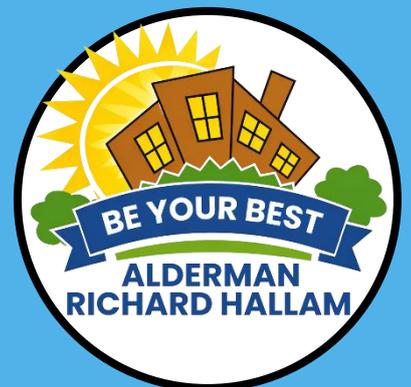


ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Supervision Policy



Supervision Policy

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Aims

At Alderman Richard Hallam Primary School, we feel it is vital that staff are enabled to develop their own practices and learning to allow for the best possible outcomes for children who attend our school. One of the key ways in which we do this is through supervision.

[Supervision is] a process in which one worker is given responsibility to work with another worker(s) in order to meet certain organisational, professional

and personal objectives. These objectives are competent, accountable performance, continuing professional development and personal support.

- Harries, 1987

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Supervision should cover four key areas:

1. Performance and accountability
2. Professional development
3. Support, care and wellbeing
4. Engaging the member of staff with the school

Supervision not only benefits staff and pupils but helps to improve our school's provision in the following ways:

- To enable line managers and leadership to find out about staff as individuals and enable them to see the larger scope of the provision and how they can contribute to it
- By creating an opportunity to respectfully challenge practice
- To manage performance and capabilities
- By reiterating provisional expectations and the culture of the setting
- To make sure children and their families receive the highest quality of care and service
- To improve communication and share responsibility
- To assist with staff retention
- To maximise the safeguarding of children

In line with Keeping Children Safe in Education (2025) and the Statutory Framework for the Early Years Foundation Stage (2024), all Designated Safeguarding Leads and Early Years members of staff will receive supervision on a regular basis. This supervision will take different forms for those in safeguarding and those in Early Years to ensure it is best targeted to the differing needs of the staff.

Other relevant legislation and documentation that the school has referred to in developing this policy and school practices are:

- Working Together to Safeguard Children (2023)
- Children Act 1989 and 2004
- Equality Act (2010)
- Data Protection Act (2018)
- General Data Protection Regulations (2018)

Types of Supervision

Supervision can be delivered both internally and externally. Our Safeguarding Team will have the option to access external supervision if they wish.

Alderman Richard Hallam Primary School offers the following types of internal supervision:

One-to-One Supervision

This supervision should be given in a one-to-one environment where there is clear seniority, in terms of experience, between the supervisor and the supervisee. Supervision is led by the most experienced person within the structure e.g. Designated Safeguarding Lead to Nominated Deputy.

A clear agenda will be followed for the meeting (see Appendix 3 for safeguarding supervision and appendix 5 for EUFS supervision). A record of the meeting and a follow-up email will then be sent with any required actions.

The supervisor should take responsibility for ensuring that any agreed actions are undertaken by the supervisee or, in the event of escalation of a case in safeguarding being required, they should undertake direct action themselves. These are summarised in a summary email following the supervision session.

This form of supervision will take place at a minimum on a half-termly basis but more frequent sessions may be requested.

Group Supervision

The purpose of this supervision is to discuss common themes or issues that may arise within a team. ARH ensures that appropriate guidelines on confidentiality are followed and individual information on children is not taken outside of school. This follows the expectations of the Data Protection Act and the General Data Protection Regulations 2018

Integrated Supervision

This form of supervision is used for our EYFS staff. It combines one-to-one, peer and group supervision and our tailored EYFS CPD programme.

Supervision meetings for the EYFS team will be led by Holli Elverstone (Assistant Headteacher).

Roles and Responsibilities

Supervisor

Supervision is only effective and positive for individuals and the school if it is carried out by the 'right' person. Supervisors should be competent and have received supervision training for one-to-one or group supervision sessions, whether external training or by shadowing a more experienced supervisor. They need to be clear about their role and responsibilities and on where to access additional advice when they need it.

The supervisor should:

- Complete a supervision agreement with the individuals attending either one-to-one or group supervision in advance of the first supervision session each academic year.
- Come to the session prepared.
- Provide the supervisee with their complete, uninterrupted focus.
- Deliver supervision, not counselling or performance management.
- Ensure matters discussed are kept confidential, except where children are at risk of harm.
- Maintain confidential records from supervision sessions.
- Follow the school policy.

