

Supervision Policy and Guidance Children’s Specialist Services

November 2017

Review: In 2 years

Introduction:

This policy applies to all staff in Children’s Services who hold key worker and case worker responsibility for undertaking direct or indirect work with children, young people and families – ‘Operational Staff’. This includes staff across Safeguarding and Specialist Children’s Services working in accordance with the continuum of need at Tier 2, 3 & 4. Individual Team Managers may need to adapt the specific requirements to their own particular setting and in accordance with the tasks and duties to be performed. However, the guidance and general expectations set out will be part of each supervisory relationship.

Delivering safeguarding services involves working with vulnerable families to promote change in often highly charged, conflictual situations. Operational Staff working with children and their families have a challenging task, which takes place in a complex adaptive environment where the role of professional judgement is paramount. Operational Staff need to be confident, articulate and professional. They also need stamina, emotional resilience and determination.

Research and practice experience demonstrate that such staff will be more effective if they receive good quality Supervision both on a one to one basis from a manager and from peers in their team and professional network. Good quality Supervision will improve an employee’s capacity, confidence competence and morale, leading to better outcomes for service users. Effective Supervision will also improve recruitment, retention and job satisfaction.

Hounslow is committed to achieving a high standard of practice with good outcomes for vulnerable children and their families. We believe that good Supervision will enable managers, social workers, and other practitioners to achieve the standards expected of the service, and further develop their core skills and competencies. Supervision plays a key role in achieving these standards and should act as a forum where staff feel listened to, supported, and motivated in their role. This policy guidance sets out the standards expected for Supervision of all staff within Children’s’ Specialist Services.

Elements to Supervision

The Managers task case can be divided into three broad functions;

1. Create a clear vision that the “Team” understand and share in respect of the expected direction of travel of the Service.
2. Create the conditions in which their staff can realise that vision.
3. Monitor service delivery against key indicators and standards, addressing any issues arising from them; often referred to as Management Grip.

Supervision is an important tool for the execution of these functions.

It is widely recognised that there are four elements to effective Supervision.

1. Managerial
2. Professional development
3. Support
4. Mediation

**Although it is not necessary to have a complete balance of the four functions it is important not to let any one function dominate the supervision process.**

**Managerial**

This element relates to the 3rd Management Function and is an important tool for demonstrating management grip on the complex work being undertaken by staff.

It is concerned with ensuring the work of the Supervisee is being carried out to the expectations and standards of the Service. The Supervisor will monitor and explore the quality of the Supervisee’s work to ensure statutory obligations are being met, progress is being made in line with expectations, specific management instructions have been followed, and provide clarity to the Supervisees regarding their role and responsibilities.

It is important for Managers to remember that this should not be the sole measure, or evidence, of management grip. The over emphasis on this function within Supervision will result in stifling professional development and a loss of professional autonomy for staff. This in turn will contribute to poor decision making and a poorer service.

**Professional Development**

This relates to the 2nd Management Function and follows on from the Managerial element above.

As part of their Registration obligations Social Workers have a statutory responsibility for ensuring continuous professional development, though the same principle applies to all staff. As an employer L.B. Hounslow recognises that to realise the ambition for a stable, responsive and effective service we need to provide staff with the opportunity to learn and grow through their work experience.

To this end, Supervisors and Supervisees should be prepared to spend the time to reflect on current performance using particular cases as an example. The purpose of this is to help staff recognise areas for development and provide educational opportunities either informally through reflective discussion within the Supervision process, or through specific training.

This element of Supervision runs alongside the appraisal process.

**Support**

This element also relates to creating the conditions for Staff to realise our vision for a stable, effective and responsive Service.

The nature of the work carried out within Children’s Services can mean that staff are faced with difficult, distressing, situations, uncertainty and pressure. The supportive function of Supervision is very important to help staff cope with these challenges. All staff are encouraged to explore emotional blocks to their work and how the work may be impacting upon them.

It is this function that both Supervisor and Supervisee must balance carefully with the Managerial element. Both parties must recognise the Local Authority has equal responsibilities to service users and staff alike.

