

St Paul's CofE Primary School

Early Years Staff Supervision Policy

Date policy last reviewed: 6.03.26

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

[Statement of intent](#)

1. [Legal framework](#)

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2. [Definitions](#)

3. [Roles and responsibilities](#)

4. [Promoting a safeguarding culture](#)

5. [The main functions of supervision](#)

6. [Types of supervision](#)

7. [The frequency of supervision](#)

8. [Supervision agreements and records](#)

9. [Confidentiality and access](#)

10. [Storage and retention](#)

11. [Monitoring and quality assurance](#)

12. [Complaints](#)

13. [Monitoring and review](#)

Appendices

[Individual supervision agreement \(ISA\)](#)

Statement of intent

St Paul's CofE Primary School is dedicated to providing the best EYFS provision possible.

The DfE's guidance, 'Statutory framework for the early years foundation stage', states that all members of staff in direct contact with children must receive regular supervision.

Supervision provides staff with support, coaching and training, and promotes the interests of children. Through supervision, we aim to develop a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision sessions provide an opportunity to look at:

- Aspects of the employee's roles and responsibilities.
- How the employee's work meets the expected standards.
- The employee's personal, professional, learning and career development needs.

Staff are provided with opportunities to:

- Discuss any issues they face, particular concerning children's development and wellbeing, and any child protection concerns.
- Identify solutions to issues as they arise.
- Receive coaching to improve their effectiveness.
- Reflect on their experience and feelings about work.
- Discuss support needs for any professional or personal problems.
- Receive regular feedback about their performance.
- Agree and review SMART (specific, measurable, attainable, realistic and time bound) action plans linked to their role and development requirements.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- Employment Rights Act 1996
- The Children Act 1989
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early years foundation stage statutory framework: for group and school-based providers'
- DfE (2025) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Teacher Appraisal Policy
- Teacher Capability Policy
- Staff Code of Conduct
- Early Years Policy
- Complaints Procedures Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

2. Definitions

Supervision – this is a regular, planned, two-way process in which a team of experts, such as the DSL and their deputies, plus the Early Years Lead will support and develop the knowledge, skills, and values of an individual staff member or group of staff members.

Critical reflection – the process of monitoring, reviewing and developing current practices.

Sessions – a scheduled, one-to-one supervision session between a supervisor and their supervisee.

Appraisal – an annual meeting whereby the individual and their supervisor:

- Review the individual's performance and identify what has gone well, and what hasn't gone so well, over the last 12 months.
- Set SMART targets in-line with their team objectives for the coming year.
- Identify learning and development needs.

Progress Meeting – a termly review conducted by the Headteacher to ensure that the plans are still relevant and up-to-date.

3. Roles and responsibilities

The governing board will be responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity or national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints in accordance with the school's Complaints Procedures Policy.
- Holding the headteacher and lead supervisors to account for the performance of the school's supervision scheme.

The EYFS link governor will be responsible for:

- Ensuring that EYFS teachers and support staff are provided with the supervision and support they need to best meet the academic and personal needs of the children.
- Meeting with the EYFS lead practitioner and teaching staff to understand how teachers and support staff are held accountable for the progress of children in the EYFS.

The headteacher will be responsible for:

- The day-to-day implementation and management of this policy.
- Ensuring that employees understand and act in accordance with this policy.
- Ensuring that all supervision meetings are scheduled appropriately and regularly, to ensure there are no interruptions and sessions are productive.
- Handling any complaints that are filed against the safeguarding supervision team or the supervisees, in accordance with the Complaints Procedures Policy.
- Carrying out the supervision of the EY Lead.

Supervisors (person carrying out the supervision) will be responsible for:

- Offering constructive and balanced feedback, including setting clear tasks and areas for development.
- Respecting diversity, proactively providing opportunities for supervisees to raise any issues with regards to this.
- Maintaining rigorous and up-to-date records of the sessions.
- Offering feedback to the lead supervisor based on the meetings with supervisees.
- Communicating the progress of supervisees to the headteacher.
- Working with the business manager or headteacher to organise relevant training for staff members, as identified in supervision meetings.
- Setting the duration of the sessions.