Supervisee

Supervision is a two-way process and requires that the supervisee is committed to learning from their past experiences and developing their own practices.

The supervisee should:

- Come to the session prepared.
- Be open to support, development and challenge.
- Be open and honest about worries and issues.
- Acknowledge strengths and areas for development.

Safeguarding Supervision

We believe it is vital that staff receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk.

Safeguarding supervision will comprise of either one-to-one supervision sessions or group supervision sessions, dependent upon caseload. The form of supervision will be agreed with each Deputy DSL at the beginning of the academic year. DSLs also have the opportunity to access external supervision if they wish.

One-to-one supervision will be offered for Deputy Designated Safeguarding Leads in the school who regularly have 4 or more active cases and where they do not choose to access external supervision.

Group supervision will be offered to Deputy Designated Safeguarding Leads with fewer than 4 active cases who are not accessing external supervision; this form of safeguarding supervision should be shared between a number of members of staff of the same designation. Our lead DSLs will act as the supervisors for these sessions.

Where a Deputy DSL's case load alters across the year, a decision may be made to change the format of their supervision sessions.

The school's DSL will have the offer of external supervision sessions.

Any member of school staff who is involved with a significant safeguarding concern may request supervision if they feel this would be beneficial.

Professional Confidentiality

The confidential nature of child protection cases is clearly set out by the LSCPB. In the process of supervision, confidentiality is maintained for the protection and safeguarding of

the child. At Alderman Richard Hallam Primary School, individual case discussion only occurs in agreed supervision sessions and between agreed members of staff. Supervisors and supervisees do not have case discussion with other members of staff or family members/partners. If either the supervisor or supervisee feels it is necessary and in the best interests of the child to seek further advice and support, then this is firstly sought by the child's social worker (if applicable) or by contacting Leicester Children's Advice, Support and Prevention Team (CASP). The supervision record will explicitly state whether the supervisor or supervisee is responsible for this escalation. A record of this will be added to the child's CPOMS file.

Record Keeping

The supervisors will keep a record of when supervision takes place, whether one-to-one or in a group. If there are any follow up actions required, or further learning opportunities to be shared, the supervisor will email the supervisee following the meeting.

Any discussions or actions about children during safeguarding supervision sessions should be recorded on the child's CPOMS file. This should be recorded by the supervisee unless explicitly stated otherwise in the email. It is vital that details about children within the follow-up emails are anonymised (use of initials only).

Any concerns about staff should be added to their files in line with our school Safeguarding Policy and Low-Level Concerns Policy.

All records will be kept in line with our school Data Protection Policy.

EYFS Supervision

Alderman Richard Hallam Primary School aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality of the learning and development experiences they offer for children. The Early Years Foundation Stage statutory framework (Sept 2021) states that supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or wellbeing;
- Identify solutions to address issues as they arise; and
- Receive support, coaching and training to improve their personal effectiveness.

Integrated supervision will be used for all staff in our EYFS to achieve these aims and supervisory functions may also be carried out through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision. Individual supervision sessions will be led by H Elverstone – Assistant Headteacher) and will take place on a half-termly basis for all staff in the EYFS (including/excluding ECTs).

To enable us to fulfil our supervision responsibilities in the EYFS, the school will ensure that the following takes place:

- That staff have time within their own classes daily to discuss the children they are working with. Attainment, next steps, achievements, wellbeing and development are to be continuously discussed between the teacher and support staff.

- Weekly phase meetings take place during PPA and PDM staff meetings and during half-termly moderation meetings to allow for peer supervision.
- Termly pupil progress meetings take place for teaching staff with a member of SLT to discuss children's development and wellbeing and identify any required training opportunities.
- A tailored PDM programme is created for EYFS staff which is based on the needs of the staff and on any issues or needs that arise during the above sessions or from other staff feedback.
- Year meetings during PPA will inform planning and any actions that need to be taken, including adapting the learning environment or learning for specific children.
- Performance management initially identifies any gaps or further training required by staff with phase meetings used to identify trends or other training requirements. PDM meetings offer further opportunities where all staff are invited or required to attend. These meetings offer training on any needs that have been identified or to share training undertaken by staff.
- Peer working opportunities are also given for staff to spend time observing each other to help develop their skills.

