

EYFS STAFF SUPERVISION

Policy applies to EYFS and to all Staff	
Date policy reviewed:	10.10.2023
Date of next review:	10.10.2024
Version:	10.23 v1
Author:	Mrs Sarah Barker

Version	Date	Paragraph	Material change	Approval
09.22 v1	25.09.2022	N/a	No material changes.	Mrs Sarah Barker
05.23 v1	10.05.2023	3	Paragraph updated.	Mrs Sarah Barker
10.23 v1	10.10.2023	N/a	No material changes.	Mrs Sarah Barker

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

Data Protection

Staff Professional Code of Conduct

1. The statutory framework for the early years foundation stage 2023

The statutory framework for the early years foundation stage 2023 says the following:

- 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; and*
 - *receive coaching to improve their personal effectiveness.*



2. What is the purpose of supervision?

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 service that is provided to children and parents. 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 enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development and well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

3. Supervision meetings

At Clifton High School, supervision meetings are held once a term for each staff member. This is in addition to the appraisal system. Supervision meetings are held in a confidential space suitable for the meeting. The supervision record form is completed together by the supervisor and the supervisee. An electronic copy of the supervision record form (see appendix 1) is retained by the supervisor and a copy provided to the supervisee if required. A supervision folder is held by the supervisor with all records within it. The supervision file is always stored securely.

All supervision meetings must include discussions concerning the development and wellbeing of each 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. 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.

Members of staff are required 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 as soon as such event occurs, and staff are reminded during supervision meetings of the need to disclose this information and are asked whether they have any new information to disclose. Any new information is referred immediately to the Head of School.



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.

School Office 0117 973 0201
schooloffice@cliftonhigh.co.uk

College Road, Bristol, BS8 3JD
cliftonhigh.co.uk

Admissions 0117 933 9087
admissions@cliftonhigh.co.uk

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Appendix 1

Name of supervisee:	Name of supervisor:	Date:	Number of key children:	
Progress on actions agreed from previous meeting:				
Management: (resources, workload, targets, specific duties, time management)	Action:		When:	By whom:
Support: (work with individual children, designated person role, work life balance and well-being, observation, assessment and planning, evaluation, safeguarding)	Action:		When:	By whom:
Mediation: (worker relationships, safeguarding, work with other agencies, working with parents)	Action:		When:	By whom:
Development needs: (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, training needs)	Action:		When:	By whom:
Staff check: 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.			Action: YES / NO If yes, supervisor to Inform head teacher ASAP	
Any other areas for discussion:				



Date of next meeting:	
Signed: (supervisee)	
Signed: (Supervisor)	

This form is intended as a guide for discussion; not every section will be covered in every session. The agenda of the meeting will be agreed jointly between Supervisee and Supervisor at the beginning of the meeting.