

## **Safeguarding and Welfare Requirement: Child Protection**

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

### **1.7 Support and supervision**

#### **Policy statement**

The supervisor at our setting will be trained in supervision skills and have an up-to-date knowledge of the legislation, policy and research relevant to safeguarding and promoting the welfare of children.

#### **Procedures**

- The supervisor at our setting is:  
Rebecca Hunt
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The key functions of supervision are:

- management (ensuring competent and accountable performance/practice)
- development (continuing professional development)
- support (supportive/restorative function)
- engagement/mediation (engaging the individual with the setting).

Effective supervision is important to promote good standards of practice and to support individual staff members. The supervision should:

- help to ensure that practice is soundly based and consistent with LSCB and setting procedures
- ensure that staff fully understand their roles, responsibilities and the scope of their professional discretion and authority
- help identify the training and development needs of staff, so that each has the skills to provide an effective service.

Good quality supervision can help to:

- keep a focus on the child
- avoid drift
- maintain a degree of objectivity and challenge fixed views
- test and assess the evidence base for assessment and decisions
- address the emotional impact of work.

Supervision should enable both supervisor and staff to reflect on, scrutinise and evaluate the work carried out, assessing the strengths and weaknesses of staff members and provide individual development.

Supervision will be both educative and support and facilitate the supervisee to explore their feelings about their work. Effective safeguarding supervision needs to be regular and provide continuity, so that the relationship between supervisor and supervisee develops. Each session should include agreeing the agenda, reviewing actions from previous supervision, listening, exploring and reflecting, agreeing actions and reviewing the supervision process itself.

### Further guidance

- Working Together to Safeguard Children (HMG 2006 - under revision 2012)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

This policy was adopted at a meeting of \_\_\_\_\_ *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

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

### Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2010)