Supervision Meeting Agenda for EYFS (see Appendix 5)

- Review of previous actions – Discuss the progress on actions agreed upon in the previous session.
- Children's development and learning – Share observations and assessments, discuss progress and plan next steps.
- Safeguarding – Update and address any safeguarding concerns or policy changes.
- Professional development – Discuss training attended and identify future training needs and opportunities.
- Reflective practice – Reflect on recent practice including both successes and challenges
- Performance management – Review and set objectives and provide feedback.
- Support and wellbeing – Check in on personal wellbeing and discuss support needed
- Collaboration and teamwork – Discuss teamwork and ways to enhance collaboration.

Record Keeping

Due to the varied nature of our EYFS integrated supervision programme, record keeping is adapted to suit the different forms of supervision.

Teachers will have a data overview created for Pupil Progress meetings with records for children kept on Provision Map. Alongside this, records of tailored PDMs and CPD logs will be kept for all staff. If there are any follow up actions required from supervision meetings, or further learning opportunities to be shared, the supervisor will email the supervisee following the meeting.

Monitoring and Review

The process and effectiveness of supervision will be reviewed annually with supervision strategies being adapted as and when needed. This will be conducted by the school DSLs in liaison with all supervisees.

This policy will be reviewed on an annual basis from this process.

Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Data Protection Policy
- Low Level Concerns Policy
- Mental Health and Emotional Wellbeing Policy - Staff
- Safeguarding Policy

APPENDIX 1: Safeguarding Supervision Agreement

Safeguarding Supervision Agreement

Name of Supervisee(s)	
Name of Supervisor	
School	
Date completed	
Term	
Date of review	
Location of supervision meetings	

Supervision will be given and received in line with the school's Supervision Policy. The below outlines what each of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a basis and neither of us will cancel these unless there is an urgent reason to do so.
- Supervisions will start promptly and will finish after an hour or when we have had time to discuss all issues.
- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.
- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Line Manager or other agencies if necessary (e.g. Social Care).
- We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.
- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.

How will the supervisor/supervisee raise concerns about the other party?	
How will safeguarding or child protection concerns be managed?	

Supervisor Signature		Date
Supervisee Signature		Date

APPENDIX 2: Safeguarding Supervision Cycle Questions

Key questions for each stage of the Supervision Cycle

(Based on the Supervision Cycle developed by Tony Morrison)

Experience	Reflection
<ul style="list-style-type: none"> • What happened before the event/incident? • What happened? • What happened after the event/incident? • What did you do/say/hear/experience? • What did you expect to happen? • Was anything unusual, or a surprise to you? • What did you try? • What did you notice about the child/yourself/a colleague? • Who else was involved/present? • What were your reactions/the child's reactions/your colleague reactions? 	<ul style="list-style-type: none"> • How did you feel before the incident/event? • How did you feel when it was happening? • How do you feel about it now? • Have you made any assumptions? • Does it remind you of anything you've encountered like this before? • Did your feelings change over time? • Did you feel comfortable with that? Uncomfortable? • How did that make you feel?
Analysis	Action Plans
<ul style="list-style-type: none"> • What went well and why? • What are you still concerned about and why? • How do you think others were feeling and why? • How did your view of things change over time? What caused this change? • Do we still have any questions that are unanswered? • Did your assumptions impact what happened? • Would things have been different if the child/family/colleague had been a different ethnicity/background? • What could you have done instead? • How could you have approached the situation differently? • What could help you to understand what happened? • What were the expectations of your role in this situation? 	<ul style="list-style-type: none"> • What needs to happen next? • What is the ideal outcome for this child/family/colleague? • What actions are urgent? • What actions would be useful but are not urgent? • What are you responsible for? • Who else needs to be involved? • What do you feel confident in? • What other support do you need? • What can you do to prepare for further action? • What strategies/ideas are you going to use next?

APPENDIX 3: Safeguarding Supervision Template

Safeguarding Supervision	
Name:	
Supervisor:	
Date:	

Summary of actions from last supervision:
<i>Include progress on actions and any outstanding actions</i>

Supervision Cycle – discuss a current or previous case	
Experience	
Reflection	
Analysis	
Action Plans	

Professional Development
<i>Training attended or required:</i>

Support and Wellbeing

Agreed actions	
Action Required	Staff member responsible

Supervisor's signature: _____ Date: _____

Supervisee's signature: _____ Date: _____

APPENDIX 4: EYFS Supervision Agreement

Staff

SUPERVISION agreement 24-25

Staff supervision and appraisals will be held in accordance with the Supervision Policy.

