



Supervision Policy



1	Summary	Supervision Policy			
2	Responsible person	Margaret Dennis			
3	Accountable SLT member	Caroline knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight, Margaret Dennis and Governors			
6	Who has been consulted and recommended policy for approval	Senior Leaders			
7	Approved by and date	17.11.22			
8	Version number	3			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	17.11.22			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Introduction

- 1.1. Supervision provides an opportunity for all practitioners working within the nursery to have planned time to meet with the pre-nursery manager or a member of the SMT as required in the EYFS Framework.(March 2021)
- 1.2. *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.*
- 1.3. *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*
 - *receive coaching to improve their personal effectiveness*

2. Aim of the policy

- 2.1. The aim of the policy is to follow the requirements in the EYFS Framework and ensure that all practitioners have the opportunity to discuss the children they are working with, raise any issues and request training if needed in confidence.

3. Implementation of the policy

- 3.1. All practitioners will have planned meetings with the Pre-Nursery Manager or a member of the SMT.
During these meetings practitioners are encouraged to think about their key children, their training needs/development and the environment.
Form the discussions targets/next steps are written for the practitioners to work on, attend training, enhance an area of the provision(related to SIP) or make resources to use with the children.
Practitioners will discuss their key children and their development. The Pre-Nursery Manager will note down any issues/concerns raised during the supervision and next steps for the child.
The Pre-Nursery Manager will also take this opportunity to discuss any concerns regarding the practice of the practitioners in the setting. In some cases an additional support plan may be put into place that supports the



practitioner. Practitioners can also take this opportunity to discuss any personal matters that may need support through HR. The Pre-Nursery Manager can support with signposting to the relevant member of Venn who can offer support.

Practitioners are encouraged to speak about concerns as they arise and not just at their supervision meetings. Practitioners will be given a copy of their supervision paperwork.

Whole school approach

Initially supervisions are held between the practitioner and the Pre-Nursery Manager, these are held in private so that practitioners have the opportunity to discuss issues in confidence. From these meetings relevant trainings or requests for training can be sought. The SMT will then look at what training may need to be put not place for practitioners.

In the school all staff are encouraged to speak about issues with the SMT when needed. Two weekly meetings are held for all staff to pass on key messages and to bring up any concerns.

The EYFS Phase Leader meets with EYFS practitioners to provide in house training or arrange relevant training from outside agencies to continually support personal development.