



Brindishe  
Federation

## Brindishe Schools Supervision Policy

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# Brindishe Schools Supervision Policy

## Purpose of this Policy

Supervision for EYFS Staff Supervision is a legal requirement under the revised EYFS Statutory Framework. Within the Brindishe Federation, we believe that supervision should:

- ensure that all staff working within the Brindishe Schools Early Years provide a safe and effective environment which meets the needs of children and their families as well as best practice requirements as outlined in the Early Years Foundation Stage
- ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work
- ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision
- ensure that decisions made are in the best interests of the children and meet national and local expectations, policies and procedures.

## Appraisal and Supervision

The supervision process is in addition to staff appraisal and other opportunities for staff training.

### Appraisal

- targets are set, for example in terms of performance, activities and training needs and relate to SCDP and to the teaching standards
- focuses on how well an individual is performing in relation to the SCDP and these priorities should not be the focus of supervision.

### Supervision

- is a process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and outcomes
- enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development
- enables managers and employees to examine and reflect on the quality of practice.

**Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.**

### The aims of supervision

The supervision process provides a structure to:

- provide access to support, training and procedures
- enable supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion
- create a regular 'safe space' for staff to be supported in their work and general health and wellbeing
- offer constructive challenge as appropriate
- clarify priorities - identify strengths and improve practice
- recognise and resolve potential and existing problems
- discuss how personal factors are affecting work and provide support

- monitor staff conduct and adherence to school's policies and procedures.

### Supervision Meetings

- are 1:1 in format or in a team
- take place only when agreed by both staff member and supervisor
- are regular and confidential
- are formal and recorded

### Supervision Overview

Staff	Facilitator	Frequency
Staff with a safeguarding responsibility (Designated Safeguarding Leads)	Lead DSL	Half Termly
Staff who are keyworkers for vulnerable pupils (ELSAs)	External	Half Termly
EYFS team	EYFS lead	Half Termly or as and when requested

### Supervision for Other Staff

Although EYFS supervision is only applicable to schools with a Nursery or Reception class, we recognise that supervision is an important part of staff development and in keeping children safe. As such, at Brindishe Schools we also provide structured supervision to all staff who have a named responsibility for Safeguarding or who are identified as keyworkers for vulnerable pupils.

### Resolving Difficulties

When difficulties arise which cannot be resolved between the manager and the employee the formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with policies and procedures.

### Recording and Reviewing

All matters discussed in supervision must be recorded (see Appendix 1). The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the employees work performance this must be recorded in the supervision record.

Agendas and discussions will be recorded on the supervision form and filed away in the employee's personnel records. The process and effectiveness of supervisions will be reviewed annually. Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include OFSTED, ISI and Early Years Consultants.

**Destruction of Supervision Records** When an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

## Appendix 1

<b>Record of Supervision</b>	
<b>Name of Supervisee:</b>	
<b>Name of Supervisor:</b>	
<i>Is there any training you have identified you require/would like to help you in your current role?</i>	
<i>Do you have any issues or concerns regarding children's development or well-being?</i>	
<i>Can I do anything to help you with any issues regarding your role within our EY?</i>	
<i>Is there anything hindering you supporting any individual children?</i>	
<i>Have you any ideas about how you can improve or develop yourself/your childcare practice?</i>	
<i>Are there any other key issues?</i>	