



Booth's Education Services & Tutoring Ltd.

Ongoing Staff Training, Monitoring & Supervision Policy

Reviewed: February 2026

Next Review: September 2026

Policy Leads: Director (Charlotte Booth) • DSL • Mental Health Lead • Thrive Practitioner

1. Policy Purpose

This policy sets out BEST's expectations and statutory obligations for:

- **Training** (initial, mandatory, ongoing CPD)
- **Monitoring** (quality assurance, compliance, supervision records)
- **Professional Supervision** (reflective practice, safeguarding oversight, well-being supervision)

This ensures compliance with:

- **Keeping Children Safe in Education (KCSIE 2025)** – requiring all staff to receive regularly updated safeguarding and child protection training.
- **Prevent Duty Guidance 2023** – requiring awareness training and early identification of radicalisation concerns.
- **FGM Mandatory Reporting Duty** – requiring professionals to understand their legal duties.
- **DfE Whole-School Approach to Mental Health** – requiring strong leadership, staff development, targeted support and ongoing monitoring.

- **Mental Health Lead expectations**– requiring strategic oversight of well-being, training and supervision.

The policy applies to all individuals providing education, mentoring or support on behalf of Booth's Education Services & Tutoring, Ltd. (BEST)

2. Principles

BEST operates within the following principles:

1. **Safeguarding is everyone's responsibility** (KCSIE).
 2. **Training must be ongoing**, not a one-off event.
 3. **Supervision must protect pupils and staff** through structured reflection, oversight and emotional safety.
 4. **Monitoring ensures consistency, compliance and quality** across all provision.
 5. **Mental health and well-being of staff and pupils are essential**, impacting safety, learning and outcomes.
 6. **Documentation and evidence are required** and must be stored securely (GDPR).
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3. Mandatory Training Requirements

All staff/tutors must complete the following **before delivering any session**, as reflected in the **BEST Tutor Handbook and Training Matrix**.

3.1 Core Training (Pre-employment)

- Safeguarding & Child Protection (Level 2 or 3)
- Online Safety & Digital Safeguarding
- Prevent Duty & Channel Awareness (statutory)
- FGM Awareness & Mandatory Reporting Duty (statutory)
- GDPR & Data Protection
- Health & Safety, including Lone Working

3.2 Renewal Cycles

- **Safeguarding (L2/L3): Every 2 years + annual refresher** (KCSIE expectation).
- **Prevent Duty: Every 2 years.**
- **FGM Awareness: Every 2 years.**
- **Online Safety: Every 1–2 years.**
- **GDPR & H&S: Every 2 years.**

Certificates must be provided to the Director and recorded in the Training Matrix.

4. Mental Health & Well-being Training

In line with the Mental Health and Well-being Policy:

- Staff receive training on **mental health awareness**, early identification, emotional literacy and regulation strategies.
 - Staff receive CPD related to trauma-informed practice, SEMH needs, Thrive developmental principles, and relational approaches.
 - Training aligns with DfE expectations for building whole-school mental health capability.
 - The **Mental Health Lead** oversees all mental-health-related training.
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5. Safeguarding & Specialist Duties

5.1 Safeguarding & CPD

- All colleagues receive induction training in safeguarding, reporting concerns and statutory duties.
- Annual updates reflect local authority changes, KCSIE updates and learning from incidents.
- The DSL retains overall responsibility and ensures training remains compliant.

5.2 Statutory Duty Training

- **FGM Mandatory Reporting** – all regulated staff must understand triggers and reporting deadlines.

- **Prevent Duty** – staff must know signs of radicalisation and referral pathways.
 - **Information Sharing** – staff must follow statutory rules on proportional, lawful sharing of safeguarding information.
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6. Monitoring & Quality Assurance

BEST conducts continuous and cyclical monitoring:

6.1 Training Compliance Monitoring

- Training Matrix audited termly.
- Expiry alerts sent to staff before training lapses.
- Non-compliance triggers temporary suspension from tutoring until training is updated.

6.2 Session & Practice Monitoring

- Quality checks of planning, delivery and documentation.
- Remote session audits (online safety compliance).
- Safeguarding file audits to ensure accurate recording.

