

Safeguarding Supervision Policy

Introduction

Safeguarding children's supervision is a formal process where staff are held accountable for their safeguarding responsibilities, offered professional support and provided with appropriate learning opportunities to develop and improve their practice with regard to safeguarding.

The Supervisor of Child Protection / Safeguarding is Miss Salma Bibi

The Aim and Purpose of Supervision

The purpose of Supervision is to promote the best outcomes for all children at the Nursery and their families. Research evidence shows that good outcomes are most likely achieved through emotionally intelligent practice which enables positive, open, honest working relationships between professionals and services users, (The parents and children). The aim of supervision is to foster this practice through both the Supervisor and Supervisee working together to provide support and also facilitate challenge and critical thinking from all staff.

General Supervision of all Nursery Staff

Safeguarding supervision, Staff appraisals, staff personal development, Senior Staff observing in rooms. Senior Staff offering support and advice to Room Leaders and Practitioners.

Safeguarding Responsibilities of Early Years and Childcare Staff

All Nursery staff have the responsibility to ensure that all children are safe from harm and fulfil their potential this is underpinned by Working Together document 2018. Responsibilities include:

- Staff to be alert to the potential indicators of abuse or neglect and taking the appropriate action in line with Luton Safeguarding Children procedures.
- Staff to be alert to the risks of harm that individual abusers or potential abusers, may pose to children. (This may include parents/carers, family members, staff and other professionals).
- Staff to have knowledge of Luton child protection and Vulnerable adult procedures.
- Staff to receive Prevent training and use their knowledge of Prevent to identify individuals who may be vulnerable to radicalisation. Staff to **Notice, Check and Share** their concerns.
- Staff are to prioritise the well-being of children and develop positive and respectful relationships with the children, ensuring the children's wishes and feelings underpin any safeguarding activities.
- Staff are to share information so that assessment can be made of whether a child is suffering or is likely to suffer significant harm, and that the child's needs and circumstances are addressed.
- Staff are to contribute to whatever actions are needed to safeguard and promote a child's welfare and where necessary attend safeguard meetings.
- Staff are to work co-operatively with parents, unless this is inconsistent with ensuring a child's safety.
- Staff are to discuss any Safeguarding concerns, issues, development in any on-going case and updates in Weekly Room Meetings.

In the interest of all the children's safety, the well-being of adults who are linked to Training Depot Day Nursery and are identified as vulnerable must be safeguarded.

The Importance of Safeguarding Supervision

Safeguarding children and adults is a complex task, which can be emotionally demanding and stressful. It is essential that staff are provided with individual safeguarding supervision as and when needed by qualified and trained supervisors.

All staff will need help and support to recognise harm to a child and to work effectively with multi-agency groups, to address children's needs.

The emotional nature of this work means that members of staff can have a number of responses to addressing safeguarding concerns. These could be fear, uncertainty, confrontation, collusion and denial. Supervision by Senior Staff is essential to address these responses in order to properly safeguard the children in our care.

Staff may feel they would be better to sort and deal with concerns about safeguarding issues themselves, particularly if they have personal and professional concerns about the response of other agencies. However, it is essential that safeguarding procedures are always followed and supervision is the place where concerns about agency responses can be addressed.

It is possible that staff may feel prevented from taking action to safeguard children or adults either by concerns about changing what they feel are positive relationships with adults, or by the potential for recriminations, which could lead to intimidation or aggression. These concerns must be raised and addressed sensitively within supervision.

Supervision by Senior Staff is also essential for staff to discuss any concerns that they have about the culture of their organisation, which may undermine effective safeguarding. This may include bullying behaviour, the misuse of authority, or adult behaviour which is not appropriate for the workplace.

There are particular challenges when there are concerns about work colleagues or other professionals. These concerns must always be raised within supervision and acted upon. All allegations of harm to children by staff will be reported to the Local Authority Designated Officer (LADO).

The main principles underpinning Child Protection / Safeguarding Supervision Policy

- ~ The children's needs and welfare are of paramount importance;
- ~ The staff have a commitment to equal opportunity;
- ~ The staff value diversity in the Nursery and promote anti-oppressive practice, in regard to race, gender, sexuality, disability and religious beliefs which are in keeping with overall organisational values. These principles will need to be viewed in the context of effective safeguarding and should not be barriers to taking appropriate action with regard to a child or vulnerable adult;
- ~ All staff have the right to regular 1-1 supervision which can be supplemented by informal supervision and / or group supervision and peer supervision if the needed;
- ~ The process of supervision will be carried out in a reflective manner and will provide a safe environment where attitudes and feelings can be discussed and where necessary appropriately challenged;
- ~ The delivery of and participation in supervision is a priority task for the Manager and the staff;
- ~ The process of supervision is a shared responsibility based on a negotiated agreement;
- ~ Supervision promotes and models anti-discriminatory practice.

Functions of Supervision

There are four main functions of safeguarding supervision.

1. Competent accountable performance (Managerial function) DSO
2. Continuing professional development (Developmental function) DSO
3. Personal support (Supportive function) Senior Staff's responsibility
4. Engaging an individual with the Nursery (Mediation function/negotiation) DSO responsibility

All four functions are interdependent and no one function can be effectively performed without the other.

