

General Welfare Requirement: Suitable People

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

Employment

2.4 Supervision Policy

Policy Statement for St Joseph's Pre-school

Regular staff supervision meetings are an important part of maintaining high-quality early years practice and are a requirement of the Early Years Foundation Stage (EYFS). Supervision provides staff with dedicated time to discuss their role and responsibilities, wellbeing, performance, and any concerns relating to children, safeguarding, or practice within the setting. It also provides opportunities for staff to reflect on their experiences, receive support and regular feedback, and identify personal and professional development, learning, and career development needs. Effective supervision supports reflective practice, promotes consistency and accountability, and forms an important part of staff's continuous professional development (CPD), including the review and agreement of action plans linked to individual roles and development goals, helping to ensure that all children receive safe, inclusive, and high-quality care and education.

Supervision meetings are confidential and conducted in accordance with the setting's information sharing¹ and data protection² policies. They should foster a culture of mutual support, teamwork, and continuous improvement, while encouraging the appropriate and confidential discussion of sensitive issues. Supervision is compulsory for all staff and will take place at least four times per year.

The Treasury Administrator, although not an early years practitioner, will also have regular catch-up meetings throughout the year with their line manager to discuss their role, responsibilities, wellbeing, and professional support needs.

Procedures

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.

The supervision session must be:

- planned and the supervisee must be aware of the objectives;
- have dedicated time scheduled in an agreed location that is convenient for both the supervisor and supervisee;
- not be interrupted unless absolutely necessary.

During the sessions the supervisor and supervisee will draw up and work to a supervision agreement. The content and action points of each session will be recorded by the supervisor. The supervisee will receive a written copy of the supervision notes.

¹ Policy 1.5 Information sharing

² Policy 5.4 Data Protection

Definition of supervision within the performance management framework

Individual performance management within St Joseph's Pre-school involves three elements:

1. *Supervision* – a regular one to one meeting between the supervisor and the supervisee in order to meet organisational, professional and personal objectives.
2. *Appraisal* - an annual meeting (reviewed six monthly) where 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 year;
 - set measurable objectives and/or targets in line with their team objectives and/or targets for the coming year;
 - have the opportunity to identify learning and development to help the individual carry out his/her job better, both now and in the future.
3. *Learning and Development Planning* – this forms part of the appraisal process and aims to encourage the individual to identify and evaluate learning that has taken place during the previous year and plan for learning and development opportunities for the coming year. A six monthly review will be conducted to ensure that the plans are still relevant and up to date in accordance with any changes, eg. in job role.

The supervision process is a key part of the performance management framework and outlined above. Discussions held and recorded during supervision will form part of the appraisal process.

Learning and Development (Continuing Professional Development)

This function is to encourage and assist staff in reflecting on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

The learning and development function will be achieved through:

- helping supervisees identify their preferred learning styles and barriers to learning;
- assessing development needs and identifying learning opportunities;
- giving and receiving constructive feedback on performance; and
- encouraging to supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support (Personal Support)

The purpose of this aspect of supervision is to provide appropriate support to staff in carrying out their role within the setting. Working in early years can be both rewarding and emotionally demanding, and individual situations, incidents, or personal circumstances may at times impact a staff member's wellbeing. Supervision provides an opportunity for staff to reflect on their experiences, discuss any concerns or challenges, and receive appropriate support to help maintain their emotional wellbeing and professional effectiveness, in line with the setting's Staff Wellbeing Policy³.

This will be achieved through:

- creating a supportive and professional environment within supervision where trust, respect, and confidentiality are maintained;
- establishing clear boundaries between supervision support and counselling services;
- encouraging staff to reflect openly and appropriately on feelings and experiences relating to their role and responsibilities; and

³ Policy 2.6 Staff Wellbeing

- monitoring staff wellbeing and offering guidance or signposting to appropriate external support services where needed.

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 concerns and complaints about colleagues and others with whom they work;
- consulting and briefing staff on changes and developments that affect their area of work; and
- advocating between worker or team and other parts of the setting or with outside agencies.

Associated Policies and Procedures

- 1.5 Information Sharing
- 2.6 Staff Wellbeing
- 5.4 Data Protection

| Version Number | Author | Purpose of change | Date |
|----------------|-------------|--|---|
| 1.0 | K Coupe | New policy | September 2014 |
| 2.0 | K Coupe | Reviewed and version controlled | 07 November 2018 |
| 3.0 | A Hitchings | Reviewed and updated as necessary | 01 July 2021 Committee Meeting |
| 4.0 | K Coupe | Reviewed and updated • Inclusion of “Associated Policies and Procedures Section” as per EY Safeguarding Audit S175/157 | 14 January 2024 Committee Member (G Ind) |
| 5.0 | K Coupe | Reviewed and reworded. • amendment to policy title – inclusion of the word “Staff”; • inclusion of reference to the setting’s Staff Wellbeing policy; • acknowledgement of supervision meetings for the Treasury Administrator | 9 June 2026 Chair (A Hitchings) |