All members of staff in direct contact with children will be responsible for:

- Familiarising themselves with all processes and procedures outlined in this policy as part of their induction.

4. Promoting a safeguarding culture

Staff supervision will promote and model a safe learning environment in school. This will be achieved by ensuring that:

- Members of staff are respectful to all children and employees.
- Members of staff are confident in their role and open to discussing good and poor practice.
- There is a no-blame culture.
- Leaders and managers model best practice.
- Members of staff understand the vulnerability of the children they look after.
- Members of staff understand that abusers may already be in the employment of the organisation.
- Children are always listened to.
- Members of staff are not afraid to challenge poor practice.
- Parents are encouraged to be involved in planning their child's care and are welcomed into the setting.
- Whistleblowing procedures are in place and staff members are aware of how to use them.

5. The main functions of supervision

The following functions will be carried out by supervisors when supporting supervisees:

Management (competent accountable performance/practice)

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be achieved through discussion of:

- The overall quality of the supervisee's performance outcomes.
- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the employee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

Learning and development (continuing professional development)

This function is to encourage and assist staff in reflecting on their own performance and to identify their own learning and development needs. The learning and development function will be achieved through:

- Helping supervisees identify their preferred learning style and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support (personal support)

This function is to provide support for staff to carry out their role. This will be achieved through:

- Creating a safe environment where trust and confidentiality are maintained.
- Clarifying the boundaries between support and counselling in the supervisory relationship.
- Enabling and empowering expression of feelings in relation to the role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

Mediation (engaging the individual with the organisation)

This function is to ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective. This will be achieved through:

- Briefing senior managers about key issues raised by staff.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing staff on changes that affect their area of work.
- Mediating between the employee, or the team, and other parts of the school.

6. Type of Supervision at St Paul's CofE Primary School

One-to-one supervision

One-to-one supervision will take place in private at a pre-arranged time with an agreed agenda and suitable preparation on behalf of both parties.

All members of staff who are in direct contact with children will have access to this method of supervision.

Any decisions made with regards to a child or family will be clearly recorded on the child's records as appropriate.

Where employees and supervisors work closely together, this does not negate the need for private one-to-one time together on a regular basis.

If a supervisor is absent from work for a long period, i.e. over one month, the senior manager will ensure that effective arrangements are in place for the supervision of the staff in that team.

7. The frequency of supervision

The level of supervision required should reflect the employee's level of experience and competence and need.

Staff in direct contact with children should be supervised at no less than 8 weekly intervals (once every half term).

Any deviation from the recommended frequency detailed below will be agreed between the supervisor and employee when negotiating the supervision agreement and will be clearly recorded in the individual's supervision agreement. Particular circumstances that apply to the employee, e.g. work-related stress, may mean that they require more frequent supervision.

Agency and temporary staff should receive supervision in the same way as permanent staff, following the same process detailed above.

Disciplinary measures include a potential increase in formal supervision.

The table below shows the frequency of supervision meetings for staff.

Current length of employment at the school	Supervision frequency
First six months probationary period	Fortnightly
After probationary period	Once every half term

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8. Supervision agreements and records

All supervisors and supervisees will enter into an agreement to ensure supervision meetings are held in line with this policy.

Individual supervision agreements

The purpose of an individual supervision agreement will be to establish a basis for which the supervisor and employee will work together during one-to-one supervisions.

The individual supervision agreement will contain a written record of:

- The purpose of supervision.
- The frequency of supervision.
- The venue for the supervision sessions.
- Any specific responsibilities of both the supervisor and employee.
- The recording of supervision, including where records will be kept to safeguard confidentiality and how quickly records will be given to the employee for signature.
- The arrangements for any ad-hoc or unplanned supervision.
- The complaints and review process.
- The practical arrangements.
- The arrangements for agenda setting.

