

Date: December 2024
Review date: December 2025
Responsibility: AP, HB

Bishop Challoner School



STAFF SUPERVISION ACROSS THE EYFS POLICY



POLICY FOR STAFF SUPERVISIONS ACROSS THE EYFS

The purpose and aims of Supervisions are clearly set out in the EYFS (Early Years Foundation Stage) Statutory Framework January 2024 update:

‘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.’

Supervisions are an opportunity to discuss other points which may or may not be discussed at appraisal i.e. pastoral difficulties, relationships within the team, work-life balance and safeguarding issues including concerns regarding team members.

NB: Concerns about a child or member of staff should not be left to be discussed at supervision but must be brought to the attention of Head of EYFS / Head of Key Stage 1 as set out in school policy.

All aspects of supervision must focus on promoting the interests of children.

- Staff supervisions will be carried out mid-term, termly. Therefore, there will be three supervisions sessions each academic year.
- The Head of Key Stage 1 will supervise the Head of EYFS. The Head of Key Stage 1 and the Head of EYFS will carry out the supervisory meetings with the EYFS department. Supervisions will rotate termly. However, if it is felt that the needs for continuity and review, the supervisor may continue with an individual for the following term.
- Supervisions will not occur for staff who are within the first 6-month review period, as they are reviewed under a separate policy.
- Supervisions will take place in an agreed place and time with an agreed agenda. The supervisor will email the member of staff with a date, time, and location to meet and will ask the member of staff for an agenda and suggest their agenda points. Staff will be given plenty of notice of when their supervision will be.
- Staff will receive a record sheet after supervision, and these should be stored in a confidential place. Supervisions will only be shared between the Head of EYFS/Head of Key Stage One and Headteacher (unless concerns are raised relating to an individual) and remain confidential.

- The supervisor will also forward an anonymous evaluation sheet to the member of staff to evaluate their performance – see Appendix B. This should be returned to the supervisor’s pigeonhole in hard copy format. These will be stored in the supervisor’s QA file.
- Matters that arise relating to safeguarding involving a child or those involving a member of staff will be taken seriously and discussed with the Headteacher in strictest confidence and with the school Safeguarding Designated Safeguarding Lead – Kate Brooker or Deputy Designated Safeguarding Leads, John Lubi, Rachel Hoyles, Helen Bateman, and Anthony Peck without delay.
- Supervision meetings offer a regular opportunity for staff to declare any criminal offences since their last CRB/DBS check or any incapability to work with children. Disqualification from working with children includes living in a household with a person that is disqualified.
- Supervision also offers the opportunity to disclose any health implications or medications which are being taken which could impair judgement or performance including the use of substances.
- Significant information will be recorded as a declaration on the individual member of staff’s supervision form.
- Any child centred concerns – i.e. safeguarding, development concerns, concerns relating to suspected SEND (Special Educational Needs and Disabilities) should be actioned immediately and recorded on the child’s file and strategies employed to resolve difficulties and improve outcomes.
SEND concerns should be shared with the SENCO.
- The responsibility falls to those mentioned in action points to resolve or investigate matters and support staff where appropriate.
- If a member of staff feels that they have not been supported or listened to then they must report this firstly to either the Head of EYFS or Head of Key Stage 1 (whichever did not carry out the supervision.) If the member of staff still feels matters are not resolved, they must take their concerns to the Headteacher.

Reviewed by: AP and HB
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 Next review: December 2025