6.3 Policy Awareness Monitoring

- All staff re-sign key policies annually (Safeguarding, Online Safety, Mental Health & Well-being, Code of Conduct).
 - Knowledge checks conducted after major updates.
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7. Professional Supervision

BEST recognises that SEMH-facing work, lone working, and safeguarding responsibilities require structured and emotionally safe supervision.

7.1 Types of Supervision

A. Safeguarding Supervision

- Provides oversight for case decisions, threshold judgement and escalation.

- Led by the DSL/Director.

B. Reflective Practice Supervision

- Supports emotional processing and resilience.
- Draws on Thrive and trauma-informed relational principles.
- Essential for emotionally demanding work.

C. Operational Supervision

- Addresses practice quality, planning, admin compliance, communication.

7.2 Frequency

- **Monthly reflective self-supervision** for sole practitioner (using BEST template).
- **Quarterly external safeguarding or mental health supervision** (in line with recommended SMHL practice).
- **Post-incident supervision** within 5 working days of significant emotional or safeguarding events.

7.3 Recording

- Supervision records stored securely (GDPR).
- Notes must be factual, non-judgmental and focused on improvement.

8. Staff Well-being

Booth's Education Services & Tutoring, Ltd. recognises that staff well-being is essential for safe and effective provision:

- Staff may access well-being check-ins with the Director/MHL.
 - Workload concerns are monitored and adjustments made where possible.
 - Lone-working protocols are monitored through the Health & Safety policy.
 - Well-being practice aligns with DfE principles of staff development and emotional support.
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9. Links to Other BEST Policies

This policy is read alongside:

- **Safeguarding & Child Protection Policy** (training obligations, statutory duties).
 - **Mental Health & Well-being Policy** (capability, MHL duties, supervision).
 - **Tutor Handbook** (training matrix, expectations, reporting, supervision framework).
 - **Online Safety Policy**
 - **Data Protection & Confidentiality Policy**
 - **Health & Safety / Lone Working Policy**
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10. Review & Evaluation

This policy will be reviewed annually or sooner if:

- Statutory guidance changes (KCSIE, Prevent, FGM duty).
 - Training requirements evolve.
 - Monitoring identifies areas for improvement.
 - Significant incidents require updated supervision or training expectations.
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APPENDICES – Ongoing Staff Training, Monitoring & Supervision Policy

APPENDIX A — TRAINING MATRIX

Notes:

- Safeguarding Level 2/3 must be renewed **every 2 years + annual refresh** (KCSIE 2025). Prevent Duty must be renewed **every 2 years**.
- FGM Awareness must be renewed **every 2 years**.
- Online Safety recommended renewal: **1–2 years**.
- Matrix is referenced in the **Tutor Handbook** and maintained as part of quality-assurance expectations.

APPENDIX B — STAFF INDUCTION & COMPLIANCE CHECKLIST

Staff Name: _____

Role: _____

Start Date: _____

Section 1 – Pre-Employment Checks

- DBS Verified
- Right to Work Confirmed
- References Checked
- ID & Qualifications Verified

Section 2 – Mandatory Training (Before Starting Work)

- Safeguarding & Child Protection L2/L3 completed
- Prevent Duty & Channel Awareness completed
- FGM Mandatory Reporting Awareness completed
- Online Safety & Digital Safeguarding completed
- GDPR/Data Protection completed

- Health & Safety + Lone Working completed

(All training must be documented in BEST's Training Matrix.)

Section 3 – Policy Acknowledgements

Staff confirm they have read and understood:

- Safeguarding & Child Protection Policy (statutory requirement)
- Mental Health & Wellbeing Policy
- Online Safety Policy
- Tutor Handbook (mandatory procedures, supervision expectations)
- Data Protection & Confidentiality Policy
- Health & Safety / Lone Working Policy

Section 4 – Induction Meeting

- Overview of procedures, reporting lines, DSL contact, supervised working arrangements, expectations around mental-health awareness, and professional boundaries.

Induction Completed By: _____ (Director/MHL)

Signature: _____

Date: _____

APPENDIX C — REFLECTIVE SELF-SUPERVISION TEMPLATE

(Used monthly; recommended for sole-practitioner practice per policy.)

