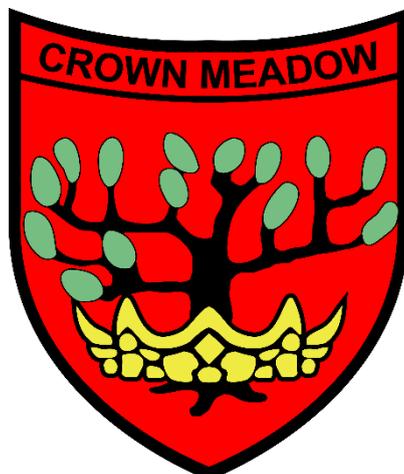


Crown Meadow First School and Nursery



Supervision Policy

September 2025

This policy is reviewed at least annually by the governing body and SLT and was

Last reviewed on Date: September 2025

Next Review Date: September 2026

Print Name:

Signature(*Chair of Governors*)

Print Name: Hilary Allan

Signature: (*Head Teacher*)

1. Policy Statement

At Crown Meadow First School and Nursery (CMFS), we are committed to supporting the wellbeing, effectiveness and professional development of staff through structured and reflective supervision. Supervision provides a formal opportunity for staff to reflect on their practice, receive support and raise concerns in a safe and supportive environment. It contributes to a culture of openness, safeguarding, professional accountability and continuous improvement.

We recognise that some roles at CMFS are more isolating and intensive and therefore, steer supervision to specific roles with any staff member being able to request personal supervision.

This policy outlines the school's approach to supervision, including statutory requirements for Early Years Foundation Stage (EYFS) staff and good practice for other staff in key roles.

2. Aims of Supervision

Supervision in our school aims to:

- Support staff wellbeing and workload management
- Improve practice through reflection and coaching
- Enhance safeguarding and child protection practices
- Promote professional development
- Ensure consistent communication between staff and leadership
- Live the vision for CMFS.

3. General Principles of Supervision

- **Frequency:** At least **once every half term** (approximately every 6–8 weeks), or more often where appropriate.
- **Format:** One-to-one, face-to-face sessions using a structured format, with space for open discussion.
- **Recording:** Notes of supervision sessions will be made using a standard supervision form and stored securely. Actions and targets will be the next session.
- **Confidentiality:** Sessions are confidential, except where safeguarding concerns or professional standards are involved.

4. Early Years Foundation Stage Staff Supervision (Statutory Requirement)

Purpose

In line with the **Early Years Foundation Stage (EYFS) Statutory Framework 2025**, supervision is a legal requirement for all staff working directly with children and families in EYFS.

Supervision Must:

- Foster a culture of support, coaching, and continuous development
- Ensure the well-being of children is central to discussion
- Ensure a robust safeguarding culture
- Support staff in reflecting on children's development and learning
- Identify and act on training needs

Who is Supervised:

- All EYFS staff, including Nursery Nurses, Early Years Teachers and Teaching Assistants.

Who Supervises:

- The EYFS Leader or a designated member of SLT with oversight of Early Years Foundation Stage provision.

Key Areas of Focus:

- Child development and individual key children
- Our safeguarding culture
- Reflective practice and curriculum delivery
- Professional development needs
- Staff wellbeing and team dynamics

5. Supervision for Senior Leadership Team (SLT)**Purpose**

To support reflective leadership, strategic planning, accountability and personal resilience.

Who is Supervised:

- Deputy Headteachers
- Assistant Headteachers
- Other roles as specific to SLT or SMT such as Phase Leaders

Who Supervises:

- The Headteacher or a delegated member of the SLT, nominated by the Headteacher.

Focus Areas:

- Strategic planning and leadership challenges
- Staff management and team effectiveness
- Safeguarding oversight
- Professional goals and leadership development
- Emotional resilience and workload

6. Supervision for Staff in Challenging Roles**Purpose**

To support staff exposed to high emotional demands or vulnerable pupil groups, including those working in:

- Behaviour support roles
- Pupil premium intervention roles
- SEMH or nurture provision
- One-to-one support for high-needs pupils

Who is Supervised:

- Pastoral staff

- Learning mentors
- Teaching Assistants, Higher Level Teaching Assistants or Teachers working with high-need individuals or groups

Who Supervises:

- An external supervisor, Line Manager, Inclusion Lead / SENCO or other person as nominated by the Headteacher.

Focus Areas:

- Managing pupil behaviour and emotional needs
- Staff wellbeing and emotional impact
- Personal development and resilience strategies
- Safeguarding and risk
- Reviewing support strategies and outcomes

7. Supervision for the Designated Safeguarding Lead (DSL)

Purpose

To provide professional, confidential support to the DSL (and Deputy DSLs), due to the nature and intensity of safeguarding responsibilities.

Who is Supervised:

- DSL
- Deputy DSLs
- Any other person as nominated by the Headteacher who is connected to a significant case/incident.

Who Supervises:

- Headteacher or external safeguarding consultant (where appropriate)

Focus Areas:

- Case management and decision-making
- Emotional wellbeing and impact of the role
- Compliance with statutory responsibilities
- Reflective practice and continual learning
- Managing multi-agency relationships

Frequency:

- At least half-termly; more frequent if required due to caseload

8. Roles and Responsibilities, including Recording

All internal supervision will follow the format as specified in **Appendix A**.

All supervisors will complete a word document version on Appendix A as a live record of the conversation overview. This will be stored in SMT, staffing – in the staff members individual folder.

The supervisor will complete the spreadsheet in SMT entitled 'supervision scheduling', noting the date (colour blocking green when the supervision has taken place) and scheduling the next date, including cover.

Role	Responsibilities
Headteacher	Ensure implementation of policy; supervise SLT; ensure DSL supervision occurs
Supervisors	Plan, lead and record supervision; follow up actions; maintain confidentiality
Supervisees	Engage actively in the process; raise concerns; reflect on practice and progress
Governors (Safeguarding Lead)	Ensure oversight of supervision arrangements, particularly for DSL and safeguarding

9. Confidentiality and Safeguarding

While supervision sessions are confidential, any safeguarding concerns or breaches of professional standards discussed must be escalated according to the school's safeguarding and whistleblowing policies.

10. Monitoring and Review

The Headteacher will monitor the quality and consistency of supervision across the school. This policy will be reviewed annually and updated to reflect any changes in statutory guidance or school priorities.

Appendix A - Supervision Record Template

Staff Member being Supervised:	
Role:	
Supervisor Role:	
Date and Time:	

Q1: Experience — What is currently happening?

(Context, chronology, concerns — 6 minutes of uninterrupted supervisee speaking)

Notes from Supervisee (Uninterrupted Sharing):	
Focus Area Identified for Further Exploration:	

Q2: Scaling — Emotions During the Experience (1 to 5)

(1 = very negative / stressed, 5 = very positive / confident)

Stage	Scale (1–5)	Notes / Feelings
At beginning of intervention		
During intervention		
After intervention		
Now (reflecting back)		

Supervisor's Reflections and Questions (Analysis & Clarification)

(Use open, reflective prompts)

Q: I was wondering if...	
Q: Why might...	
Q: What if...	

Q3: Next Steps and Agreed Actions

Timeframe	Actions / Support Needed	Person Responsible
Immediate		
In the next few days		
In the next few months		