The purpose of this supervision agreement is to:

- Ensure the safety and well-being of children.
- Provide professional support and development for staff.
- Monitor and enhance the quality of teaching and learning.
- Facilitate reflective practice and continuous improvement.

Arrangements for Meetings

Supervision meetings will be held every term, or more regularly at the employee's request. Meetings will be conducted during lunch breaks or after the school day and will count towards the employee's disaggregated hours.

Each meeting will last around 30 minutes.

Meetings should be held in a private space. It is the supervisors responsibility to locate a suitable room and ensure it is available.

Recording of meetings

The supervisor is responsible for recording all supervision meeting notes. The notes should accurately reflect the nature of discussions and contain all relevant information. The employee may request that information is not included in the notes.

A copy of the notes will be made available to the employee following the meeting. A copy of the meeting notes will be kept securely by the supervisors as per the schools policy.

Confidentiality

The content of supervision meetings will be confidential to the two people's concerned, except where either person needs to discuss this with other members of the Senior Leadership Team where there are safeguarding concerns or legal obligations. If this is the supervisor, the employee will be informed of this. All notes would be available at the Headteachers request.

Equalities

We recognise that discrimination against people on grounds of race, gender, disability, age, sexual orientation, religions or beliefs can exist in overt, covert and unintentional forms. We agree that anti-discriminatory practice should be promoted through the supervision process by addressing issues positively, openly and with sensitivity.



Content of Meetings

Regular items for supervision meetings will be:

- Notes and actions of previous meeting
- Children's progress
- Organisational/ legalisation updates
- Health and wellbeing of staff member
- Training needs
- Positive achievements
- Disclosures
- Any other business

The employee will be responsible for advising the supervisor in advance of any items he/she wishes to discuss at the meeting, under any of these headings, for inclusion on the agenda. The supervisor will prepare the agenda and send it to the employee at least one day ahead of each supervision meeting.

Responsibilities

Supervisor:

- Prepare for each supervision session.
- Create a safe, confidential, and supportive environment.
- Provide constructive feedback and professional guidance.
- Assist in identifying training and development opportunities.
- Address any safeguarding concerns promptly.
- Document and follow up on agreed actions.

Employee:

- Attend supervision sessions as scheduled.
- Prepare any necessary documents or reflections beforehand.
- Engage in open and honest communication.
- Actively participate in reflective practice.
- Implement agreed actions and seek support if needed.
- Raise any concerns or issues impacting their role.

Name of Staff Member

Job Title

Supervisor's Signature:.....

Date:.....

Staff Member's Signature:.....

Date:.....



APPENDIX 5: EYFS Supervision Template

Staff

SUPERVISION

Date: _____

Name: _____ Supervisor: _____

<p>Summary of Actions from Last Supervision: Progress on Actions: Any Outstanding Actions:</p>	
<p>Children's Development and Learning Observation and Assessment Updates: Progress of Key Children: Any Concerns or Highlights: Planning for Next Steps:</p>	
<p>Safeguarding Updates on Safeguarding Concerns: Training or Policy Updates: Any Referrals Made or Needed: Staff Understanding and Adherence to Policies:</p>	
<p>Professional Development Training Attended Since Last Supervision: Impact of Training on Practice: Identified Training Needs: Opportunities for Further Development: Reflective Practice</p>	

<p>Support and Well-being</p> <p>Personal Well-being Check-in: Support Required: Work-Life Balance: Access to Resources and Support Services:</p>	
<p>Collaboration and Teamwork</p> <p>Feedback from Peer Observations: Participation in Team Meetings: Contribution to Team Goals: Ideas for Enhancing Team Collaboration</p>	
<p>Performance Management</p> <p>Review of Objectives Set: Achievements Since Last Supervision: Areas Needing Improvement: New Objectives Set:</p>	
<p>Agreed Actions:</p> <p>Additional Notes:</p>	



Supervisor's Signature:.....

Date:.....

Staff Member's Signature:.....

Date:.....