1. Practitioner Details

Name: _____

Role: _____

Date of Reflection: _____

2. Emotional Load Check-In

- How am I feeling about my work this month?
 - Have any sessions felt emotionally heavy? Why?
 - Are there themes emerging in pupil behaviour or emotional responses?
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3. Professional Reflection

- What went well?
 - Challenges encountered?
 - Any situations where I felt out of my depth or uncertain?
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4. Safeguarding Considerations

- Any disclosures, concerns or near misses?
 - Did I follow the Safeguarding Policy process correctly?
 - Anything to revisit with DSL?
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5. Mental Health & Wellbeing Observations

- Pupils showing emerging mental health needs?
 - Have I used Thrive/SEMH strategies effectively?
 - Am I noticing any compassion-fatigue signals in myself?
(Aligns with DfE's guidance that staff development and wellbeing are central to whole-school mental health.)
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6. Training & Development Needs

- Do I need refresher training?
 - Any new CPD areas needed to support pupils?
(Reflects the MHL role in identifying staff development needs.)
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7. Actions & Follow-Up

- What will I do differently?

- What do I need the MHL/Director to support me with?

APPENDIX D — FORMAL SUPERVISION RECORD TEMPLATE

(Termly, or more frequently depending on role and caseload.)

1. Supervisee Details

Name: _____

Role: _____

Date: _____

Supervisor: _____ (Director/SMHL)

2. Agenda

- Safeguarding updates
- Mental health observations
- Case discussions
- Professional wellbeing
- CPD needs
- Quality assurance review

3. Discussion Notes

Safeguarding & Child Protection:

- Concerns raised
 - Threshold decisions
 - Referrals made
- (Ensures compliance with KCSIE 2025 ongoing training and vigilance.)

Mental Health & Wellbeing:

- Emotional needs of pupils

- Staff wellbeing considerations
- Thrive practice updates
(Aligned with DfE's guidance on leadership and wellbeing.)

Practice Quality:

- Session delivery
- Planning and documentation
- Online safety compliance (remote audits)

Professional Development:

- Training completed
 - Training required
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4. Agreed Actions

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5. Next Supervision Date

Signature (Supervisor): _____

Signature (Supervisee): _____

APPENDIX E — ANNUAL CPD & COMPETENCY REVIEW

1. Staff Details

Name: _____

Role: _____

Review Period: _____

2. Training Completed This Year

Refer to Training Matrix (cross-checked).

3. Competency Assessment

Rate (1–5):

- Safeguarding knowledge (KCSIE expectations)
 - Mental health awareness (DfE whole-school framework)
 - Online safety compliance
 - Professional communication & record-keeping
 - Thrive/SEMH practice (if relevant)
 - Understanding of statutory duties (Prevent, FGM reporting)
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4. Strengths

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5. Areas to Develop

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6. CPD Plan for Next 12 Months

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7. Reviewer Comments

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Reviewer Signature: _____

Staff Signature: _____

Date: _____

APPENDIX F — INCIDENT-TRIGGERED SUPERVISION TEMPLATE

(Used after any emotional, behavioural, safeguarding or online-safety concern.)

1. Incident Overview

Date: _____

Staff Involved: _____

Pupil(s) Involved: _____

Nature of Incident: (Safeguarding / SEMH / Behaviour / Online Safety / Other)

2. Immediate Actions Taken

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(Ensures staff follow statutory safeguarding steps as per policy.)

3. Emotional Impact on Staff

- How did the incident affect me emotionally?
- Do I require additional support or adjustments?
(Recognises DfE emphasis on staff wellbeing and emotional load in mental-health leadership.)

4. Learning & Professional Reflection

- What worked well?
- What could have been done differently?

- What support do I need?
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5. Follow-Up Actions & Support Plan

- Additional supervision required?
 - Training recommendations?
 - Safeguarding follow-up?
 - Parent/agency liaison?
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6. Supervisor Notes (Director/SMHL/DSL)

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7. Signatures

Supervisor: _____

Staff Member: _____

Date: _____