

STAFF SUPERVISION POLICY



We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
"Let us do little things well today".
St Teresa

Approved by:	Governing Body	Date: Pending
Last reviewed on:	July 2025	
Next review due by:	July 2027	

Policy Statement

At St. Teresa's Catholic Primary School, our commitment to the dignity and value of every person stems from our Catholic mission to love, serve and support one another as part of God's family. In this spirit, supervision is a key part of our pastoral care of staff, ensuring that those who work with our children are nurtured, heard, and supported.

This policy reflects the expectations of the Early Years Foundation Stage (EYFS) 2025 statutory framework and best practice guidance for Designated Safeguarding Leads (DSLs) and Emotional Literacy Support Assistants (ELSAs).

Aims of Supervision

Supervision is in place to:

- Promote a high standard of safeguarding and wellbeing for all children.
- Encourage reflective practice and professional dialogue.
- Support the emotional resilience of staff working in direct care roles.
- Identify training needs, celebrate strengths, and improve outcomes.
- Build a strong, supportive team culture in line with our Catholic values of service, compassion, and justice.

Definition

Supervision is a structured, reflective conversation between a staff member and their supervisor. It is a protected time to think, share and be supported in the context of children's learning, development, and safety.

It is a pastoral and professional conversation designed to uplift, encourage and guide.

Supervision in Our Setting

Role	Supervisor	Frequency	Notes
Learning Support Assistants (LSAs)	Class Teacher	Termly or on request	Reflects teaching partnership, child development and inclusion.
Nursery Practitioners	Class Teacher	Termly or on request	Reflects teaching partnership, child development and inclusion.
SEND Learning Support Assistants (LSAs)	SENCo	Termly or on request	Reflects teaching partnership, child development and inclusion.
Support Staff (e.g. Admin, Site Staff)	Line Manager	Termly or on request	May include wellbeing, role expectations and training needs.

DSLs (including Deputy DSLs)	Independent Supervisor or DSL not line manager	Minimum termly or as needed	Reflective safeguarding supervision with emotional support.
ELSA	External or Internal Supervisor (qualified in therapeutic supervision)	Minimum half-termly	Focuses on emotional support delivery and safeguarding boundaries.
Teachers and Leaders	Headteacher or Line Manager	As part of Performance Management	May request additional supervision if supporting high needs pupils.

All staff may request additional supervision sessions where needed. These may be informal or formal depending on the situation.

Content of Supervision

Each session may cover:

- Safeguarding or welfare concerns
- Workload and emotional wellbeing
- Review of actions from previous supervision
- Training and development needs
- Relationships and teamwork within school
- Personal reflections and professional goals

Confidentiality

Supervision is confidential except where there are safeguarding concerns, whistleblowing disclosures, or professional standards issues which must be escalated. A brief written record may be kept with the agreement of both parties.

Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and updated in line with any statutory changes or best practice developments.

Appendix: Supervision Record Template

Staff Supervision Record

Name of Supervisee: _____

Role: _____

Supervisor: _____

Date of Supervision: _____

Discussion Areas:

1. Children's welfare and safeguarding
2. Professional development and training
3. Wellbeing and emotional support
4. Reflections on current workload and challenges
5. Actions agreed:

Notes:

Supervisor Signature: _____

Supervisee Signature: _____