Thomas Telford

Multi Academy Trust

EYFS Supervision Policy

Redhill Primary Academy

and

Thomas Telford Primary Free School

Signed

Mrs Raj Samra
Chair of Governors
September 2026

Supervision Policy

The daily experience of children in Early Years' settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and aclear understanding of their roles and responsibilities.

RPS and TTPFS will ensure that all staff receive induction training to help them understand their roles and responsibilities.

Supervision

We aim to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and developmentexperiences they offer for children.

The Early Years Foundation Stage (EYFS) Welfare Requirements, April 2017 states:

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise; and receive coaching to improve theirpersonal effectiveness.

Supervision is an individual meeting between a manager and each staff member, including teaching assistants, in order to support their role as key persons working with children and theirfamilies.

Supervision applies to all staff at RPA and TTPFS

The supervision process is in addition to regular staff appraisals and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staffare examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables managers and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.

Purpose of this Policy

1. To ensure that all staff working within RPA and TTFPS Early Years provide a safe and effective service which meets the needs of children and their families as well as best practice requirements asoutlined in the Early Years Foundation Stage.

2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.

3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised aspart of their regular supervision.

4. Ensuring that decisions made are in the best interests of the children and meet nationaland local expectations, policies and procedures.

The Supervision Process

Supervision is primarily a 1:1 meeting between a member of staff and their manager. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

The supervision process includes three main areas of activity:

Line management

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, managers must evaluate practice and provide feedback and guidance to the employee. Supervising managers should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

Managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities and will be agreed in advance and recorded.

Supervision to support practice with key children

Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and their families, managed in accordance with Redhill PPA and TTPFS Early Years policies & procedures and that all decisions are fully recorded and where applicable added to children's records, learning journeys and assessments. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure the best use of resources.

Learning and Development

Effective supervision should support the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

Constructive feedback and observation of practice should be part of this learning process. Through discussion, an individual's learning needs will be assessed and addressed.

Ensuring effective supervision

Supervision sessions should be clearly focused. Managers and employees must prepare for supervision sessions. Supervision sessions are held twice yearly plus one performance management meeting. When supervision is held less frequently the reasons for this should be recorded. Supervision meetings should take place in a comfortable, private place, without interruptions. Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during the appraisal.

Resolving Difficulties

When difficulties arise which cannot be resolved between the manager and the employee, the formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice

or capability arise in supervision. Where this is the case, the formal process should beprogressed outside of the supervision process in line with the relevant policy and procedure.

Recording and Reviewing

All matters discussed in supervision must be recorded. The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record; where this issue impacts on the employee's work performance, this must also be recorded in the supervision record.

Agendas and discussions will be recorded on the supervision form and filed away in the employee's personnel records. The process and effectiveness of supervisions will be reviewed annually.

Supervision records are also available to inspectors who may wish to review them as part of theinspection process. This may include OFSTED, ISI and Early Years Consultants.

Destruction of Supervision Records

When an employee leaves the setting the supervision records will be held by the employer for five years, after which they can be destroyed securely and confidentially.

Peer Observations

We actively encourage staff to observe their peers in other areas of the Early Years. This includes all staff members visiting and observing practice in Nursery and Reception and vice versa. We would encourage staff to do this on a regular basis as part of their CPD and aim for between one and three observations per academic year.

Staff complete a 'light touch' observation feedback form which invites comments on positive aspectsof what was seen, something that could be improved and something staff would like to implement intheir own teaching.

The Supervision Process

Preparing for a supervision session; Supervisor and Supervisee agree the Agenda

Supervisee completes a self-reflection form

Exploring and assessing relevant information about the supervisee, their current situation and workload.

Looking at potential solutions and ways of bringing about change, based on a thorough understanding.

⇩

Bolting down and clarifying what has been agreed, what will happen next, and agreeing timescales.

