



**BILTON GRANGE**

PREPARATORY SCHOOL

**BILTON GRANGE EARLY YEARS SUPERVISION POLICY**

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January 2024

The Bilton Grange Supervision policy, relates to all staff who work with children in our Early Years departments (Reception and The Nest (3+)) and is based on guidance and statutory requirements found within the EYFS Welfare and Safeguarding requirements which state:

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
- receive coaching to improve their personal effectiveness

(EYFS, September 2023)

Bilton Grange believes that the overall quality of provision is enhanced and supported by all practitioners being part of an effective supervision programme, which works alongside our Professional Development Review programme, which is place for all staff.

## **Supervision**

Supervision should:

- 1 Enable staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness.
- 2 Be an individual meeting between a manager and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families
- 3 Be frequent – at Bilton Grange we deem termly meetings to be sufficient but both manager and staff member can ask for additional or more regular meetings if and when required.
- 4 Be in addition to regular staff appraisals and other opportunities for staff training.
- 5 Be recorded so that actions and outcomes can be reviewed on a regular basis.
- 6 Take place in a private comfortable space and be free from interruptions wherever possible.
- 7 Enable managers and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.

## **Purpose of this Policy**

1. To ensure that all staff working within Bilton Grange Early Years provide a safe and effective service which meets the needs of children and their families as well as best practice requirements as outlined in the Early Years Foundation Stage (September 2023).
2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.
3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.

4. Ensuring that decisions made are in the best interests of the children and meet national and local expectations, policies and procedures.

### **The Supervision Process**

Supervision is primarily a 1:1 meeting between a member of staff and their manager. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision. Generally, supervision of Form Teachers is carried out termly by the Assistant Head, Pre-Prep, whilst supervision for Teaching Assistants is carried out by both the Assistant Head and the Form Teacher.

The supervision process includes three main areas of activity:

### **1. Line management**

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, managers must evaluate practice and provide feedback and guidance to the employee.

Supervising managers should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

Managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities, and will be agreed in advance and recorded.

### **2. Supervision to support practice with key children**

Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and their families, managed in accordance with the Bilton Grange policies & procedures and that all decisions are fully recorded and where applicable added to children's records, learning journey's and assessments. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure best use of resources.

### **3. Learning and Development**

Effective supervision should support the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

Constructive feedback and observation of practice should be part of this learning process. Through discussion, an individual's learning needs will be assessed and addressed.

### **Example Supervision Questions**

Is there any training you have identified you require/would like to help you in your current role?

Key person role – Do you have any issues or concerns regarding children's development or well-being?

Can I do anything to help you with any issues regarding your key person role?

Is there anything hindering you supporting any individual children?

Have you any ideas about how you can improve or develop yourself/your childcare practice?

### **Resolving Difficulties**

When difficulties arise which cannot be resolved between the manager and the employee the formal procedures for grievances and disciplinary will apply. This may be applicable where

concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with the relevant policy and procedure.

### **Recording and Reviewing**

All matters discussed in supervision must be recorded. The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the employees work performance this must be recorded in the supervision record.

Agendas and discussions will be recorded on the supervision form and filed away in the employee's personnel file held by the Assistant Head Pre-Prep. The process and effectiveness of supervisions will be reviewed annually.

Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include OFSTED, ISI and Early Years Consultants.

### **Destruction of Supervision Records**

Supervision records will be retained and destroyed in line with the school's records retention policy.