



Water Orton Primary School

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.

Water Orton Primary 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 Water Orton Primary Equality Policy;
- Health and Safety issues.

Supervision

Water Orton Primary 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 manager 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 EYFS staff at Water Orton Primary School

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 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 Water Orton Primary 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 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.

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 Water Orton Primary'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. Managers and employees must prepare for supervision sessions. Supervision sessions are held twice yearly plus one performance management meeting. 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. 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.

Example Supervision Questions

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

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

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.

Where issues about staff well-being are raised staff will be referred to the school mental health lead or to the Warwickshire well-being service.

Where issues about safeguarding are raised staff will be referred to a Designated Safeguarding Lead.

Where issues related to SEND are raised staff will be referred to the SENDCo or intervention manager.

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, ISI and Early Years Consultants.

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 other areas of the Early Years. This includes Water Orton Team members visiting and observing practice in Treehouse (an independent pre- school provision) and Reception and visa versa. Would encourage staff to do this on a regular basis as part of their CPD.

Policy written Autumn 2024

Next review Autumn 2027

Appendix 1

Supervision meeting record

Supervision Date		
Practitioner		
Supervisor		
Practitioner role		
Wellbeing Check-in		
Discussion focused on: <ul style="list-style-type: none">Physical health in relation to the job roles and responsibilitiesWellbeing and mental healthStrategies to support wellbeing.Signposting to other services as appropriate		
Agreed actions		
Actions from Previous Meeting		Next Steps
1		
2		
3		
Discussion around Roles and Responsibilities		
Discussion focused on: <ul style="list-style-type: none">Self-reflectionCelebration of practice – what is working well and why.ConcernsChild development of key children/other children in the roomRoom organisationSafeguarding		
Actions Agreed		
Discussion around Professional Practice		
<ul style="list-style-type: none">Self-reflectionLinks to Staff Code of ConductWorking relationshipsParent partnershipConcerns		
Actions Agreed		

Discussion around Professional Development	
<ul style="list-style-type: none">• Professional development undertaken.• Development needs identified.• Training activities suggested.	
Actions Agreed	

SIGNITURES

DATE OF NEXT MEETING