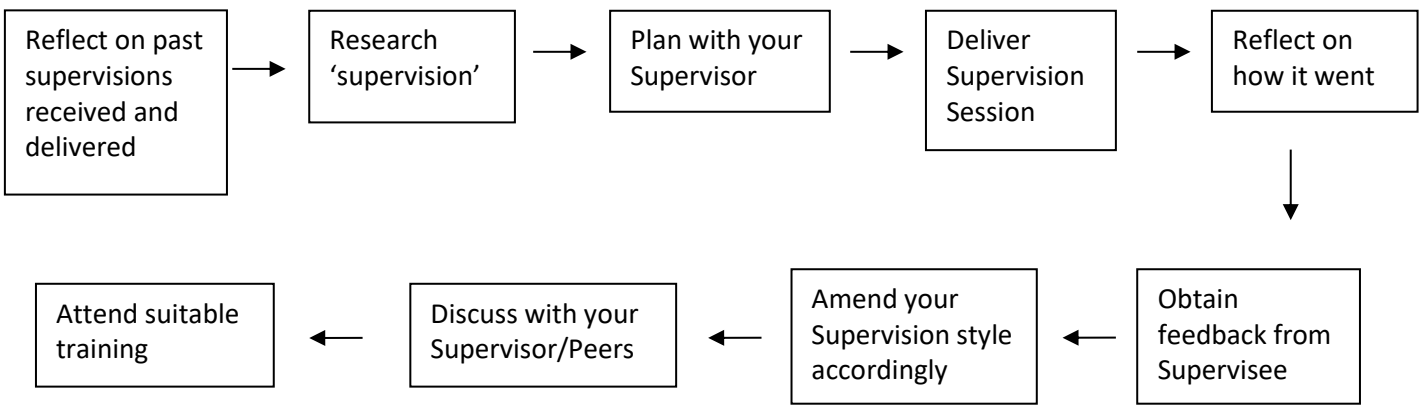
⇩

Ending the session, ensuring the supervisee feels supported as a person and as a practitioner.

⇩

Provide supervisee with written notes of the discussion with deadlines (both parties to agree notes accurately reflect the session).

Supervision Cycle for Supervisor



Possible Coaching Questions (which may be integrated as part of supervision)

Goal

What do you want to achieve?

When do you want to achieve it by?

What are your priorities?

What are the parameters/limiters?

Reality

What is the current situation?

What actions have you taken so far?

What did you learn from these actions?

What are the barriers?

How great is your concern regarding this situation?

Who is affected by the situation and your actions?

What resources do you have? Skill, time, enthusiasm, money, support etc?

What other resources will you need? Where will you get them from?

Options

What are ALL the different ways in which you could approach this?

What else could you do?

What are the benefits and downsides of each issue/goal/option?

Which of these solutions appeals to you the most, or feels best to you?

How can you apply where you are successful into the areas where you are less successful?

What needs to change?

Will

Which option or options will you choose?

Does this idea meet ALL your objectives and criteria?

What are you personally going to do now …… and when?

What support do you need and how and when will you get this support?

Who might need to know about it?

Who is involved?

Who could you speak to about this?

How will you measure your achievement along the way?

What could arise to stop you moving forward?

Observation and Feedback

Observation of practice, including scrutiny of planning and records

- feedback which takes place as soon after the observation as possible
- consider using positive practice tool 'signs of safety' approach
- coaching
- modelling
- questioning
- confidence to challenge practice wherever it can be improved
- responding appropriately to resistance
- agreeing ways forward
- agreeing future support
- planned and agreed monitoring and evaluation

Observing practice

Observation of playing, learning and interacting is an important element in gathering information about the strengths and areas for development of practitioners. It will confirm strengths; validate what people are already aware of; highlight aspects of practice that need development; support practitioners to be self-reflective and improve the quality of practice.

To challenge and improve practice in a setting it is essential to observe both child-initiated play and focused learning both indoors and out.

Key principles for observing practice:

- Observation is based on a respectful relationship with practitioners.
- Observation is intended to highlight strengths and areas for development with regard to improving the quality of learning, playing and interacting, and children's outcomes.
- The observation must have a purpose – to enable appropriate extension, support or intervention to be planned.
- Practitioners should be fully involved and actively engaged in the focus, purpose and process of observation with an agreement being confirmed in advance of the observation.
- The observer must ensure that agreed time lines of the length of the observation and feedback opportunity are adhered to.

Observation involves building up a picture of a practitioner stage of development in order to:

- plan the next steps in the practitioner's learning journey to improve quality
- action plan to enable these next steps to be successful
- help the practitioner in developing provision and practice
- mark staging posts in a practitioner's development and learning
- evaluate the impact of the quality of provision, environment and the level of practitioner training on children's learning and development

During:

- Use an agreed observation schedule
- Engage with and talk to children about what they are doing
- Look at profiles of some children you have spoken with
- Talk to staff about what they are doing, if appropriate
- Speak with parents about what their children are learning, if appropriate

Providing constructive feedback

It is important to give verbal feedback at the agreed time, immediately afterwards may not be possible but it should be as soon as is convenient.

Prompts for constructive feedback

Good feedback evaluates the quality of learning, playing and interacting – and does not merely describe what happened.

Prepare for feedback:

- decide on an appropriate time to hold the discussion when you can both/all give it your full attention
- decide the key point you feel would be most powerful in the development of the practitioner
- identify strengths of the practitioner to feed back
- plan to adopt a constructive, lively, collegiate approach
- do not make assumptions or decisions about 'why' the practitioner/leader acted in a particular way; this blocks communication.

Providing feedback:

- encourage two-way dialogue: share your observations and encourage your colleague's response
- ask open questions, e.g. 'How do you think the session went?' 'What did you think about the activity?' 'Why did you decide…?' 'How did you feel about…?' 'Where do you think the activity went well/was less successful?' 'Who do you think…?' 'When did you find…?'
- focus your questions on the impact on children's learning, noting particular children where appropriate, e.g. 'How do you think the children benefited…or enjoyed it?' 'What about xx?' 'Was the outcome different for xxx from what you expected?'
- 'tune in' to your listener's feelings about the observation and ask the practitioner for feedback on how the process is going for them
- help practitioners/leaders reach their own conclusions about the quality of their work/interactions, i.e. their own strengths and areas for improvement
- give an accurate picture of your observation; include an appropriate balance of strengths and areas for improvement

And finally:

- always give more positives than areas for development

- end with the practitioner recounting the areas of development and what she/he will do differently – including timescales for such actions – and discussing the strengths of what has been observed.

Opportunity for reflection:

- Think about the ways in which you encourage the practitioners you work with to provide feedback to you on your support and challenge.
- How might you use this feedback to develop and further improve your own practice?

Giving and Receiving Feedback

Supervision aims to be a two-way process where learning is effectively and respectfully shared, so the giving and receiving of good feedback by both supervisor and supervisee is essential. When offered within a relationship of trust and professionalism helpful information can be offered about the impact of a person's behaviour has on others.

Good feedback is:

Invited; ideally feedback, should only be offered on request or by agreement.

Timed; for most people feedback is more effective when given shortly after the event.

Positive; It is paramount to spend time commenting on the positive aspects of performance.

Specific and prioritised; quote the exact words or actions rather than using general statements like 'that was fine' and explain your reasons to the other person. Most people can only cope with a maximum of three points at any one time so be selective about your feedback even if this does not cover every aspect.

Alternatives and suggestions; after listening to how the person themselves perceives their performance, use the coaching technique; asking questions to initiate ideas to support the practitioner in finding and deciding ways in which they might develop or improve.

Owned; if the giver of feedback uses an 'I' statement, this leaves the receiver free to accept or reject a comment rather than having a view or a judgement imposed; it is a more sensitive approach for delicate issues in particular.

When receiving feedback:

Listen; focus on understanding the feedback and avoid rejecting, arguing or being defensive.

Check your understanding; ask questions to fully clarify; for instance seek examples.

Acknowledge the giver; show appreciation. The feedback might not have been easy to give.

Make a choice about what to do; you may wish to act on the feedback – or not. There is a choice.

Take a positive view; remind yourself that the aim of feedback is to help you learn in order to improve future performance.

Active listening

Active listening is a vital skill which communicates that Supervisors are engaged and are attentive to the Supervisee. Effective active listening needs to include the following elements to maintain engagement:

- eye contact
- attention to seating positions and body language
- recognition of what is being said
- encouraging, acknowledging, checking and clarifying
- showing empathy

- time for talk in balance of the practitioner
- brief, accurate summary of the points put forward

Staff Suitability and Disqualification

Providers have a legal responsibility to ensure that each member of their staff team is suitable to work with children and is not disqualified from working in childcare.

It is a criminal offence for a person to permit an individual they know (or have reason to believe) is barred from regulated activity to engage in regulated activity. Providers of regulated activity (early years employers) have a legal duty to make referrals to the Barring Service.

Under the Early Years Foundation Stage providers must:

- Ensure people looking after children are suitable to fulfil the requirements of their role. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable. (3.9 Safeguarding & Welfare Requirements 2021).
- Ensure staff understand their responsibility for disclosing any convictions, cautions, court orders, reprimands or warnings that may affect their suitability to work with children (whether received before or during their employment at the setting) (3.11).
- Record information about staff qualifications, identity checks and vetting processes that have been completed (3.12).
- Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. Where a person is disqualified, the provider must not employ that person in connection with early years provision (3.14).
- Where relevant providers must supply Ofsted with the information listed in 3.17 of the EYFS Safeguarding Welfare Requirements.
- Notify Ofsted of any significant event which may affect the suitability of any person who is in regular contact with children on the premises where childcare is provided, a significant event could include the disqualification of an employee. The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries. Failure to do so would be a breach of Early Years Foundation Stage (Safeguarding and Welfare Requirements) Regulations.

Reasons for Disqualification

There are a number of reasons that a person may be disqualified from working with children; information can be found here Disqualification under the Childcare Act 2006

Checking suitability

It is essential that providers have robust systems in place to check staff members' suitability to work with and to continue working with children. Checking staff suitability should not only be done during the recruitment and selection process but should be an ongoing process that is embedded into your regular practice. You may do this through a specific question during staff supervisions and appraisals or asking each member of staff if anything has changed in their personal circumstances that would affect their suitability to work with children. Or you may

prefer to have a 'suitability questionnaire' that all staff and volunteers complete at regular intervals (see **Staff Suitability Declaration on page 12**).

In the event of information that suggests a person is disqualified from working with children the provider **must not** allow that person to work with children and must dismiss them if disqualification is confirmed and not waived. Guidance for childcare providers and application forms to apply for a waiver.

If a member of staff is living in a household with someone who is disqualified then they too are disqualified from working with children by association. This applies to household members including partners, children including foster children, house share colleagues and lodgers.

Employment Law

It is important to ensure you comply with employment law in your recruitment and management of staff and when addressing any issues around staff suitability. Acas provides a wealth of knowledge on employment law and employer responsibilities.

Employers will need to ensure they introduce clear concise documentation consisting of a sufficiently robust and well drafted application form, offer letter and Statements of Main Terms and Conditions. You also need to have well-constructed disciplinary procedures which allow you properly to investigate a given issue. If, as a result of an investigation, there is deemed to be a case to answer, your procedures should allow you to call disciplinary proceedings. These proceedings could lead to a sanction up to and including dismissal, depending on the facts of the given situation.

Disciplinary procedures also need to provide for allowing suspension prior to investigation to allow you to remove the individual from the workplace pending the outcome of a full investigation.

If you receive a disclosure via a third party relating to concerns about a member of staff's suitability to work with children you should treat this as an allegation and follow your policies and procedures for reporting allegations against a member of staff. Your policies and procedures should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB) and the lead practitioner is responsible for liaison with the LSCB as set out in 3.4/5 EYFS Safeguarding and Welfare Requirements and liaison with the Local Authority Designated Officer (LADO).

Staff supervision record

Name: Position: Carried out by: Date:

General Work Habits	Ex	Good	Av	Poor
Arrives on time				
Reliable in attendance				
Responsible in job duties				
Alert in health and safety matters				
Flexible with routines and schedule				
Maintains a positive attitude				
Gives ample notice for absence				
Remains calm in tense situations				
Interaction with Children		**Good**	**Av**	**Poor**
Friendly, warm and affectionate				
Eye to eye interaction				
Uses modulated, appropriate voice				
Shows respect for individuals				
Is aware of developmental levels				
Encourages independence and self-help				
Avoids stereotyping and labelling				
Reinforces positive behaviour				
Uses positive discipline techniques				
Regularly records observations of children				
Environment Management	**Ex**	**Good**	**Av**	**Poor**
Creates an inviting learning environment				
Maintains a safe environment				
Provides age appropriate activities				
Develops goals from observations				
Facilitates growth in all areas of development				
Serves as an appropriate role model				
Anticipates problems and redirects behaviour				
Is flexible, responsive to children's needs				
Is prepared for the day's activities				
Handles transitions well				
Working With Parents	**Ex**	**Good**	**Av**	**Poor**
Available and approachable with parents				
Listens and responds well to parents				
Is tactful with negative information				
Shows respect for those from diverse backgrounds				
Maintains confidentiality				
Seeks a partnership with parents				
Regularly shares information about the child's progress				

Involves parents in centre activities and events				
Working With Co-workers	**Ex**	**Good**	**Av**	**Poor**
Is friendly and respectful				
Strives to assume a fair share of work				
Shares ideas and materials				
Communicates directly, avoids gossip				
Approaches criticism with learning attitude				
Looks for ways to be helpful				
Solves conflict independently				

Professionalism and Growth	**Ex**	**Good**	**Av**	**Poor**
Takes job seriously, seeks skill improvement				
Participates in workshops, classes				
Sets goals for personal growth				
Behaves in an ethical manner				

Future Action

Signed ……. Date of next meeting ……..……..

Observation of learning, playing and interacting in the EYFS (adult led)

Practitioner Observed _____ Observer _____ Date _____

Possible Prompts	Observation Notes	Reflection: Impact on Learning
Close, caring and respectful relationships Behave as an excellent role model for children to copy Encourage and support children to relate to others Support independence and confidence Support children to resolve conflicts through problem-solving Observe children as a natural part of all natural activity Interpret children's actions and words to try and understand the child's thinking and learning Scaffold children's learning through talk, discuss strategies and ideas, suggest possibilities and model language well Engage in dialogue with children Watch, listen and respond to children Encourage children to express their thoughts and use new words Provide brief, well-planned, focused learning opportunities in response to observed interests, learning and development Use daily events within the routine to provide worthwhile, real-life experiences Vary experiences, using fresh, creative and playful approaches Provide first-hand experiences to explore and discover Directly teach through demonstrating or explaining Support children to persevere through difficulties, to take risks & ask questions Encourage children to speculate, test ideas through trial and error and problem –solve Use the language of learning to focus children on themselves as learners Identify and support next steps in learning Attend to children's personal needs, including intimate care and the levels of privacy afforded to children Support children to recognise and respond to their own physical needs		

Observation of learning, playing and interacting in the EYFS (child-initiated)

Practitioner Observed _____ Observer _____ Date _____

Possible Prompts	Observation Notes	Reflection: Impact on Learning
Close, caring and respectful relationships Encourage and support children to relate to others Support children to resolve conflicts through problem-solving Ensure sustained time to develop child-initiated activities Arrange, resource, and make time for children to freely use rich indoor and outdoor spaces Observe children as a natural part of all normal activity Interpret children's actions and words to try to understand the child's thinking and learning Use sensitivity when deciding when to interact Join in play and child-initiated activity following children's agendas Scaffold children's learning through talk, discuss strategies and ideas, suggest possibilities and model approaches Use daily events within the routine to provide worthwhile, real-life experiences Directly teach, demonstrating or explaining Support children to persevere through difficulties, to take risks, to ask questions and problem-solve Use the language of learning to focus children on themselves as learners Identify and support next steps in learning		

Observation of learning, playing and interacting in the EYFS (child-initiated)

Practitioner Observed _____ Observer _____

Elements of effective practice
Practitioner's key strength
Areas of development
Possible next steps
Date of feedback _____ Signed _____

STAFF IN EARLY LEARNING AND CHILDCARE SUPERVISION AGREEMENT

We agree that supervision will be given and received in accordance with the *(insert name of setting)* _____supervision policy which includes more details of the supervision process.

This supervision agreement is between _____ and _____

and outlines what each of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a half termly basis and neither of us will cancel these unless there is an urgent reason to do so.

- Where possible the agenda will be set prior to the meeting by both the supervisor and the supervisee.

- Supervisions will start promptly and will finish after an hour or when we have had time to discuss all issues.

- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.

- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Line Manager or other agencies if necessary (e.g. Social Care). If either person is unclear about the boundaries of confidentiality on a particular issue, this will be discussed at the time the issue arises.

- The supervisor is responsible for recording supervision meetings. His/her notes should reflect the nature of discussions at the meeting and contain all action points. We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.

- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.

- We recognise that discrimination against people, on grounds of race, gender, disability, age, sexual orientation, religion or belief and for other reasons, can exist in overt and covert, unintentional forms. We agree that anti-discriminatory practice should be promoted through the supervision process, by addressing issues of diversity and equality positively, openly and with sensitivity.

- Regular items for supervision meetings will be:

    - Individuals wellbeing
    - Discuss any issues – particularly concerning children's development or well-being;
    - Development and well-being of each of the supervisee's key children
    - Identify solutions to address issues as they arise
    - Receive coaching to improve their personal effectiveness.
    - Notes of previous meeting
    - Review of work since previous meeting
    - Current work and workload

- Attendance
- Future work plans
- Training and development
- Discuss any concerns regarding inappropriate behaviour displayed by colleagues, parents/carers
- Discuss any safeguarding concerns
- Any other business

- During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to Claire Whiting

An Appraisal meeting will be held twice a year.

The Appraisal meeting will be conducted in accordance with the principles set out in the Appraisal policy.

Signed: ……..
(supervisor signature)

Signed: ……..
(supervisee signature)

Date: ……..

Date: ……..

Safeguarding Children Questionnaire for use at Staff INDUCTION

Employee Name: ……..Date: ……

Employee Signature:……...Date: ……

Question	Possible Answers
Who is the designated Safeguarding Lead?	How do you know? How do you find out?
Name/describe different types of abuse	Physical, Emotional, Sexual, Neglect, FGM, radicalisation, social media (online), bullying & cyberbullying, child trafficking, criminal exploitation and gangs, domestic abuse, grooming.
How do you recognise the signs of abuse?	Behaviour of children, disclosures from children Children should have strong attachment to their carers
How do you collect and record information regarding children's development and wellbeing?	Child record forms, observations in learning journeys, child's voice, accident/incident records, pre-existing injuries record, progress check
How can you ensure that you are confident in the child protection procedure and know what to do?	Read and understand the safeguarding policy and guidance Know who to report concerns to Keep accurate and up to date records, include facts and dates Ensure parents and carers are aware of the policy Know where to access further support outside the setting
How do we keep children safe from visitors?	Secure the premises Follow procedure for visitors to the setting Visitors are always supervised by staff whilst on the premises
Do you have good working knowledge of the allegations procedure and know how to make a complaint?	Refer to whistleblowing policy and safeguarding policy Is there a complaint/escalation procedure in place and where? Have the confidence to act upon concerns
When did you last receive safeguarding/child protection training? and was it appropriate? When is it due for renewal?	Explore other training options available rather than repeating 'essential awareness' Record date of training in order to follow up and plan
When was your Enhanced DBS check undertaken? Are there any circumstances you need to declare which may affect your suitability to undertake your role?	

Safeguarding Children Questionnaire for use at regular supervision meetings

Employee Name: ……Date: ……

Employee Signature:……..Date: ……

Question	Possible Answers
Who is the designated Safeguarding Lead?	How do you know? How do you find out?
What would you do if your concern was about the designated safeguarding lead or a member of the management team?	Refer to whistleblowing procedure Have the confidence to act upon concerns
What are the signs/indicators of abuse and have you experienced any concerns since your last supervision?	Behaviour of children, disclosures from children any concerns to discuss? Children should have strong attachment to their carers Inappropriate behaviour or disclosures/feelings from staff, or parent/carer
Have you taken any action or made a challenge regarding incidents or concerns? And what was the impact/outcome?	Read a Safeguarding Practice Review (SPR) and discussed with team Made a challenge - to discuss Followed whistleblowing procedure Updated, amended or created a policy
When did you last receive safeguarding/child protection training? Was it appropriate and what was the impact on your practice? When is it due for renewal?	Explore other training options available rather than repeating 'essential awareness'. Changes made to policy/practice following training Team discussions, case study/SPR discussions
Have you updated your Competency Framework Grid following this training? Did this highlight any actions or any skills/knowledge gaps?	
What have you read, discussed, actioned, involvement since your last supervision that is relevant – to be added Competency Framework Grid. Did this highlight any actions or any skills/knowledge gaps?	What has been the impact on your practice/ understanding/knowledge?
When was your Enhanced DBS check undertaken? Are there any circumstances you need to declare which may affect your suitability to undertake your role?	