

Safeguarding Supervision Policy

Supervision is a statutory requirement, enshrined within the following documents:

- The Statutory Framework for EYFS 2017 states that, *'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.'*
- Working Together to Safeguard Children 2018 states that, *'Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.'*
- Keeping Children Safe in Education 2020 states that Designated Safeguarding Leads, *'...should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters...'*

To meet this statutory requirement at Worsthorne Primary School, safeguarding supervision is provided by an independent service provider, *Schools' Safeguarding*.

Supervision is a structured process designed to support, listen to and advise school staff in all aspects of safeguarding. This includes providing safeguarding advice and guidance, discussing any issues, which concern children's development and wellbeing, identifying solutions to issues as they arise, and coaching staff to improve personal effectiveness. Effective supervision can often provide a safe space for school staff to offload and reflect on factors related to their own wellbeing.

Supervision can be facilitated on a one-to-one or small group basis, or using a combination of both. Sessions can be delivered face-to-face or virtually, using a variety of platforms. For remote sessions, supervisees will be asked to adhere to *Schools' Safeguarding's* Virtual Meeting Policy. At Worsthorne Primary, supervision sessions take place half-termly.

Supervisors and supervisees are required to adhere to all the criteria set out in the *Schools' Safeguarding* Supervision Agreement, which is discussed and approved at the initial session, before any supervision takes place. Supervisees will also be asked to complete a confidential self-evaluation assessment to enable the supervisor to plan the best type of support for the supervisee, as well as enabling *Schools' Safeguarding* to evaluate the effectiveness of their provision.

All supervision sessions will be recorded by the supervisor using the *Schools' Safeguarding* Recording Template. These will be emailed to the supervisee(s) before the next meeting and a copy will be retained electronically by *Schools' Safeguarding*. Supervision Records will be password protected. Any discrepancies regarding records should be raised by the supervisee(s). As supervision is led by what the supervisee(s) bring to the sessions, previous set actions and recommendations may not always be reviewed.

Safeguarding supervision can be emotive so we endeavour to provide a safe and supportive process whereby emotional well-being can improve. If a supervisee requires additional support with their well-being, this will be discussed and an appropriate plan or referral made. If therapeutic supervision or counselling is required, *Schools' Safeguarding* will support in finding an appropriate provider. Please see the Supervision Process Flow Chart for more information and guidance on this.

All *Schools Safeguarding* staff will also adhere to their own Safeguarding Policy, which is available from them upon request.