguarding practices must therefore include the regular supervision of all staff.

Statutory Requirements

The Early Years Foundation Stage Framework sets out a statutory requirement that all early years settings have arrangements for staff supervision in place. This highlights the importance of good supervisory practice throughout the EYFS in the context of a supportive professional culture to ensure the highest standards of safeguarding for both children and staff.

'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.'

'Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness'

EYFS Safeguarding and Welfare Requirements 3:19 & 3:20

Context

Ivy House School's EYFS is made up of a Nursery and Pre-Reception class, catering for children from two years to rising four-year-olds and one Reception Year group. The nursery comprises of two full time teachers, a Level 5 early years practitioner and a teaching assistant.



What is supervision?

Supervision is an effective tool for supporting staff members, developing personal and professional skills and creating a culture of mutual support and teamwork. Supervision is primarily a tool to support the management of practice and therefore a key part of staff support systems. Where successful, it should provide practitioners with a route through which they can raise any professional queries, to discuss career progression, clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It is also an opportunity for staff to raise any concerns that they might have about children in their care and to receive support to help them deal with difficult or challenging situations at work. Supervision meetings should also be a process that enables both parties involved to develop a positive and mutually supportive discussion and on-going development plan. Not all supervision needs to be planned. Spontaneous supervision must occur in the event of concerns or safeguarding issues arising. At Ivy House School, we have an 'open door' culture and staff are actively encouraged to speak to their line manager at any time. Supervision meetings do not replace the need for Staff Professional Development Review but will feed into this system. Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and wellbeing.

'Staff supervision is a two-way process which promotes accountability and staff support and development. Both parties should be committed to making supervision worthwhile, positive, honest, objective and unbiased. The needs of the individual, the project or department where they work and the organization as a whole should all be taken into account. Parties should be fair and open and promote equality and trust. Supervision should be a positive experience for all and take place regularly. If managers are not supervising their staff, they are omitting a key function of management.' Developing Supervision in Children's Centres, Chris Pascal (2012)

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 manage performance and capabilities.
- 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's 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.
- Record the meeting accurately and provide a copy for the supervisee.
- Ensure meeting records are stored confidentially

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

Meetings will take place at least once per term. 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.

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. Supervision forms will be confidentially stored on the SLT drive with only SLT members having access.

Training and Development

Supervision training will be completed by all members of staff and will include general supervision skills and information for using standards and documentation.

Supervision of supervision

The supervisor's task is a complex and vital one. It is necessary that their own ongoing supervision arrangements include agreed space to talk about the supervision they offer. The provision of specific supervision of their supervisory practice will require consideration.

Monitoring and Evaluation

Supervision practices will be quality assured in line with the monitoring and evaluation policy. Outcomes to be reported to governors/management committee.



Appendix 1

Staff Supervision

Areas Discussed	Comments
<p>1. Key Children</p> <p>Prompt question: Do you need any help in supporting a child /family? Are there any interventions that need to be considered?</p>	
<p>2. Curriculum and Progress</p> <p>Are you satisfied with the progress your children are making?</p>	
<p>3. Observation, assessment and planning</p> <p>Intent Implementation Impact</p> <p>What are some key finding from your observations? Is there anything that you feel you need to discuss in relation to the learning records of the children?</p>	
<p>4. Health and Safety (Welfare Requirements)</p> <p>Do you have any H&S concerns?</p>	
<p>5. Safeguarding concerns</p> <p>Do you have any safeguarding concerns?</p>	
<p>6. Policies and Implementation</p> <p>Are you clear about the role of the policies and how to put them into practice?</p>	
<p>7. Reflective practice, performance and impact</p> <p>What aspects of your role are going well? Which aspects are not working well?</p>	
<p>8. Daily duties</p>	
<p>9. CPD Needs</p> <p>What recommendations do you have to address some of your concerns?</p>	



What steps do you feel we need to take and how we can support you?	
10.AOB	

Actions taken as a result of supervision
Areas for Development

Signed by Manager:

Signed by Early Years Practitioner/Teacher:

Date: