



Approved by Governing Body:	May 2023
Next review due:	May 2026

## **Induction and Supervision Policy**

The daily experience of children in Early Years' settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. The Forest Federation of schools will ensure that all staff receive induction training to help them understand their roles and responsibilities.

### **Staff Induction**

Induction training for staff will include the following:

- Safeguarding and Child Protection;
  - help in understanding roles and responsibilities;
- Information about Emergency Evacuation Procedures;
- Information on the Federation Equality Policy;
- Health and Safety issues.

### **Supervision**

The Forest Federation of schools aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children. The Early Years Foundation Stage (EYFS) Welfare Requirements, April 2017 states: 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; and receive coaching to improve their personal effectiveness.

Supervision is an individual meeting between a school leader and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families. Supervision applies to all Early Years staff at The Forest Federation of schools. The supervision process is in addition to regular staff appraisals and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables school leaders and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice which is part of safeguarding; placing the child at the centre.

Purpose of this Policy:

1. To ensure that all staff working within The Forest Federation of schools' 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.
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 a school leader (typically the Early Years Lead). 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. 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, leaders must evaluate practice and provide feedback and guidance to the employee. Leaders conducting supervisions 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. Leaders 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 Forest Federation's Early Years policies & procedures and that all decisions are fully recorded and where applicable added to children's records, learning journeys 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.

### Ensuring effective supervision

Supervision sessions should be clearly focused. Leaders and employees must prepare for supervision sessions. Supervision sessions are held regularly, based on the experience of the staff (termly as a minimum). When supervision is held less frequently the reasons for this should be recorded.

Supervision meetings should take place in a comfortable, private place, without interruptions. Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during the appraisal.

### Resolving Difficulties

When difficulties arise which cannot be resolved between the leader 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 records.

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, Federation governors and LA Early Years Advisors.

### **Destruction of Supervision Records**

When an employee leaves the setting, the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

### **Peer Observations**

We actively encourage staff to observe their peers in Early Years. We would encourage staff to do this on a regular basis as part of their CPD and aim for between one and three observations per academic year. Staff complete a 'light touch' observation feedback form which invites comments on positive aspects of what was seen, something that could be improved and something staff would like to implement in their own teaching.

The Forest Federation  
EYFS Supervision Meeting Record



Name of Supervisee	
Name of Supervisor	
Date	

	Discussion Points	Actions	When and By Whom
Progress on actions from previous meeting			
<b>Management</b> (resources, workload, targets, specific duties, time management)			
<b>Support</b> (key person role, designated person role, work/life balance and wellbeing, observation, assessment and planning, evaluation, safeguarding)			
<b>Mediation</b> (worker relationships, safeguarding, work with other agencies, working with parents)			
<b>Development needs</b> (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, training needs)			
Any other areas for discussion			