

THE MULBERRY BUSH MONTESSORI NURSERY

**SUPERVISION POLICY**

**WRITTEN AND REVIEWED BY:** CHERYL KNIGHT:

**NURSERY PRINCIPAL AND DESIGNATED SAFEGUARDING LEAD PRACTITIONER:** CHERYL KNIGHT

**LAST REVIEW DATE**: 06/03/2023

**NEXT REVIEW DATE:** 03/2024

**DEPUTY MANAGERS AND DESIGNATED SAFEGUARDING PERSONS:** JO WALTON AND LEANDER TRUNKS

*“Effective professional supervision can play a critical role in ensuring a clear focus on a child’s welfare. Supervision should support professionals to reflect critically on the impact on their decisions on the child and their family” Working Together to Safeguard Children 2018 (updated July 2022)*

**Rationale:**

The creation of a safeguarding culture within our provision is paramount. Supervision plays a key role in that culture. It is simply the act of formal discussion and through effective supervision it will help enable staff and managers to safeguard the children in our care.

To integrate the supervision process into our practice is a statutory requirement of the Early Years Foundation Stage Framework. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages confidential discussions of sensitive issues between the nursery management / Designated Safeguarding Lead Practitioner (DSL) and staff, students and volunteers to enable and promote reflective practice and promote effective safeguarding within our setting.

**Procedure:**

All staff and volunteers must complete relevant Safeguarding training to develop their knowledge, enable them to recognise the signs of abuse and neglect and to understand their role and personal responsibilities in safeguarding children and to have clear understanding of the process they need to follow if they have any concerns. Including knowing when and how to escalate their concerns if they need to.

Safeguarding and child protection issues are often difficult, complex and complicated and involve conflicting personal feelings. Everyone involved needs to be able to access supervision to discuss and share their concerns.

The manager is the nursery Designated Safeguarding Lead Person (DSL) who will arrange supervision meetings with staff, volunteers and students who have contact with children and families. However, staff are able to request additional supervision at any time.

Supervision gives the opportunity to discuss any issues or concerns, however this does not replace the need to report any concerns to the DSL immediately, without delay or request immediate advice if needed.

The manager can access supervision with the nursery second DSL(S). Supervision is a crucial part of supporting staff and should provide opportunities for staff to:

* Discuss any issues, particularly safeguarding or concerning the children’s development, learning or well-being as well as their personal mental wellbeing.
* Identify solutions to address issues as they arise
* Receive coaching and mentoring to improve their personal effectiveness
* Identify any training / CPD requirements
* Whilst we have termly supervision meetings, all staff, students and volunteers working with children and families at our setting are made aware that they can access supervision, discussion with the setting manager/DSL at any time, to talk through any concerns, actions or judgements affecting the welfare of a child.
* By adopting a child centred approach within our supervision, putting the needs of the child in the centre facilitates a focused response.
* Regular supervision should lead to continual reflection. It is the responsibility of the manger/DSL and the supervisee to ask at each review if a child is being appropriately safeguarded as a result of the actions/decisions taken and if not then to take further decisive action.

**The Principles of Safeguarding**

The principles that underpin good safeguarding practice of which we are mindful during supervision are:

1. Complexity
2. Working together
3. Child-centred
4. Do not delay
5. Action
6. Individual responsibility
7. Reflection

**Supervision is accountable:** it clearly explains the actions and decisions of the supervisee and the supervisor and to those involved but outside of the process.

**Supervision is supportive:** supervision should support the work of the supervisee specifically and the work of the setting in general.

**Supervision provides oversight:** Supervision should assure the quality of the work undertaken by the supervisee.

**Supervision is developmental:** Supervision should develop the knowledge and skills of the supervisee.

**Supervision includes values:** Discussion and development of the values of the supervisee are as much part of supervision as knowledge and skills.