GISBURN ROAD C.P. SCHOOL

BARNOLDSWICK

STAFF SUPERVISION POLICY

DATE AGREED: OCTOBER 2026

REVIEW DATE: OCTOBER 2028

Staff Supervision Policy

1. Introduction

At Gisburn Road Community Primary School, we recognise that effective supervision is an important part of supporting staff, maintaining high standards of professional practice and safeguarding children.

Supervision provides staff with protected time to reflect on their work, discuss issues and concerns, consider the impact of their work, identify solutions and develop their professional practice. It also provides leaders with an opportunity to support staff wellbeing, identify training and development needs and ensure that appropriate safeguarding arrangements are understood and followed.

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Low-Level Concerns Policy
- Managing Allegations Against Staff Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Staff Wellbeing Policy
- Appraisal and Performance Management arrangements
- Data Protection and Information Security arrangements

This policy has regard to the **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers (September 2026)**, **Keeping Children Safe in Education 2026**, **Working Together to Safeguard Children 2026** and other relevant statutory guidance.

The current EYFS framework requires appropriate arrangements for the supervision, support and monitoring of staff.

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2. Purpose of Supervision

The purpose of supervision is to provide a regular, planned and supportive opportunity for staff and their supervisors to:

- reflect on professional practice;
- discuss issues, concerns or difficulties;
- identify solutions and agree appropriate actions;
- consider the needs, development, wellbeing and safety of children;
- explore the impact of working with children and families;
- discuss workload and professional wellbeing;
- identify training, support and development needs;
- develop knowledge, skills and professional confidence;
- consider the application of school policies and procedures;
- recognise successful practice and achievements;
- identify and address barriers to effective practice;
- support a culture in which staff feel able to challenge poor practice; and
- ensure that safeguarding remains central to professional practice.

Supervision is intended to be a constructive process which combines **support, reflection, professional challenge and development**.

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3. Supervision for EYFS Staff

The EYFS Statutory Framework applies to the school's Reception and other early years provision.

The school will ensure that appropriate arrangements are in place for the **supervision, support and monitoring of EYFS staff**.

Supervision will provide opportunities for EYFS staff to:

- discuss issues, particularly those relating to children's development, learning, welfare or wellbeing;
- identify solutions to issues as they arise;
- receive coaching and support to improve personal effectiveness;
- reflect on their practice;
- discuss safeguarding and child protection where appropriate; and
- identify training and development needs.

The school recognises that effective supervision is an important part of ensuring that children receive safe, high-quality provision.

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4. Supervision for Other Staff

Although the specific EYFS requirements apply to staff working within the EYFS, Gisburn Road Community Primary School recognises that effective supervision is valuable for staff across the whole school.

The school therefore provides supervision for staff whose roles involve responsibility for children, families or pastoral and safeguarding work.

This includes teaching staff, teaching assistants, welfare staff, members of the safeguarding team and other appropriate members of staff.

All members of staff may request additional supervision where they feel that they require support to discuss a professional, safeguarding, wellbeing or workload issue.

Leaders may also identify that additional supervision is required, for example where:

- a member of staff is new to their role;
- a member of staff is working with particularly complex needs;
- a member of staff is dealing with challenging safeguarding or pastoral circumstances;
- a significant incident has occurred;
- a staff member's wellbeing may be affected by their role;
- there are concerns about practice;
- additional support or coaching is required; or
- a member of staff requests additional support.

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5. Supervision and Safeguarding

Supervision is one part of the school's wider safeguarding arrangements.

Supervision does not replace the requirement for staff to report safeguarding concerns immediately.

All staff must act immediately where they have a concern about the safety or welfare of a child. Concerns must be reported without delay to the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with the school's Child Protection and Safeguarding Policy.

Staff must **not wait for a supervision meeting** to raise a safeguarding concern.

