



Supervision Policy

Responsible for policy:

Review:

Chair of Directors

**CC3 Quality, Performance and Standard
Triennial**



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Definitions

In this **Supervision Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Supervision Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Chair'** means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- v **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- vi **'Chief Education Officer (CEO)'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Governing Body'** means the governing body of the School.
- ix **'Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- xiv **'Supervision'** definition is *'a formal, regular, and confidential process where a leader helps school staff as an individual or in teams, to explore their professional practice, emotional well-being, and the impact of their work on themselves and the pupils. It provides a safe, supportive space to reflect on challenging situations, ethical dilemmas, and the emotional demands of pastoral care, leading to improved skills, personal development, and a better understanding of their role in supporting pupils/ students.'*

1. Purpose

The purpose of this policy is to ensure consistency and clarity in the entitlement to supervision for staff across both Primary and Secondary schools within The Romero Catholic Academy. The policy meets statutory requirements for staff working in the Early Years Foundation Stage (EYFS), where regular supervision is mandated, and extends supervision as good practice to staff in roles involving safeguarding, SEND, pastoral care, and, where appropriate, leadership and shared services.

The EYFS statutory framework places an increased emphasis on welfare and safeguarding, stipulating that regular staff supervision is now a statutory requirement. Clare Tickell's (2011) independent review of the EYFS highlighted the importance of supervision in improving practice and maintaining effective early years provision. Her recommendations, now reflected in the revised EYFS, underline the need for support, performance management, and continuous professional development.

While statutory supervision is required for early years staff, the Academy recognises that supervision is also good practice for those in roles with heightened exposure to emotionally challenging situations, such as pastoral and safeguarding responsibilities. Therefore, this policy extends supervision to these roles.

Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. According to the UKCC (1996), clinical supervision "aims to identify solutions to problems, improve practice and increase understanding of professional issues."¹

Barnardo's Scotland highlights that supervision is vital for practitioner wellbeing, professional development, and management oversight, and most importantly, helps to achieve the best possible outcomes for children.² The statutory guidance, *Working Together to Safeguard Children* (2023), states that organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."³

There are statutory and non-statutory elements to supervision which are included and explained in the policy. As The Romero Catholic Academy, we have considered the various models or approaches to supervision and believe that our staff have an entitlement to supervision. We are committed to an offer that meets statutory responsibilities and extends beyond this, within a flexible framework and responds to need. This policy has been developed in consultation with Principals, staff across relevant job families, and an external supervision consultant, drawing on recent and relevant documentation.

References

1. UKCC (United Kingdom Central Council for Nursing, Midwifery and Health Visiting) (1996). *Position Statement on Clinical Supervision for Nursing and Health Visiting*. London: UKCC.
2. Barnardo's Scotland (2020). *Supervision in Education – Healthier Schools For All*. [PDF](#)
3. Department for Education (2023). *Working Together to Safeguard Children: Statutory Guidance on Multi-Agency Working to Help, Protect and Promote the Welfare of Children*. [GOV.UK](#)

2. Scope

This policy applies to all staff across the eight schools and Shared Services Team within The Romero Catholic Academy: Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, Saint Gregory, Saint John Fisher, Saint Patrick, and Cardinal Wiseman. It is relevant to staff working in the Early Years Foundation Stage (EYFS), as well as those in roles involving safeguarding, SEND, pastoral care, and leadership.

The policy outlines the entitlement to supervision for:

- EYFS practitioners (statutory requirement)
- Designated Safeguarding Leads (DSLs)
- Learning Mentors and Family Support Workers
- SENDCos or SEN Teachers in adapted provisions
- Staff supporting pupils with high levels of need or involved in emotionally demanding situations

It also provides a flexible framework for informal and planned supervision, including access to a supervision menu, mental health support, and reflective practice tools. The policy ensures that supervision is delivered consistently, confidentially, and in alignment with statutory guidance, safeguarding responsibilities, and the Trust's commitment to staff wellbeing and professional development.

3. Statement of Intent

Our Values are fundamental to our long-term success and represent the set of standards under which all of us in Romero MAC will work and against which performance will be assessed and rewarded.

- **Respect- We respect and value those we work with and the contribution that they make.** We demonstrate a commitment to valuing the staff team and invest in them through the extensive supervision offer.
- **Integrity- We act fairly, ethically and openly in all we do.** Supervision offers a vehicle to share good practice, identify issues and deal with them consistently, appropriately, and quickly.
- **Service- We put our children at the centre of all we do.** The approach to supervision further strengthens safeguarding procedures as a model of best practice.
- **Excellence- We use our energy, skills and resources to deliver the best sustainable results.** Our approach to supervision enables us to share our vision and school improvement priorities as we strive for excellence to secure the best possible outcomes for our children.

4. Statutory and non-statutory requirement

Supervision is a statutory requirement for all staff working within the Early Years Foundation Stage (EYFS).

The **Statutory Framework for the Early Years Foundation Stage (EYFS)**, effective from 1 September 2025, states:

3.22: *"Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children."*

3.23: *"Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues."*

"Supervision should provide opportunities for staff to:

- *Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns*
- *Identify solutions to address issues as they arise*
- *Receive coaching to improve their personal effectiveness"*

All schools and early years providers must ensure that this statutory duty is met. Supervision should be regular, recorded, and reflective, with a clear focus on safeguarding, staff development, and improving outcomes for children.

Non-Statutory

TRCA is committed to providing regular, planned supervision for the following groups:

- Designated Safeguarding Leads
- Learning Mentors
- Family Support Workers and CAF Co-Ordinator/ Lead CAF Co-Ordinator
- SENDCos

In addition to this offer TRCA offer, a menu of supervision opportunities that can be accessed flexibly according to level of need (See Appendix A).

The purpose of the supervision process is to:

- Ensure best practice in keeping children safe and decision making around safeguarding
- Emotional well-being/work life balance is considered
- Achievements are identified and celebrated
- Sharing and reinforcing key priorities for school improvement
- A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries
- Issues relating to the workplace and to working practices can be identified and discussed
- Review of workload, if needed.

5. Three levels of structure for supervision

In terms of supervision, the structure for the eight schools and Shared Services Team is as follows:

1. **EYFS** Supervision in the EYFS is **statutory** and it will be facilitated by the EYFS lead or the relevant Senior leader at least termly. The EYFS lead will access termly supervision with a senior designated supervisor within the school.
2. **DSLs, Learning Mentors, SENCos and SEN teachers and Family Support Workers** supervision is **good practice**. Termly supervision for this group will be offered/ provided by senior designated supervisors within the school.
3. **Teaching/ Pastoral staff** at any time there may be the identification of a particular member of staff to access supervision. This maybe in relation to a specific incident or support that is given to a pupil who has particularly high tariff needs. Where this is identified, this could be informal and incidental supervision. Referral to Occupational Health for further counselling and support can be made upon request.

In addition, a menu of support is available for staff to access according to needs. (See appendix A).

Supervision will always focus on the best interests of the pupils and will promote their safety and wellbeing. This policy applies to all staff that have regular, direct contact with children in the Early Years Foundation Stage setting and applies to those who would benefit from either planned or unplanned supervision.

Unplanned Supervision:

- The school operates an 'open door policy' which means staff can access support on a needs basis, from their supervisor or Mental Health First Aider, including when they have been involved in challenging work, such as that which relates to safeguarding.
- It is recognised that staff will communicate with their supervisor daily and through other regular team meetings which complements supervision.

Planned Supervision:

- Planned Supervision meetings take place around once a term unless otherwise agreed. In some cases, this is via a 1:1 meeting and, in some cases, supervision will be completed in a group. This is dependent on a range of factors, including the level of experience of each practitioner, in the EYFS, specific school circumstances and individual staff need.
- The EYFS Lead will timetable planned supervision for the academic year each September and share dates with members of the team. An additional 1:1 session can be added to the schedule, during the year.
- The EYFS Lead, unless the school has an alternative arrangement, will act as supervisor for all supervisees.
- The EYFS Lead and Senior leaders will be offered supervision by the principal or another designated suitable person.

6. Logistics

- Critically, supervision should take place in the context of a supportive professional culture built on trust and respect, recognising the influence and impact of establishing good working relationships. In relation to safeguarding, there needs to be recognition of the need to provide a 'safe' space to 'hold' the strong emotions that are sometimes aroused by issues that arise in efforts to protect children.
- This also applies to everyday, often personal issues presented by staff, impacting on their well-being and effectiveness. Such scenarios require emotionally intelligent leaders and
- managers who confidently offer opportunities for open, honest reflection and demonstrate commitment to supporting supervisees in finding ways forward.

For staff accessing Supervision, the following should be considered:

- Frequency and length - these meetings should take place when needed. There may be a preferred pattern to the meetings.
- Supervision should take place in a private and uninterrupted space during the working day. (See Appendix B)
- Recording supervision – It is the supervisor's responsibility to take notes and make sure they are copied, circulated and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties however a summary sheet of actions will be completed during or immediately after the session. (See Appendix C and E)

Interpersonal Dynamics Clause

- In instances where a supervisor and supervisee, or appraiser and coachee, experience interpersonal difficulties that may impact the effectiveness of supervision or appraisal, the matter should be addressed constructively and professionally. Either party may request a facilitated discussion or mediation through HR or a designated third party. Where necessary, alternative supervisory arrangements may be considered to ensure the integrity and support of the supervision process.

Aims of Supervision

Supervision meetings will help staff to:

- understand expectations.
- have the skills, knowledge, and behaviours to carry out their role.
- be supported in their role and managed effectively.

Staff appraisals will continue to take place as a part of the school's performance management system.

Functions of Supervision

The main functions are:

Support (health and wellbeing)

- To provide support for the supervisee to carry out their role and reflect on the impact of their work upon them.
- To monitor the health of the supervisee.

Safeguarding

- To ensure staff are suitable to carry out their role and that they know how to follow whistle blowing procedures.
- To provide an opportunity for discussion about any safeguarding or well-being concerns relating to children and families.

Management

- To ensure policies and procedures are understood and followed and that the supervisee understands their role and responsibilities.
- To share any forthcoming changes and any concerns about communication.
- To develop and monitor aspects of work, agreed for development.

Learning and Development

- To encourage reflective practice and development and encourage supervisees to access learning opportunities.

Successful Supervision

Successful Supervision should provide the Supervisee with an opportunity to:

- ensure they are compliant with school Safeguarding policies
- raise any concerns that they might have about children in their care, and to receive support to help them.
- raise any professional queries
- discuss career progression including CPD.
- clarify roles, responsibilities, and work tasks.
- build their confidence in supporting children's development
- be supported in their work - including in the monitoring of their health and helping them access occupational health if needed.
- understand how their work reflects the school ethos and receive feedback on how it meets the standards expected.
- deal with difficult or challenging situations at work.

Supervision meetings will:

- promote the interests of children
- foster a culture of mutual support and teamwork.
- facilitate continuous improvement which encourages the confidential discussion of sensitive issues
- enable staff to discuss any issues – particularly concerning children's development or well-being
- identify solutions to address issues as they arise. • Receive coaching to improve their personal effectiveness.

7.Roles and Responsibilities

Key responsibilities for Supervisors

- Sessions will be organised in advance and arrangements will be changed only in exceptional circumstances.
- Meetings will be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
- Meetings will be held in an appropriate place, that will be free from interruptions.
- All the areas included within the supervision policy will be covered
- The meeting will be recorded accurately and a copy provided for the supervisee

Key responsibilities for Supervisees

For everyone to gain the maximum benefit from supervision, it is essential supervisees:

- prepare for each meeting by reviewing notes and thinking about the issues to discuss
- are ready to share their thoughts and ideas in the meeting.
- talk openly about what has gone well and what has been challenging.
- are prepared to plan and undertake training and other development activities as agreed with their supervisor

Completing the written record of the supervisory meeting

- Every Supervision meeting will result in an agreed written record of what has been discussed and what actions should be taken next.
- Notes will be taken by the supervisor and then written up and shared with the Supervisee within 3 working days. The record will include points for action with clear timescales and identified responsibilities.
- The supervisor and supervisee should:
 - Agree on the content as an accurate record of the meeting, by both individuals signing and retaining a copy of the notes for future reference.
 - Be aware the supervision is a private but not confidential process. Records will be locked away although they may be shared with the Senior Leadership Team.

There are sample records in the Appendices.

8. Confidentiality

There will be three levels relating to the need to breach confidentiality within supervision as set out below, this is provided so that all individuals receiving supervision within their employment are clear about what can and cannot remain confidential to supervision. Should the supervisor leave then the replacement would have access to the previous six months records.

	Issue	Response
1	<ul style="list-style-type: none"> • Behaviour or activities which bring the school into disrepute. • Harm to self or others • Illegal activity • Actions of gross Misconduct • Activities where child protection and vulnerable adult policies apply 	There is a duty as an employee to report/action through the appropriate channels
2	<ul style="list-style-type: none"> • Activities that may lead to disciplinary action being taken • Actions relating to performance and capability regarding putting children's safety at risk 	Items would need to be reported via line management structures
3	<ul style="list-style-type: none"> • The information given by the supervisee will have significant impact on the organisation 	Items may need to be reported via line management structures

9. Monitoring and Review

As part of the monitoring and reviewing process, the senior designated supervisors will be offered support, training and development as part of their role.

A Mental Health First Aider will be available to all staff members across the MAC. (See Appendix A).

The Impact will be measured by sampling of cases and staff voice through TRCA staff questionnaire.

The Board of Directors delegate the implementation of this policy to the Academy Committee of each school. This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

10. Links to other policies

This Supervision Policy is linked to:

- TRCA Relationships and Positive Behaviour Policy
- TRCA Positive Handling Policy
- School Child Protection Policy
- TRCA EYFS Policy
- TRCA Special Education Needs and Disability Information Report and Policy
- [Supporting the Mental Health and Well Being of Education Staff Through Professional Supervision Structures, June 2019, Barnados Scotland](#)
- [Statutory Framework for the EYFS \(Early Adopter\) Published 2023](#)
- [Working Together to Safeguard Children 2023](#)

Appendix A Supervision Menu

For staff, we have a range of services that offer a level of supervision:

- Supervision from a senior designated supervisor
- Preventative/Early intervention through group supervision
- Buddy System offer within the school or across the MAC.
- Senior Leaders supervision opportunities form another leader colleague within the organisation
- Signposting to Occupational Health counselling and support
- Teaching with Heart;
- Westfield Health

Access to a Mental Health First Aider:

Each school will have access to a trained, accredited Mental Health First Aider. This is aimed at supporting in areas such as:

- Impact of mental health issues
- Stigma and discrimination
- Depression, symptoms, risk factors & depression in the workplace.
- First aid for depression & treatment and re-sources for depression
- Alcohol, drugs and mental health
- First aid for suicidal crisis
- Non-judgemental listening skills
- Self-care
- First aid for anxiety disorders
- Crisis first aid after a traumatic event
- Cognitive distortions and CBT
- Personality disorders
- Eating disorders
- Self-harm
- Psychosis & Schizophrenia
- Bipolar disorder

Appendix B Guidance, Good Practice and Record forms

Supervision Meeting Guidance and Good Practice Guidelines

Each person in supervision will have their own style and approach: however, the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener
- Matters arising from previous meetings
- Children and family development and wellbeing including child protection concerns
- Discussion of roles/responsibilities and any support required/signposting
- Any concerns held by the supervisee/supervisor
- Recognise and celebrate achievement
- AOB

EYFS additions

- Review of children's records where appropriate

Working guidelines for Good Practice

Creating the right environment is an important element but we must accept that this is not always possible within school, however we should strive to:

- Have a quiet private space to allow for open discussion
- Ensure a relaxed atmosphere, possibly with refreshments
- Try to avoid telephone interruptions
- Prioritise this time and avoid interruptions
- Make sure you keep to agreed starting and stopping times
- Consider the time of day supervision is scheduled.

Staff 1:1 Supervision Record Form

The Staff Supervision Record is designed to ensure that key areas are considered in supervision so that supervisor and supervisee are protected in the working relationship.

Name of Supervisor:	Name of Supervisee	Date:
Welcome	<input type="radio"/> How are you?	
Comments: •		
Health and wellbeing	<input type="radio"/> How is your health? How is your well-being? <input type="radio"/> Do you need any support to carry out your role effectively at the moment?	
Comments: •		
Safeguarding	<input type="radio"/> Check on Supervisee's safeguarding training (is anything outstanding) and that they know how to follow whistleblowing procedures. Any concerns? <input type="radio"/> Discussion about any safeguarding or well-being concerns relating to children and families	
Comments: •		
Review of Agreed Actions from Last Meeting	Update on actions from last Supervision meeting: What has been the impact? Any barriers faced?	
Comments: •		
Management Information, Development of Priorities and Communication	<input type="radio"/> Update from the Supervisor on any policies/procedures/ information in relation to the Supervisee's role <input type="radio"/> Sharing of any forthcoming changes and any concerns about communication <input type="radio"/> Discussion relating to vision and current priorities for setting. Discussion of any aspect(s) of work the Supervisee to complete to support this – with agreed actions	
Comments: •		
Learning and Development	<input type="radio"/> Reflection on learning and development needs <input type="radio"/> Identification of learning opportunities and agreed actions	
Comments: •		
Any other areas for discussion	<input type="radio"/> New areas for discussion to be scheduled for action or for next Supervision	
Comments: •		
Any further notes: Suggestions about how the supervisor could support further		
Signed: (Supervisor) Signed: (Supervisee)		

Staff Group Supervision Record Form

The Staff Supervision Record is designed to ensure that key areas are considered in supervision so that supervisor and supervisees are protected in the working relationship.

Name of Supervisor:	Names of Supervisees:	Date:
Welcome	<ul style="list-style-type: none"> How are you? 	
Comments: <ul style="list-style-type: none"> 		
Health and wellbeing	<ul style="list-style-type: none"> Do you need any support to carry out your role effectively at the moment? 	
Comments: <ul style="list-style-type: none"> 		
Safeguarding	<ul style="list-style-type: none"> Check on safeguarding training (is anything outstanding) and that they know how to follow whistleblowing procedures. Any concerns? Discussion about any safeguarding or well-being concerns relating to children and families Reminder group of the 'open door' policy for any concerns 	
Comments: <ul style="list-style-type: none"> 		
Review of Agreed Group Actions from Last Meeting	<ul style="list-style-type: none"> Update on actions from last Supervision meeting: What has been the impact? Any barriers faced? 	
Comments: <ul style="list-style-type: none"> 		
Management Information, Development of Priorities and Communication	<ul style="list-style-type: none"> Update from the Supervisor on any policies/procedures/ information in relation to the group Sharing of any forthcoming changes and any concerns about communication Discussion relating to vision and current priorities for setting. Discussion of any aspect(s) of work the group members to complete to support this – with agreed actions 	
Comments <ul style="list-style-type: none"> 		
Learning and Development	<ul style="list-style-type: none"> Reflection on group learning and development needs Identification of group learning opportunities and agreed actions 	
Comments <ul style="list-style-type: none"> 		
Any other areas for discussion	<ul style="list-style-type: none"> New areas for discussion to be scheduled for action or for next Supervision 	
<ul style="list-style-type: none"> Comments 		
Any further notes: Suggestions about how the supervisor could support further		
Signed: (Supervisor) Signed: (Supervisee)		

Appendix C Coaching Sentence Stems

Coaching Sentence Stems

(based on examples in Elena Aguilar, *The Art of Coaching: Effective Strategies for School Transformation*, 2013)

Active Listening Stems <ul style="list-style-type: none"> • So.... • In other words.... • What I'm hearing, then.....Is that correct? • Is there anything else you feel I should know? 	Non-judgemental Responses <ul style="list-style-type: none"> • I'd love to hear more about.... • I am interested in hearing more about... • That sounds great – tell me more • Thanks for sharing your thoughts on that. Can you tell me more about.....
Clarifying Stems <ul style="list-style-type: none"> • Let me see if I understand.... • I'd be interested in hearing more about.. • To help me understand can you give me an example of..... • So, are you saying/suggesting..... • Tell me what you mean when you.... • Tell me how that is like (different from).... • To what extent is....? • How often does that happen? • When did you first notice..... 	Probing Stems <ul style="list-style-type: none"> • What's another way you might....? • What would it look like/feel like if.....? • What do you think would happen if...? • How was....different from (or similar to)? • When have you experienced something similar before? • How did you decide..... • Tell me more about.... • I'm intrigued by / interested in..... • I wonder.....
Supportive Stems <ul style="list-style-type: none"> • I can see you feel quite strongly/upset. Would you like to talk about your feelings abouta bit more? • How do you feel when..... • It sounds like you have lots of ideas to try out! Which will you try first? • It sounds like you handled that in a really confident manner – how did that feel? • You did a great job when you..... • I am confident you'll be successful because..... 	Catalytic Stems <ul style="list-style-type: none"> • Tell me about a time when..... How did you deal with that? • I hear you're struggling with..... How are you thinking of starting on this? • Ok...so what would you do differently next time/if this was to happen again? • You have mentioned lots of different things that are concerning/worrying/affecting you -the last thing you mentioned was....How important is that to you? • What do you think you can do to work on this situation?
Interrupting Stems <ul style="list-style-type: none"> • Would you be willing to explore your reasons for.... • I'd like to ask you about...is that ok? • What's another way you could.... • What would it look like if..... • What do you think would happen if... • I'm noticing (some aspect of your behaviour)....do you think that is the case? • How do you want others to see you in this situation? 	Prescriptive Stems <ul style="list-style-type: none"> • I need to remind you that school policy is.... • I want us to think about that in terms of the School Improvement Plan priorities • Have you talked to.....about that yet? • Last time we talked you were going to...Has that happened yet? • What has got in the way of moving forward on that? • I'd like to suggest..... • I have some concerns about what you have told me. I need to pass that on to... so we can make sure that you are supported/ that everyone is safe/school policies are being followed

Appendix D Sample questions for a fortnightly informal supervision session/ debrief

Credit: Woodfield School Nick De Groot

Reflection Question <i>To be considered as a staff team or individual success or on behalf of the children</i>	Discussion Notes	Actions Arising/Follow Ups:
What has gone well this past fortnight? <i>Relentless Positivity: Celebrate Successes</i>		
How can we build upon these successes?		
Even Better If: What was difficult?		
Were there any mistakes that we can learn from?		
What do we need to do next: today, tomorrow, next week?		
What did we learn?		
How are we feeling right now?		
What do individuals need to do next? What is critical? <i>Reset the to list - what is urgent? What will impact the children?</i>		