

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

1.9 Supervision

Policy statement

The EYFS Statutory Framework (2014) states that providers must put appropriate supervision arrangements in place to ensure that staff who have contact with children and families receive support, coaching and training to promote the interests of children. We are committed to building a culture of safety in which children are protected from abuse and harm in all areas of service delivery. We are also committed to developing and empowering our staff by supporting them, through effective supervision, to meet the needs of the children in their care.

Our supervision arrangements are structured to be supportive, educative & accountable. We work together to develop a sense of mutual support, reflective practice and continuous improvement so that outcomes for children are maximised. The supervision process is child-centred and focuses on the development and well-being of individual children and encourages the confidential discussion of sensitive issues.

Procedures

- Informal, ad hoc meetings take place as the need arises
- Formal one to one meetings take place, usually every half term, or at intervals that meet the needs of the children and the supervisee (this will depend on the complexity of the workload & its emotional impact and the experience, training & performance of the supervisee)
- Formal meeting and review dates are arranged in advance
- A written agreement is in place to ensure that the supervisee understands their role, task, expectations and responsibilities
- The supervisor and supervisee contribute to the agenda
- The supervisor makes a written record of the meeting and actions are agreed by both parties; actions are followed up and reviewed within agreed timescales

Supervisors receive training in reflective supervision and safeguarding, including whistle blowing procedures. Supervisees are encouraged to contribute to their own supervision agreements and all discussions take place in a confidential area. The supervisory process underpins a 'safe environment' where:

- All staff are respectful towards each other and to children
- Children are listened to
- Staff are knowledgeable about the vulnerability of children and are aware of the possibility that abusers may already be in the employment of the organisation

- Staff are open to discussion about good and poor practice and are empowered to challenge poor practice and fixed thinking
- Leaders model appropriate behaviour
- Parents are encouraged to be involved in their child's care and education
- Whistle blowing procedures are in place and staff know how to use them

The structure of supervision meetings will usually follow an agreed format:

1. The supervisee opens the discussion by sharing experiences and explaining information & observations regarding their key children while the supervisor listens carefully
2. The supervisor clarifies meaning in order to understand what has been said and encourages the supervisee to provide further information and analysis. The supervisor encourages the supervisee to explore and reflect upon their feelings and emotions so that patterns and connections from previous experiences can be formed; this promotes the skills to recognise common elements in different situations, helping to process emotional and moral responses as well as separating which feelings belong to the situation and which to the supervisee
3. The supervisor then takes the lead for directing the conversation with analysis of the information provided and identifies any areas requiring further discussion. The supervisor can draw upon experience, knowledge of child development or research which may help the supervisee to understand the needs of the child and identifies any further support required to help the supervisee to carry out their job more effectively
4. Actions and timescales are agreed. Even where children do not have identified safeguarding or welfare concerns, it is important that their care needs are discussed and agreed until the next meeting
5. The supervisor provides a copy of the notes to the supervisee outlining clear timescales and responsibilities and supervisees are encouraged to read and agree the notes to ensure that the information is accurate and understood
6. Actions are addressed and reviewed as agreed

Legal framework

The Early Years Foundation Stage Statutory Framework (2014) DfE

Further guidance

Working Together to Safeguard Children (2013) DfE

The Munro Review of Child Protection: Final Report (2011) Munro

Management in Social Work (1990) Coulshed

Safeguarding through Effective Supervision (2013) Pre-school Learning Alliance

Effective Supervision – Child Centred Practice (2011) Jo Fox BSW

This policy was adopted by

Little Fingers Pre-school

On

Date to be reviewed

March 2022

Signed on behalf of the provider

Name of signatory

Carolyn Coleman

Role of signatory (e.g. chair, director or owner)

Chair

1.9 Supervision COVID-19 Addendum

Staff will all have a supervision/review meeting prior to returning to work, this may take place over the phone or video call.

Regular supervision/review meetings will then take place to monitor staff well-being and any concerns during this time.

These are particularly important, as some staff may be particularly anxious about attending the setting.

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