Similarly, concerns about the behaviour or conduct of an adult working in school must be reported in accordance with the school's procedures for managing allegations and low-level concerns. This includes concerns about staff, supply staff, volunteers, contractors and other adults working in or visiting the school.

Where appropriate, supervision may subsequently provide an opportunity for professional reflection, support and learning following a safeguarding incident or concern.

KCSIE 2026 makes clear that safeguarding concerns should be acted upon without delay and that concerns about adults, including low-level concerns, must be managed through the school's safeguarding procedures.

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6. What is Supervision?

Supervision is a regular, planned and accountable two-way process between a supervisor and supervisee.

It provides protected time away from the immediate demands of the working environment to discuss professional practice, responsibilities, workload, wellbeing, concerns and development.

Effective supervision should provide an appropriate balance between:

- **support** – recognising the demands of the role and supporting staff wellbeing;
- **reflection** – considering what is working well and what could be improved;
- **challenge** – appropriately questioning practice where necessary;
- **development** – identifying learning and professional development needs; and
- **accountability** – ensuring agreed actions and professional responsibilities are followed through.

Supervision should be a safe and respectful professional space in which staff are able to discuss difficulties, acknowledge mistakes, seek advice and consider how practice can be improved.

However, supervision is not a substitute for formal safeguarding, disciplinary, capability or grievance procedures where these are required.

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7. Who Benefits from Supervision?

Children and families

The primary purpose of effective supervision is to contribute to positive outcomes for children and families.

Supervision helps ensure that staff are supported to provide safe, effective and inclusive practice and that concerns affecting children are appropriately identified and addressed.

Staff

Supervision provides staff with an opportunity to:

- receive professional support;
- reflect on their practice;
- discuss workload and wellbeing;
- raise concerns;
- receive constructive feedback;
- identify training and development needs;
- discuss challenges and successes;
- develop professional confidence; and
- agree actions and priorities.

The school

For the school, effective supervision supports:

- safeguarding;
- professional accountability;
- staff development;
- effective communication;
- staff wellbeing and retention;
- consistency of practice;
- identification of training needs; and
- continuous improvement.

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8. Qualities of an Effective Supervisor

Supervisors should have an appropriate level of knowledge, experience and confidence to undertake supervision.

An effective supervisor should be:

- supportive;
- approachable;
- trustworthy;
- reliable;
- respectful;
- honest;
- appropriately challenging;
- empathetic;

- non-judgemental;
- professional;
- a good listener;
- willing to recognise strengths as well as areas for development; and
- able to recognise when additional advice or support is required.

The school will consider the most appropriate person to supervise each member of staff. Where a particular relationship or circumstance means that effective supervision may be difficult, the school may arrange an alternative supervisor.

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9. The Supervision Process

Supervision should normally include consideration of:

Professional practice

- What is going well?
- What has been challenging?
- Are there any aspects of practice that need further support?
- Are school policies and procedures being followed effectively?

Children

- Are there any concerns about individual children?
- Are there children whose needs require further discussion or support?
- Are there safeguarding or pastoral issues that need to be considered?

Workload and wellbeing

- How is workload?
- Is there anything affecting wellbeing or the ability to undertake the role effectively?
- Is additional support required?

Development

- Are there training or professional development needs?
- What support or coaching would be useful?

Actions

- What needs to happen?
- Who is responsible?
- What is the timescale?
- When will this be reviewed?

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10. Rights and Responsibilities of the Supervisee

Staff receiving supervision have the right:

- to receive regular and effective supervision;
- to be treated fairly and respectfully;
- to have their views and concerns listened to;
- to discuss difficulties and seek professional advice;
- to receive constructive feedback;
- to raise concerns about their own practice or the practice of colleagues;
- to discuss wellbeing and workload;
- to identify professional development needs; and
- to receive appropriate support where difficulties arise.