1. Management Function – Manager's Responsibilities

The main purpose of the management function is to ensure that safeguarding practice is carried out to a satisfactory standard and that all the staff understand issues of accountability. The main focus will be:

- To ensure all staff are clear about the purpose of safeguarding supervision;
- The quality of the Supervisee's, performance in safeguarding and that their responses are appropriate;
- To ensure that staff are clear about the local and national safeguarding policies and procedures and that they are understood and followed appropriately;
- The role and responsibilities of the Supervisee's in regard to safeguarding are understood, including boundaries and limits of their role;
- Ensure all staff know when the Manager, DSO, the Supervisor should be consulted about safeguarding;
- The development and monitoring of plans regarding safeguarding action;
- Ensure that all records are maintained according to agency policies;
- Recognising achievements;
- Working within disciplinary procedure and rules.

2. Learning & Development Function – Manager and Business Manager responsibility

The main aim of this function is to help staff to reflect on their performance in safeguarding, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

This can be achieved through:

- Assessing development needs as they relate to safeguarding practice and identify learning opportunities and recording these on a development plan;
- Giving and receiving constructive feedback on performance;
- Encouraging the Supervisee to reflect on learning opportunities undertaken and apply the learning into the Nursery practice;
- Helping the Supervisee identify their preferred learning style and any obstacles that they may come across in learning new safeguarding information.

3. Support Function –Senior Staff responsibility

The main purpose of this function is to provide support to staff to enable them to carry out their safeguarding role. By offering support within the supervision context supervisees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them in the present and future.

This also focuses on individual's feelings and concerns about the culture of the Nursery and whether it is likely to impact negatively on effective safeguarding.

This can best be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained and which acknowledges the interaction of formal and informal power imbalances – i.e. based on gender, race, age, sexual orientation or impairment;
 - Valuing the expression of feeling within supervision;
 - Clarifying within the supervision agreement the boundaries of confidentiality and the difference between supervision and counselling;
 - Supporting staff who are subject to any forms of abuse from parents, carers, other outside agencies or colleagues whether it is physical, psychological or discriminatory;
 - Clarifying when the Supervisee should be advised to seek external counselling;
 - Monitoring with the Supervisee their health and emotional functioning especially with regard to the effect of stress.
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- Both Supervisees have the opportunity to discuss any safeguarding concerns with the Business manager. They are free to discuss any issues or concerns with the Manager at any time.

4. Mediation Function – Manager responsibility

This function links supervision to the wider organisation and teams. The main purpose is to ensure that the relationship between the Supervisee, the team of staff, the Nursery and other outside agencies with whom we work with are effective.

This can be achieved through:

- Dealing sensitively, but clearly with concerns and complaints about colleagues and other students, volunteers that the Supervisee works with;
- Consulting and briefing staff on changes and developments that affect Safeguarding work;
- Advocating between Nursery worker or team and other sections of the Nursery or with outside agencies;
- Addressing any concerns that arise about working with the wider safeguarding network;
- Briefing Managers about issues of concern regarding safeguarding.

Supervision Methods – Manager Responsibility

Supervision is an on-going process that takes place in many different ways. These can be Informal Supervision, Day to day Supervision, Group Supervision, Peer Supervision, or discussion.

It is recommended that Supervisee's receive 6 individual supervision sessions each year by one of the DSO. It is recommended all staff receive supervision sessions 6 times a year with their Supervisee.

Decisions about the frequency will need to take into account a range of factors including;

- The number of hours worked;
- The existence of particularly stressful circumstances at work which mean any staff member needs more frequent supervision sessions than usual;
- All staff have access to all Room Meeting notes from Cubs and Tigers. These are to be signed once read, if a member of staff from their respective room was not present during the meeting.
- All staff are welcome to discuss any safeguarding issues at any time with any member of the Senior Staff.



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Children to be discussed – All staff are responsible

Safeguarding supervision is intended to address the safeguarding needs of all children that staff have contact with. It is essential that:

- Children subject to a child protection plan will always be discussed;
- Any child whose health, growth and development are impaired including nonorganic failure to thrive;
- Any child who discloses abuse or the disclosure is made by parent / carer;
- Any child where there is evidence of likelihood about parental / carer behaviour, parental / carer behaviour toward the child, any evidence of lack of attachment or appropriate care;
- Child living in a household or in some way linked with an adult who poses risks to children (Risk / Potential Risk to children offender, vulnerable adult / carer);
- Any child whose parents' aggressive behaviour or hostility towards staff gives rise for concern.

Roles and Responsibilities – Deputy Managers

During an induction process all staff should be informed of the name of their safeguarding supervisor.

The role of the Supervisor is:

- Provide a safe environment where the Supervisee is able to reflect, and be challenged on their professional safeguarding practice;
- Review the Supervisees professional practice;
- Provide professional advice and expertise;
- Help the Supervisee to manage the emotional impact of safeguarding work and assist the supervisee in dealing with any stress in order to maintain objectivity and deliver a high-quality service;
- Identify learning and development needs;
- Ensure that Supervision is diarised within the required timescales and is recorded in line with the requirements of this policy;

The responsibilities of the Supervisees are:

- To prioritise attendance at supervision and work with the Supervisor within boundaries of this policy and their supervision agreement;
- To take responsibility for improving their own practice in line with the requirements of supervision;
- Identify development and training needs in partnership with their supervisor;
- Carry out all tasks agreed within supervision.

Supervision agreement

The Supervision agreement is in place in Nursery and form a part of the staff code of conduct. This agreement will establish a basis for which the Supervisor and Supervisee will work together during supervision. This will serve as the “ground rules” and should clarify the rights and expectations on both sides to create a safe and effective supervisory arrangement.

Reviewed in Nov 21 by Mrs Sandhya Godhanian