**Introduction**

In accordance with the Statutory Framework for the Early Years Foundation Stage 2021 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.22 and 3.23 as follows:

*3.22. 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.*

*3.23. 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*

**Purpose of supervision meetings**

Supervision does not replace staff appraisals. The purpose of supervision is to:

* review actions from the previous meeting including any CPD undertaken; create a cycle of development through ‘reflect, plan, do, review’. Reflect, evaluate and monitor actions from previous supervision.
* provide a regular ‘safe space’ for staff / volunteers to be supported and reflect upon their work and all areas affecting their health and wellbeing.
* provide an opportunity for early discussion regarding any concerns about specific children’s welfare and safety.
* provide an opportunity for early discussion regarding any concerns about specific children’s learning and development.
* provide an opportunity to moderate and review judgements through observation of practice linked to assessment to ensure accurate and consistent recording of children’s development such as risk of delay.
* identify and acknowledge strengths, deliver praise and provide targeted support to enable growth and development of practice using coaching methods.
* monitor and reflect on personal performance; in particular workload and pressures.
* recognise any potential and existing problems to ensure they are dealt with appropriately and quickly.
* discuss how personal factors are affecting work and provide effective wellbeing support.
* develop understanding and skills within the supervisees work and direct to professional training as appropriate.

Supervision sessions and objectives are linked to the school development plan and school policies.

**Responsibility**

Senior / Phase Leaders are responsible for ensuring that supervision meetings are conducted with staff as and when necessary.

**Process and Frequency**

The meetings are a two-way discussion between members of staff and leaders of the senior leadership team 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.

**What to cover at supervision meeting**

The content of the supervision meeting will be to:

* discuss any issues of concern about particular children.
* identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs.
* identify any training and development needs.

**Supervision Standards**

Supervision will promote and model the following indicators of a safe setting:

* Staff are valued, listened to and empowered to challenge practice.
* Staff are respectful to all employees, children, parents, carers and other professionals.
* Staff are open to change, and the development of their practice.
* Leaders model positive behaviour.
* Staff are in tune with, and knowledgeable about the vulnerability of the children that they look after.
* Positive, trusting two-way relationships with parents are developed and encouraged to be involved in planning their child’s care and are welcomed into the provision
* Whistle-blowing procedures are in place and staff know how to use them.
* Managers and staff are able to check, clarify and challenge and changes which may impact their continued suitability to work with children and carry out their roles and responsibilities.

Supervision is Supportive

* To be a primary source of support for the supervisee by creating a safe environment within supervision where trust and confidentiality are maintained.
* To assist in the supervisee’s personal and professional development through mentoring and coaching approaches.
* Value and motivate staff through coaching methods enabling and empowering expression of feelings in relation to the work role.
* Any personal or work-related issues can be discussed particularly their key children but also including concerns related to well-being, health and safety and safeguarding.

Mrs Sarah McHugh

Spring 2025

To be reviewed Spring 2026