Staff also have a responsibility to:

- attend scheduled supervision;
- participate openly and professionally;
- prepare where appropriate;
- raise relevant issues and concerns;
- undertake agreed actions;
- be receptive to constructive challenge;
- follow safeguarding and school procedures; and
- raise safeguarding concerns immediately rather than waiting for supervision.

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11. Frequency of Supervision

Supervision will take place regularly and sufficiently frequently to ensure that it remains meaningful and effective.

At Gisburn Road Community Primary School, the following arrangements will normally apply:

- **DSLs and SLT:** 1:1 supervision from an external professional once per term.
- **EYFS staff:** group supervision at least once every half term.
- **Teachers:** one group supervision session and one 1:1 supervision opportunity, where required, each term, normally led by the Headteacher.
- **Teaching assistants and welfare staff:** one group supervision session and one 1:1 supervision opportunity, where required, each term, normally led by the Deputy Headteacher or Assistant Headteacher.
- **Administrative and site staff:** 1:1 supervision once per term, normally provided through the school's external supervision arrangements where appropriate.
- **Additional supervision:** available to any member of staff at any time where circumstances indicate that this is required.

The frequency of supervision may be increased where a member of staff is new to their role, working with particularly complex circumstances, experiencing difficulties or where additional support is considered necessary.

The school will ensure that operational pressures do not prevent staff from receiving appropriate supervision.

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12. Supervision and Appraisal

Supervision and appraisal are related but distinct processes.

Supervision is primarily concerned with:

- professional reflection;
- support;
- safeguarding;
- wellbeing;
- professional development;
- workload; and
- the quality and safety of practice.

Appraisal and performance management are concerned with professional objectives, school priorities, standards and performance.

Issues relating to professional development, training and practice may appropriately arise within supervision and may subsequently inform appraisal or professional development planning.

Where a concern about performance requires formal action, this will be managed through the school's appropriate performance management, capability, disciplinary or other relevant procedure rather than through supervision alone.

Supervision should not be presented as a wholly confidential process if information discussed may need to be acted upon by the school.

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13. Confidentiality and Information Sharing

Supervision is intended to provide a confidential and supportive professional space.

However, **confidentiality cannot be guaranteed where information needs to be shared** in order to:

- safeguard or protect a child;
- respond to a safeguarding concern;
- manage an allegation or low-level concern about an adult;
- comply with a legal or statutory duty;
- protect another person from harm;
- address a serious professional or organisational concern; or
- comply with the school's information-sharing and data protection responsibilities.

Where information needs to be shared, it will be shared appropriately and only with those who have a legitimate need to know.

Staff should understand that a supervisor cannot agree to keep information confidential where doing so would conflict with the school's safeguarding responsibilities.

Data protection legislation should not be used as a reason to prevent appropriate information sharing where this is necessary to safeguard a child.

KCSIE 2026 states that data protection is not a barrier to appropriate safeguarding information sharing and requires appropriate records of safeguarding concerns, actions, decisions, rationale and outcomes.

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14. Recording Supervision

A brief record will normally be made of supervision, including:

- the date of the meeting;
- who attended;
- key areas discussed where appropriate;
- agreed actions;
- who is responsible for each action; and
- any agreed review date.

The purpose of the record is to provide an appropriate professional record and support continuity between supervision sessions.

Supervision records will be stored securely and access will be restricted to those with a legitimate need to know.

Where supervision identifies a safeguarding concern relating to a child, this will be recorded and managed through the school's safeguarding recording system, including CPOMS where appropriate.

Where supervision identifies a concern relating to an adult working in school, the matter will be managed and recorded in accordance with the school's relevant safeguarding procedure.

The substantive content of routine supervision should not automatically be recorded as a safeguarding incident on CPOMS where no safeguarding concern exists.

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15. Safeguarding Records

Where information arising during supervision relates to a safeguarding concern, the appropriate safeguarding recording process must be followed.

Safeguarding records should clearly record, where relevant:

- the concern;
- actions taken;
- decisions made;
- the rationale for decisions;
- referrals or consultations;
- outcomes; and
- any further action required.

