

Tenbury CE Primary Academy



EYFS Supervision Policy

'Therefore encourage one another and build each other up.'
Thessalonians 5:11

DATE: May 2026

Review date: May 2027

Introduction

In accordance with the Statutory Framework for the Early Years Foundation Stage 2024 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.27 and 3.28 as follows:

3.27. 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.

3.28. 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 is a means to ensure staff are clear about what their job is, what the setting wants them to do, to raise safeguarding concerns about children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching. Supervision does not replace the annual staff appraisals.

Responsibility

The EYFS Lead is responsible for ensuring that regular supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

Process and Frequency

Supervision is primarily a 1:1 meeting between a member of staff and their manager. However, supervision functions may also be carried out additionally through other mechanisms such as:
team meetings, informal supervision within teams and between peers and group supervision.

Supervision is an essential part of the effective working relationship between a member of staff and a manager. It is important that the Supervision Agreement is signed by both parties, in order to ensure clarity of purpose (Appendix 1). The meetings are a two-way discussion between a member of staff and their manager 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. **Supervision sessions are held twice yearly, plus one performance management meeting.** There must be a written record of the meeting using the attached staff supervision record form (Appendix 2).

Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. It is good practice that each employee identifies continuous professional development as part of their appraisal. Supervision provides an opportunity for the regular review of key tasks discussed and agreed during the appraisal.

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
- reinforce important safeguarding information (Appendix 3)

Supervision Standards

Staff should expect:

- To be able to question how things are done and what is expected.
- To be given the opportunity and time to be express any concerns.
- To be given appropriate support, and receive coaching where necessary.
- To be told when a piece of work has been done well.

EYFS Lead should expect:

- To have their management responsibilities understood and respected by the staff they manage.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest and non-defensive when their work is being discussed.

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 the relevant policy and procedure.

Recording supervision meetings

The supervision meeting will be recorded on the attached staff communication record form and should be completed during the meeting. Both parties will sign the record and agree the date for the next supervision meeting. A copy of the form will be given to the member of staff.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record, no names of the children discussed will be used - only initials.

Records of the supervision meetings will also be shared with the Headteacher.

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.

Peer Observations

We actively encourage staff to observe their peers in other areas of the Early Years. This includes Tenbury Primary Academy staff visiting and observing practice in Nursery and Reception and visa versa.

STAFF IN EYFS SUPERVISION AGREEMENT

We agree that supervision will be given and received in accordance with the *Tenbury CE Primary Academy* 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 of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a basis and neither of us will cancel these unless there is an urgent reason to do so.
- Where possible the agenda will be set prior to the meeting by both the supervisor and the supervisee.
- Supervisions will start promptly and will finish after an hour or 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). If either person is unclear about the boundaries of confidentiality on a particular issue, this will be discussed at the time the issue arises.
- The supervisor is responsible for recording supervision meetings. His/her notes should reflect the nature of discussions at the meeting and contain all action points. 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.
- We recognise that discrimination against people, on grounds of race, gender, disability, age, sexual orientation, religion or belief and for other reasons, can exist in overt and covert, unintentional forms. We agree that anti-discriminatory practice should be promoted through the supervision process, by addressing issues of diversity and equality positively, openly and with sensitivity.
- Regular items for supervision meetings will be:
 - Individuals wellbeing
 - Discuss any issues – particularly concerning children's development or well-being;
 - Development and well-being of each of the supervisee's key children

- Identify solutions to address issues as they arise
 - Receive coaching to improve their personal effectiveness.
 - Notes of previous meeting
 - Review of work since previous meeting
 - Current work and workload
 - Attendance
 - Future work plans
 - Training and development
 - Discuss any concerns regarding inappropriate behaviour displayed by colleagues, parents/carers
 - Discuss any safeguarding concerns
 - Any other business
- 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 – Kerri Phelps.

An Appraisal meeting will be held once a year.

The date of the Appraisal will be

The Appraisal meeting will be conducted in accordance with the principles set out in the company policy.

Signed:
(supervisor signature)

Signed:
(supervisee signature)

Date:

Date:



Bromyard Road, Tenbury Wells,
 Worcestershire WR15 8BS
Telephone: 01584 810234
Email: office@tenbury-pri.worcs.sch.uk
Web: www.tenburyceprimary.co.uk

Tenbury Primary Academy Early Years Supervision Record Form

The staff supervision Record is designed to ensure that key areas are considered in supervision meetings so that the supervisor and supervisee are protected in the working relationship. Not every section needs to be covered during every session.

Name of supervisor:	Date:
Name of Supervisee:	
Welcome: <i>How staff member is generally, what's been happening or pre-occupying the staff member – an easing into super vison. Review of last supervision actions</i>	
Successes:	Main challenges:
Relationships: Staff: Children: Families: Other professionals:	
Pupil progress discussions in meeting:	

Environment: includes discussion of how the environment works. How it is being intentionally adapted and any changes planned for.

Personal development: *includes discussion of activities that will help/ have helped the supervisee to develop themselves into their role and service. This may include working with other colleagues and experts, training or other activities.*

Health and Safety: *are there any concerns about health and safety in the setting that need to be brought to the attention of the supervisor for action.*

Safeguarding concerns: This is a chance to discuss current safeguarding concerns for children, families and staff. This can include attendance of children.

Changes to Suitability: *This is a chance to seek clarification as to whether there are any personal changes that would affect the suitability of working with children. This could include anything that would affect their DBS or health.*

Ending: *this is about establishing how a staff member feels at the end of supervision and an ongoing opportunity for the staff member to constructively give feedback on any issues raised. Staff members are encouraged to make reasonable and realistic suggestions about how their supervisor could support them better.*

Agreed actions Supervisee:
What and by when?

Agreed actions Supervisor:
What and by when?

Safeguarding Children Questionnaire for use at regular supervision meetings

Employee Name:Date:

Employee Signature:.....Date:

Question	Possible Answers
Who is the designated Safeguarding Lead?	How do you know? How do you find out?
What would you do if your concern was about the designated safeguarding lead or a member of the management team?	Refer to whistleblowing procedure/Low Level Concerns Policy Have the confidence to act upon concerns
What are the signs/indicators of abuse and have you experienced any concerns since your last supervision?	Behaviour of children, disclosures from children any concerns to discuss? Children should have strong attachment to their carers Inappropriate behaviour or disclosures/feelings from staff, or parent/carer
Have you taken any action or made a challenge regarding incidents or concerns? And what was the impact/outcome?	Read a Safeguarding Practice Review (SPR) and discussed with team Made a challenge - to discuss Followed whistleblowing procedure Updated, amended or created a policy
When did you last receive safeguarding/child protection training? Was it appropriate and what was the impact on your practice? When is it due for renewal?	Explore other training options available rather than repeating 'essential awareness'. Changes made to policy/practice following training Team discussions, case study/SPR discussions
What have you read, discussed, actioned, involvement since your last supervision that is relevant? Did this highlight any actions or any skills/knowledge gaps?	What has been the impact on your practice/understanding/knowledge?
When was your Enhanced DBS check undertaken? Are there any circumstances you need to declare which may affect your suitability to undertake your role?	