



DOWNSELL PRIMARY SCHOOL

EYFS Staff Supervision policy

September 2021

This policy must be read alongside the school's safeguarding policy.



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 Downsell Primary 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.

Our commitment

Supervision will support and strengthen the safeguarding culture we are committed to for our setting.

Downsell Primary School aims to provide appropriate, responsive and flexible services for all the children in our care. We can only do this if our 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

Supervision is one of the ways that this can be achieved.

Supervision will always keep a focus on the best interest of the children in the setting and promote their safety and wellbeing.

Statutory Requirements

The Early Years Foundation Stage Framework (2017) states:

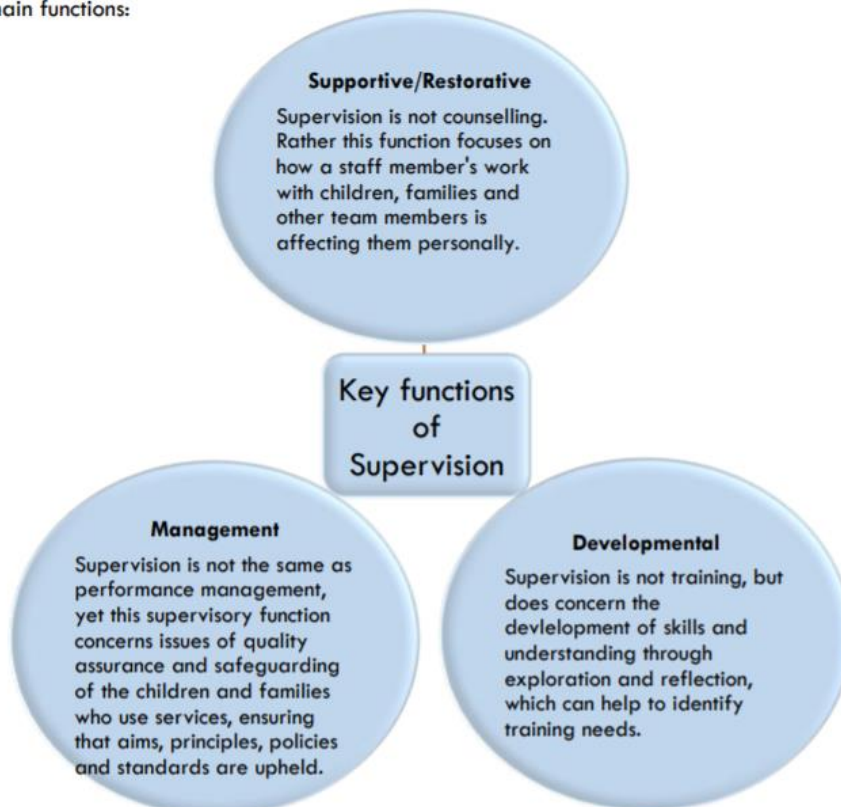
Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, 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 wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Key functions of supervision

Supervision fulfills the following three main functions:



Process and Frequency

Staff supervision is often planned on a 6 weekly cycle for each member of the team (this may be an individual or group basis).

Recording, confidentiality and access

Supervision is a private but not a confidential process. This means that the records are the property of Downsell Primary School, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others e.g. their own line manager, this should always be with the knowledge of the supervisee.

The supervision meeting will be recorded by the manager within 5 working days. See Appendix I for the supervision meeting form.

Both parties will sign the record and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff and stored in the EYFS folder in a locked cabinet.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record, no names of the children discussed will be used, only initials.

Appendix 1: EYFS Supervision Recording Form

Not every section needs to be covered during every session. However, it is recommended that each session begins with an open slot (welcome) and ends with a summary discussion and evaluation of the session (ending) including identifying the date of the next meeting.

Name of supervisor:
Name of supervisee:
Team:
Date:
Welcome: How staff member is generally, what's been happening or pre-occupying the staff member – an easing into supervision. Review of last supervision session.
Main responsibilities: This relates to day-to-day work and priorities and should provide opportunities to discuss successes and challenges. This area will take up a substantial portion of each session as it provides an opportunity to discuss specific work with children and families and practice development.
Relationships: with staff members, children and families and other work contacts.
Overall context of service: discussion of service development, planning, progress, budget and any assistance required.
Appraisal objectives: discussion of progress and supported required, including training
Meetings: this relates to preparation and review of all varieties of meetings held.
Health, welfare and safety: this includes general health and safety issues, as well as welfare issues which could include issues around stress, race, disability, sexuality, gender, religion and age. Attendance and time-keeping can be discussed here.
Personal Development: includes discussion of activities that will help/have helped the supervisee to develop themselves into their role and service. This may include working with other colleagues and experts, training or other activities.
Ending: this is about establishing how a staff member feels at the end of supervision and an ongoing opportunity for the staff member to constructively feedback any issues raised. Staff members are encouraged to make reasonable and realistic suggestions about how their supervisor could support them better.