Staff must not assume that recording a concern within supervision is sufficient. Safeguarding information must be recorded through the school's designated safeguarding systems in accordance with the Child Protection and Safeguarding Policy.

16. Additional or Urgent Supervision

A member of staff can request additional supervision at any time.

A supervisor or school leader may also arrange additional supervision where this is considered necessary.

Additional supervision may be particularly appropriate following:

- a significant safeguarding incident;
- involvement in a complex pastoral or safeguarding case;
- a particularly challenging event;
- a serious incident involving a child;
- a concern about professional practice;
- a significant change in role or responsibility;
- a return to work following an extended absence where additional support would be beneficial; or
- a request from the member of staff.

Additional supervision does not prevent the school from taking any other action that may be required.

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17. Whistleblowing and Raising Concerns

Staff are encouraged to raise concerns about safeguarding practice, professional practice or the conduct of colleagues.

Where appropriate, concerns should be raised with the DSL, Headteacher or another appropriate member of the school's leadership.

Where a member of staff feels unable to raise a concern internally, the school's Whistleblowing Policy provides further information about alternative routes for raising concerns.

Staff should never feel that they must wait for supervision to raise a safeguarding concern.

KCSIE 2026 requires schools to have appropriate arrangements for staff to raise safeguarding concerns and whistleblowing arrangements.

Appendix 1 – Supervision Guidance for Staff

Supervision at Gisburn Road should promote a culture in which:

- staff feel able to speak openly and professionally;
- staff are treated with respect;
- good practice is recognised;
- poor practice can be challenged constructively;
- staff understand their safeguarding responsibilities;
- staff feel able to ask for help;

- concerns are raised promptly;
- children remain at the centre of professional decision-making;
- staff wellbeing is taken seriously;
- professional development is encouraged;
- mistakes can be discussed honestly and used as opportunities for learning; and
- staff understand that safeguarding concerns must always be reported immediately.

Supervision can provide an opportunity to discuss:

- workload;
- professional relationships;
- classroom or role-related challenges;
- children's needs;
- behaviour and inclusion;
- safeguarding;
- communication with parents and families;
- professional development;
- training;
- wellbeing;
- successes;
- concerns;
- difficult experiences; and
- future actions.

Remember

Supervision is a supportive professional process, but it is not a substitute for reporting a safeguarding concern.

If you are worried about a child or about the behaviour of an adult working with children, **report the concern immediately through the appropriate school procedure. Do not wait for your next supervision meeting.**

Appendix 2 – Supervision Record

Name of supervisee: _____ Name of supervisor: _____

Date: _____

Type of supervision:
☐ 1:1
☐ Group
☐ Additional supervision

1. What is going well?

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2. What has been challenging?

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3. Children / safeguarding / pastoral issues

Does any matter require separate safeguarding recording or action?

☐ No
☐ Yes – action taken in accordance with safeguarding procedures

4. Workload and wellbeing

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5. Professional development / training needs

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6. Agreed actions

Action Person responsible Timescale Review

Date of next supervision: _____

Supervisor signature: _____

Supervisee signature: _____

Appendix 3 – Supervision Agreement

Supervision is a regular opportunity for professional reflection, support, challenge and development.

The supervisor and supervisee agree to:

- attend supervision regularly;
- be respectful and professional;
- listen to each other;
- discuss concerns honestly;
- recognise strengths and successful practice;
- provide and receive constructive challenge;
- agree realistic actions;
- respect appropriate confidentiality;
- understand that confidentiality cannot be guaranteed where safeguarding or another legal or professional duty requires information to be shared;
- ensure that safeguarding concerns are reported immediately and are not held for discussion at a future supervision meeting; and
- review this agreement where circumstances change.

Name of supervisor: _____

Name of supervisee: _____

Date: _____

Supervisor signature: _____

Supervisee signature: _____