



The Shade Primary School

Staff Supervision in Early Years and Childcare: Supervision Policy

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Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the high-quality provision that is on offer to children, parents and carers.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision provides a reflective, safe space that encourages dynamic interaction and enables supervisors and supervisees to discuss, examine and reflect on the quality of their practice.

- Review and monitor practice
- discuss any successes & challenges – particularly concerning children’s development and well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

At The Shade Primary School, all practitioners who work directly with children and families are supervised by their designated line manager.

Supervision meetings are held every half term for each staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

Supervision agreements are drawn up for all staff whose work is covered under the scope of this policy ([Appendix One](#)).

A copy of the supervision record form ([Appendix Two](#)) is retained by the supervisor and a copy provided to the supervisee. Each member of staff has a digital supervision file which holds a copy of their signed supervision agreement and their supervision record forms. The supervision file is stored securely at all times. The file may be requested by OFSTED during inspections.

All supervision meetings must include discussions concerning the development and well-being of any key issues of the supervisee’s key children. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken; where necessary these are recorded within the child’s file - on *MyConcern* - and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests of children. During supervision meetings, members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to the Headteacher.

Appendix One: Staff Supervision in Early Years and Childcare: Supervision Agreement

We agree that supervision will be given and received in accordance with The Shade Primary School's Supervision Policy which includes more details of the supervision process.

This supervision agreement is between _____

(insert name of supervisor)

and

(insert name of supervisee)

and outlines what each party can expect from the supervision process and what our respective responsibilities are:

- We will arrange supervisions on a half termly basis and neither of us will cancel these unless there is an urgent reason to do so.
- Supervisions will start promptly and will finish when we have had time to discuss all issues.
- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.
- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Line Manager or other agencies if necessary (e.g. Social Care).
- We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.
- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.

Signed: _____

(supervisor's signature)

Signed: _____

(supervisee's signature)

Date: _____

Date: _____

Appendix Two: Staff Supervision in Early Years and Childcare: Form for Recording Supervision Meetings

It is important that all supervision discussions are properly and promptly recorded so as to:

- maximise impact
- support completion of agreed actions within agreed timescales
- avoid any confusion or disputes

It is advisable that both parties sign the supervision record with the opportunity to record any points of disagreement.

The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. For instance, many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting, pauses to record decisions or actions agreed can be useful and this method provides the opportunity for:

- the exact wording to be agreed
- both to sign the notes at the end of the meeting
- a copy of the record to be given to the supervisee immediately

Whichever method is chosen, it is important that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor and reinforces the two-way nature of the process.

Supervision Meeting Record

Name of Supervisee:	Name of Supervisor:	Date:	Number of Key Children:
Review of previous supervision & progress against actions agreed:			
Area	Action:	When & By Whom:	
Management: (roles & responsibilities, current priorities, resources, workload, targets, timetables, rotas, time management, H&S, resources)			
Support: (Staff wellbeing, key person role, including work with individual children, designated person role, and well-being, observation, assessment and planning, evaluation, safeguarding)			
Mediation: (worker relationships, safeguarding, work with other agencies such as SALT, working with parents)			
Development needs: (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, training needs)			
Wellbeing Support: (work/life balance, current wellbeing levels, any support needed to improve wellbeing)			
Any other areas for discussion:			
Date of next meeting:	Signed (supervisee):	Signed (supervisor):	