



## *EYFS Staff Supervision Policy*

### *Policy Statement*

In accordance with the Statutory Framework for the Early Years Foundation Stage (2021), Caversham Preparatory School provides support, coaching, and training for Early Years staff through staff supervision. Further to this, Caversham Prep will aim to provide supervision for all other members of staff.

‘3.2 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.’ Statutory Framework for the Early Years Foundation Stage (2021)

Supervision is a partnership between the supervisee, the supervisor, and the setting. Supervision will be carried out by a named professional who has completed or in the process of completing the relevant training requirements.

### **The Key Functions of Supervision are the 3 Ps...**

#### *1. Performance Management*

- Ensure that safeguarding children, performance, and practice is competent, accountable, and soundly based in research and practice knowledge.
- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need to provide an important check and balance on decision making and planning.

#### *2. Professional Development*

- Ensure that professional development needs are considered and supported.

#### *3. Personal Support*

- To provide a reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Supervision does not simply occur in a 1:1 session. It occurs in the context of a supervisory relationship and to be effective this must be based on trust so that a safe space is created in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, wellbeing, success, and achievement can all be explored.

It is therefore critical that over time this relationship develops so that when things are at their most complex and vulnerable, which is often outside of formal supervision, the supervisor and supervisee can communicate effectively.

*There are different types of supervision, e.g., formal, and informal.*



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Informal supervision is often on-going in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

Good supervision can provide staff with an opportunity to reflect upon their practice, explore any worries or concerns they may have about the welfare and development of all children in the setting and contribute towards highly effective practice and increase staff confidence. This can support the development of a safe setting where children are safeguarded from harm but in addition, good supervision can enable the school to support staff well-being.

### *Aims of Supervision*

1. Provide protected time to reflect on practice.
2. Provide support with emotional well-being, resilience, picking up on demands and developing coping strategies.
3. Have an opportunity to off-load, talk about how they are feeling when dealing with distressed pupils and the impact on their own life. This should feel restorative and help build resilience.
4. Celebrating success.
5. Review workloads and time management.
6. Discuss and seek guidance on specific cases - review action plans, avoid drift. Provide a fresh view, talk through intolerances, frustrations e.g. with other agencies/ systems.
7. Provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered for areas for improvements.
8. A space for issues relating to the workplace and to working practices to be identified and discussed including safer working practice and professional boundaries.
9. Enable an opportunity to reflection, creative thinking, and solution focused thinking.
10. Consider how their role fits with the rest of the school/ other services and the community.
11. Identify achievements and good practice.
12. Consider appropriate CPD/training needs in relation to their professional role and career aspirations.

### *Benefits of Supervision*

60. Supervision is essential to how practitioners sustain good practice throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practice, to work as effectively, safely, and ethically as possible. Supervision also sustains the personal resourcefulness required to undertake the work. (BACP)

Benefits for the Employee	Benefits for the School
They can develop clarity about their roles, responsibilities, and accountabilities.	Ensure there is a highly effective provision for children, parents, and carers.
They have dedicated, private time to reflect upon their practice.	A positive relationship can be developed.
Potential problems can be discussed	Communication may be improved between employee, supervisor, and employer.
Areas of their work that need improvement can be identified at an early stage.	Values, behaviours, and the vision of the team can be clarified and monitored.
Training and development needs can be identified.	Staff well-being is supported.
They can receive supportive feedback about their work.	Staff retention rates may be increased.



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They may have an increased feeling of being valued by the school.	Possible improvements in staff performance
A relationship can be developed with their supervisor.	Problems can be identified, and dealt with, at the earliest opportunity.
Their motivation and job satisfaction may be increased.	There may be a decrease in complaints about the school.
Supervision enables staff to reflect on how they carry out activities within their role to provide a high-quality service.	
Communication may be improved between employee, supervisor, and employer.	

One of the key benefits of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.

### *Supervision Standards – Roles and Responsibilities*

#### *The Supervisor is Responsible for: -*

1. Sharing the responsibility for making the supervisory relationship work.
2. Creating an effective and supportive supervision environment.
3. Providing a suitable location and time.
4. Agree the timescale within which supervision takes place.
5. Eliminating interruptions.
6. Maintaining accurate and clear records which are stored securely.
7. Ensuring the supervision contract has been agreed and reviewed annually.
8. Ensuring the organisations professional standards are met.
9. Ensuring that where a change in supervisors occurs, a handover process is arranged between all parties concerned.
10. Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity.

