



LLOYD WILLIAMSON
FOUNDATION

The Lloyd Williamson Schools Foundation

Early Years Supervision Policy

Introduction:

We believe in the importance of welfare and safeguarding standards. We believe that regular staff supervision will improve outcomes for all children and families, as well as support the effective management of staff performance in key areas including development of skills, mental health and wellbeing. In supervision, we aim to provide staff with encouragement, support and appropriate challenge necessary for their development of skills.

Context:

Early Years Management will timetable one 30-minute session per half term for all members of the team. This should be scheduled in advance so staff can prepare for their session. Staff can agree an agenda for their meeting at the start but should be encouraged to prepare beforehand by bringing specific issues to explore.

Purpose:

1. To increase confidence, and develop skills and insight when working with children and parents
2. To maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgmental style
3. To provide a safe, reflective space that encourages mutual interaction to explore issues and dilemmas experienced by staff members in their work
4. To reduce stress-related absences, and increase confidence in dealing with complex dilemmas
5. To ensure organisational and staff accountability and development, and to promoting reflective, creative, ethical, and safe practice
6. To promote clarity about roles and responsibilities, so that practice is consistent with the setting's values, policies, procedures and quality standards
7. To identify and review personal development needs and action points for staff that relate to their roles and the needs of the setting
8. To model positive interaction which can be transferred to other working relationships

What does this look like in practice?

- Each member of staff will have a supervisor – this will usually be the member of the leadership team.
- Supervision will be face-to-face, and take place in a confidential setting, free from disturbance.

- Supervision will be on a half termly basis – but the frequency may change depending on circumstances, such as complex child protection issues – and supervision sessions will last approximately 30 minutes.
- Supervisors will establish a shared view of supervision, including ways in which staff members have felt supported in the past and what they have found useful/less useful.
- An agreed Staff Supervision Record form will be used for discussion points and decisions made. These will form the basis of record notes to be shared with the supervisee and stored by the Supervisor. Safeguarding decisions will be clearly stated and will be recorded in the child's individual file by the staff member/key person.
- The Supervision Record will be printed/emailed for the supervisee at the end of the session. Both parties, before a final sign off, will agree notes.
- At the next supervision session, both parties will formally agree the notes of the previous meeting, and this agreement will be recorded in the next meeting notes.
- During every supervision meeting, both supervisor and supervisee will make a note of decisions made and actions required, and these actions are formally agreed at the end of the meeting.
- Supervision notes/records will be stored securely in individual staff records, and be kept for one year after a member of staff leaves the setting.

Roles and responsibilities

Supervisors will aim to:

- Ensure that staff members receive the appropriate amount and regularity of supervision. This may vary according to roles and hours worked.
- Avoid postponing supervision sessions. Where cancellation is unavoidable, it is the responsibility of the supervisor to arrange an alternative time as near as possible to the original time.
- Arrange a suitably private venue free from disturbances. Be prepared to challenge and to give and receive constructive feedback.

Supervisees will aim to:

- Value the importance of supervision and contribute to an effective process by taking joint responsibility for the agenda.
- Actively contribute to supervision meetings.
- Act on decisions made in supervision.
- Be open to challenge and to receive and give constructive feedback.

Training and Development Supervision training will be completed by all supervisors – to be given by Co-Principal (Dip in Clinical Supervision).

Supervision of supervision

Once per half term and 1:1.

Example Session:

1. **Welcome:** How staff member is generally, what's been happening or pre-occupying the staff member – an easing into supervision.
2. **Review of last supervision session.**
3. **Main responsibilities:** This relates to day-to-day work and priorities and should provide opportunities to discuss successes and challenges. This area will take up a substantial portion of each session as it provides an opportunity to discuss specific work with children and families and practice development.
4. **Relationships:** with staff members, children and families and other work contacts.
5. **Overall context of work:** discussion about development, planning, progress and any support required. Meetings: this relates to preparation and review of meetings held with parents. Health, welfare and safety: this includes general health and safety issues, as well as welfare issues which could include issues around stress, race, disability, sexuality, gender, religion and age. Attendance and time-keeping can be discussed here.
6. **Personal Development:** includes discussion of activities that will help/have helped the supervisee to develop themselves into their role and work. This may include working with colleagues.
7. **Action points to be agreed.**
8. **Ending:** this is about establishing how a staff member feels at the end of supervision and an ongoing opportunity for the staff member to constructively feedback any issues raised. Staff members are

encouraged to make reasonable and realistic suggestions about how their supervisor could support them better.

Lucy Meyer
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