A record of sessions will be kept to:

- Account for what was discussed and what actions were agreed.
- Account for any disagreements.
- Benchmark and audit the quality of supervision.
- Monitor the performance of supervisees.

The records will be signed and dated by both parties, with copies retained by both the supervisor and supervisee, and stored in accordance with the school's Records Management Policy.

9. Confidentiality and access

Employees will be made aware that in addition to themselves and their supervisor, others may access records, including the following:

- Senior managers
- Investigating officers
- Inspectors

The employee being discussed will be informed of this.

All records will be kept in accordance with the school's Records Management Policy.

Access to supervision records will be controlled in accordance with the school's Data Protection Policy, Staff Confidentiality Policy.

10. Storage and retention

The individual supervision agreement and the supervision records will be kept on the employee's file in a locked cabinet, as per the Data Protection Policy.

When an employee leaves the organisation, the records will be retained for two years after the member of staff has left and then shredded, as per the Records Management Policy.

Where a member of staff transfers within the school, for example, to another supervisor, their records will be provided to the new supervisor.

11. Monitoring and quality assurance

Monitoring arrangements involve regular discussion during supervision. The head teacher may request copies of supervision records as evidence of practice, and to use as a tool where there are developmental needs on behalf of the team manager.

Quality assurance arrangements involve the auditing of a random selection of supervision files on a six-monthly basis by the EYFS leader.

12. Complaints

Complaints will be dealt with as detailed in the Complaints Procedures Policy.

13. Monitoring and review

This policy will be reviewed annually by the Assistant Headteacher/EY Lead along with the governing board and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is January 2027.

Individual supervision agreement (ISA)

Supervisor	
Employee	
Expectations of supervision	
We expect employees to be supervised at no more than eight weekly intervals. The main areas of focus are: 1. To enable the supervisee to perform in the early years department to the standards specified. 2. To make sure that the employee is clear about their roles and responsibilities. 3. To ensure accountability for the employee's work. 4. To assist in the employee's personal and professional development. 5. To be a primary source of support for the employee. 6. To provide regular and constructive feedback to the employee on their performance. 7. To review the supervision contract	
Arrangements agreed for supervision	
Frequency	Once every half term
Length	Up to 60 minutes (minimum of 30 minutes)
Location	Dependent on supervisor allocated (staff member will be informed)
Recording of supervision	Via the template below
Purposes for which supervision can be used	• To discuss any issues they face, particular concerning children's development and wellbeing, and any child protection concerns. • To identify solutions to issues as they arise. • To receive coaching to improve their effectiveness. • To reflect on their experience and feelings about work. • To discuss support needs for any professional or personal problems. • To receive regular feedback about their performance.

	To agree and review SMART (specific, measurable, attainable, realistic and time bound) action plans linked to their role and development requirements.
Storage of supervision records	The individual supervision agreement and the supervision records will be kept on the employee's file in a locked cabinet, as per the Data Protection Policy.
How the agenda for sessions will be agreed	By the template below.
Interruptions will only be permitted if	There is an urgent safeguarding concern that requires a supervisor that is a DSL.
Procedure if information shared in supervision needs to be passed on	This is to be shared privately with the Headteacher.
By signing below, I confirm that I agree with the above expectations and arrangements for supervision.	
Supervisor signature	
Employee signature	

Supervision meeting record.

Name of supervisee:	Name of supervisor :	Date:	Number of key children:	
Progress on actions agreed from previous meeting:				
n/a				
Management: (resources, workload, targets, specific duties, time management)	Action:	When:	By whom:	
Support: (key person role including 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:	
Any other areas for discussion:				
Number of days sickness for current leave year:				
Date of next meeting:	Signed: (supervisee)	Signed: (Supervisor)		