#### *The Supervisee is Responsible for: -*

1. Sharing the responsibility for making the supervisory relationship work.
2. Attending regularly and on time.
3. Actively participating in an effective and supportive supervision session.
4. Accepting the mandate to be supervised and being accountable for any actions.
5. Preparing appropriately for supervision sessions.
6. Ensuring the recording of supervision is reflective of the meeting.
7. Ensure that the contract has been agreed and reviewed annually.
8. Aiming to meet the organisation's professional standards.

### *Supervision and Appraisals*

At Caversham Preparatory School appraisals and performance management are not directly linked to supervision. However, issues related to performance and training needs would be considered as part of the agenda at supervision meetings. It is likely that, because of staff



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undertaking supervision, they will have evidence to support their own development which will contribute to their personal and professional development and thus support them in achieving their appraisal targets.

### *The Supervision Process*

The Senior Leadership Team is responsible for ensuring that regular supervision meetings are conducted with every member of staff; the Supervision process is overseen and discussed with the Senior Leadership Team as part of their weekly meeting together

### *Process and Frequency*

Supervision is an essential part of the effective working relationship between supervisor and supervisee. The meetings are a two-way discussion and to be effective, each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties.

All staff must be provided with a termly supervision (1:1) meeting with their supervisor, which is booked in advance at an agreed time. Some staff may be identified as benefitting from additional supervision meetings, such as new staff or those working with complex cases. This would be agreed with staff during the meeting. There must be a written record of the meeting using the attached Supervision Record Form. (Appendix 1)

### *Meeting Procedure*

- Supervision meetings usually last approximately 45 minutes to one hour.
- Supervision should take place in a private and uninterrupted space.
- If meetings must be cancelled for any reason, they should be rescheduled as soon as possible following the agreed procedure during the contracting process.
- Notice and relevant paperwork will be given to the employee prior to supervision meetings.
- Both parties should bring relevant paperwork to the meeting and be prepared.
- It is the supervisor's responsibility to record the meeting and provide a copy for the supervisee and file appropriately and securely.
- Both parties should sign the agreed paperwork.
- A date for the next meeting should always be arranged before the end of the supervision session.

### *Creating the Right Environment*

- Regarding venue be aware this is a professional relationship so that a private room booked well in advance is good practice; however, if the space needs to be in a public place, then ensure that the supervisee has input into the final decision.
- No phones or mobile phones around or on (unless in an agreed/notified personal emergency; these will be identified, expected, urgent, work-related calls).
- To ensure that supervision time is prioritised and not interrupted.
- Ensure that room layout and furniture create a comfortable atmosphere for open communication.



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- Put supervision times in the diary and inform other colleagues.
- Where possible, place a sign on the door where supervisions are taking place to avoid interruptions.
- Make sure that sessions start and finish at agreed times.
- Consider the time of day that sessions are held.

### *Recording Supervision Meetings*

The supervision meeting will be recorded on the attached Supervision Record Form (APPENDIX 2/3) and should be completed during the meeting. Both parties will sign the form and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff, and one will be securely filed.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record, initials of the children discussed will be used rather than full names.

### *Confidentiality and Access*

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. To maintain standards, supervisors will need to discuss the content of the supervision sessions with others, e.g., line managers, their own supervisor, this should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and all paper records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Equally, access to any electronic files must be accessible only by the Supervisor and their line management.

Supervisees should be aware, however, that other than themselves and their supervisor, others will, from time to time, access records, these might include:

Senior Managers (for quality assurance purposes)

Investigating Officers (e.g., for disciplinary purposes)

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## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Safeguarding Policy
- Performance Management Policy

### Review Schedule

This policy is subject to annual reviews by a member of the SMT unless circumstances require an earlier review.

### Update and Review Log

Updated/ Reviewed By	Date	Notes
Jacqueline Lawson	11 <sup>th</sup> March 2028	
Board ratification – A Lawson	23 <sup>rd</sup> March 2028	
Andrea Hutchison	September 2020	



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N Williams	August 2022	
J Lawson	July 2025	Reviewed for INSET September 2025

