



EYFS Staff Supervision Policy

POLICY STATEMENT

Supervision will support and strengthen the safeguarding culture we are committed to for our setting. Clifton College Early Years setting 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 interests of the children in the setting and promote their safety and wellbeing.

PROCEDURES

Supervision meetings are regular one to one meetings for all staff working directly with Early Years children. Supervision is compulsory and must take place regularly through the school year (ideally twice a term) and no less frequently than every 8 weeks. For new staff or if there is an on-going issue (identified by either supervisee or supervisor) it may be deemed desirable to hold more frequent supervision meetings. The structure and purpose of supervision meetings should be discussed during induction with new members of staff.

The main functions of supervision are:

- Safeguarding – ensuring that opportunity is given to raise and discuss any concerns regarding a child, family or member of staff, and that these concerns will be shared appropriately.
- Roles and Responsibilities – ensuring that the work the supervisee carries out is of a satisfactory standard, and that the work reflects the philosophy of the early years.
- Learning and Development (staff member) – to encourage and assist staff to reflect on their own performance and to identify and address developmental needs.
- Support – supervisees are given the opportunity to reflect on the impact of their work and obtain support with any problems or difficulties.
- Mediation – to ensure the relationship between the supervisee, the EYFS team and the wider school are effective.
- Learning and Development (children) – provide a forum to discuss learning and development of any child.
- Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.



- The content and action points of each session will be recorded by the supervisor and signed and dated by the supervisor and supervisee. The supervisee will receive a copy of the supervision notes.
- Records should detail any decisions that have been made and any agreed actions.
- In the event of a supervisee wanting to have a different supervisor, they should discuss this with their existing supervisor wherever possible and then make this known to a member of the Senior Management Team.
- Supervision does not form a part of the appraisal system.
- While supervision meetings normally take place on a planned 1:1 basis, it may be appropriate to hold a group supervision in addition to individual ones, or to hold additional ad hoc meetings.
- Supervisions are recognised as being a private but not necessarily confidential process. The records are the property of the school, not the individual. Supervisors may, from time to time, discuss the content of supervision meetings with others (e.g. the Head of the Pre-Prep, members of SLT, inspectors). This should always be with the knowledge of the supervisee.
- Supervision records should be held by the school in accordance with the Confidentiality and Data Protection policy.