



Rivertree Free School

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Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

EYFS Supervision Policy

Policy Status: Recommended

Review Cycle: Annually

Owner: Headteacher

Date: June 2026

Approved by: LGB

Date: June 2026

Review Date: June 2027

Introduction

The Early Years' Foundation Stage Statutory Framework places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. Clare Tickell's (June 2011) independent report of the review of the EYFS highlighted the role of supervision in improving practice and maintaining effective early years provision. Her recommendation for the implementation of sector-wide supervision, including childminders, underlined the need for support, performance management and continuous professional development, and this is specified within the revised EYFS. As we strive to improve outcomes for all children, 'safe' practices and the effective management of staff performance and well-being are of paramount importance. Comprehensive, inclusive policies and management systems for safeguarding practices must therefore include the supervision of all staff.

Context

As from September 2025, the Early Years Foundation Stage sets out a statutory requirement that all early years' settings have arrangements for staff supervision in place. This highlights the importance of good supervisory practice throughout the EYFS in the context of a supportive professional culture to ensure the highest standards of safeguarding for both children and staff.

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.

Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Aims of Supervision

Supervision meetings will help staff to:

- understand expectations.
- have the skills, knowledge, and behaviours to carry out their role
- be supported in their role and managed effectively.

Staff appraisals and probationary meetings for new staff, will continue to take place as a part of the school's performance management system and may incorporate some discussion points, that negate the need for a Supervisory Meeting alongside.

Functions of Supervision

The main functions are:

- **Management.** To manage staff performance; ensuring policies and procedures are understood and followed and that the supervisee understands their role and responsibilities. To assess the quality of the supervisee's work and to develop and monitor action plans/targets.
- **Support (health and wellbeing).** To provide support for the supervisee to carry out their role and reflect on the impact of their work upon them. To monitor the health of the supervisee.
- **Learning and Development.** To encourage reflective practice and development and encourage supervisees to access learning opportunities.

- Communication. To allow staff to raise any concerns and deal sensitively with these. To brief staff on any changes and developments that may affect their work.
- Safeguarding. To ensure staff are suitable to carry out their role and that they know how to follow whistle blowing procedures.
- To appreciate that children are vulnerable and may be at risk of harm.
- To encourage parents to be involved with the planning of their child's care and to welcome them into the classroom.

Successful Supervision should:

- Provide practitioners with a route through which to raise any professional queries.
- To discuss career progression including CPD.
- To clarify roles, responsibilities, and work tasks.
- To build the practitioner's confidence in supporting children's development.
- To fully support supervisees in their work, including monitoring of their health and helping them access occupational health if needed.
- Monitor how the supervisee's work reflects the school ethos and meets the standards expected. To give and receive constructive feedback on their performance.
- To ensure the supervisee is compliant with our Safeguarding and Supervision policies.

It should also be an opportunity for practitioners to:

- Raise any concerns that they might have about children in their care, and to receive support to help them.
- Deal with difficult or challenging situations at work.
- Promote the interests of children.
- Foster a culture of mutual support and teamwork.
- Facilitate continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Key responsibilities for Supervisors

- Sessions should be organised in advance, and arrangements will be changed only in exceptional circumstances.
- Meetings should be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
- Select an appropriate place for the meeting that is free from interruptions.
- Cover all the areas included within the supervision policy.
- Record the meeting accurately and provide a copy for the supervisee.
- Check any changes in the supervisee's suitability to work with Children since their last DBS or any reason or incapability to work with children.
- A written record will be made of information discussed.

Key messages for Supervisees

For everyone to gain the maximum benefit from supervision, it is essential supervisees:

- Prepare for each meeting by reviewing notes and thinking about the issues to discuss.
- Are ready to share their thoughts and ideas in the meeting.
- Talk openly about what has gone well and what has been challenging.

- Are prepared to plan and undertake training and other development activities as agreed with their supervisor.

Monitoring and Evaluation

Supervision practices will be quality assured in line with the monitoring and evaluation policy. Outcomes to be reported to governors/management committee