**Mediation**

This is an important element for the 1st Management Function. This is where the relationship between an individual and the Service is nurtured. It is here that the Supervisor helps the Supervisee understand the Service Vision and allows the Supervisees and opportunity express any systemic barriers to the realisation of that vision they are encountering.

It is an expectation that both the Supervisor and the Supervisee work to develop a positive relationship. In the event difficulties arise the following options should be considered:

* informal resolution within the supervisory relationship
* discussion at the annual review or a “brought forward” review.
* resolution by reference to the Team Manager or Head of Service
* invoking of the Council’s Grievance Procedure, if appropriate.

The Supervision Process

**Reflection**

As mentioned above, critical reflection is an important mechanism for Supervisees to gain practice knowledge and work towards greater autonomy in their practice. Supervision should not be a retrospective discussion on ‘tasks and actions’ (as when the Managerial Function is allowed to dominate). It should be a forum where the Supervisor is curious about practice; asking questions like ‘how’, ‘why’, as well as ‘what’ and ‘when’.  They should encourage the practitioner to explore various hypotheses to aid an understanding of a child/family’s situation. Practice Supervisors should use coaching and guiding techniques to help the worker to shape the trajectory of the work and the interventions required.

Given the nature of our work with vulnerable individuals, supervision will invariably focus on risks, but it must also be balanced by an understanding of family strengths, both current and potential. They need to help social workers/practitioners recognise behaviours in service users that may indicate disguised compliance, resistance to change, ambivalent or selective cooperation with services, and be able to proportionally identify whether there may need to be immediate action taken, and if so, what steps should be taken to protect children. Where a more planned approach is needed, they need to help guide staff in the development of proportionate interventions to safeguard children.

Issues of power and difference are inherent in the supervision/supervisee relationship. Supervision sessions should provide an opportunity to discuss, resolve and remove any barriers which create disadvantage due to race, gender, disability, age, sexuality and religion. Supervisors need to be aware of the issues that may arise between themselves and their Supervisee during their work, and ensure that a proactive approach is taken to address these issues in their supervisory relationship if appropriate.

**Standards & Expectations:**

We believe the following standards are to be strived for in all our casework.

* Assessment and care planning to be robust, thorough, and written to a high standard
* Policies, Procedures, and statutory duties are understood and followed
* That social workers understand their responsibilities and competencies and work is carried out to a standard that is expected of them.
* Work is allocated in accordance with the Workload Management scheme, and that this reviewed regularly
* That targets are set and monitored and timeframes are adhered to
* That practice is consistent across teams
* Performance, including ‘under performance’, is identified and addressed per departmental and organisational procedures
* Health and safety risks to the worker are assessed and reviewed
* Sickness and Staff Absence is managed
* Ensure there is defensible recording on cases

Roles and Responsibilities of the Supervisor

The Supervision objectives are to: ­

1. To develop and agree a supervision agreement that will encompass the objectives of supervision. **See Appendix 1.**
2. Ensure there has been an appropriate induction programme for the Supervisee in accordance with the Departmental guidance on Induction. This will include attendance at the Corporate Induction Day.
3. Provide informed consultation to the supervisee so that the supervisee can reflect critically on their practice. This consultation may also be provided by another person other than the supervisor on condition that it is an explicit part of the supervision arrangement.
4. Give attention to the supervisee’s work, career and personal development
5. To take account of the supervisee’s individual circumstances and the impact of their duties on her/him in the light of the individual’s knowledge, skills and abilities.
6. Compile a Professional Development Profile which caters for the supervisee’s learning needs, make time available for implementation and review regularly. For social workers, this should be developed in accordance with the knowledge and skills statement for approved child and family practitioners <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524743/Knowledge_and_skills_statement_for_approved_child_and_family_practitioners.pdf>.
7. Monitor and review performance by clarifying and delineating areas of management responsibility and accountability. This should provide opportunities for individual staff to consider their performance and functioning in the context of the Department’s key tasks and their own aspirations.
8. To set out areas of strength and development and to identify appropriate inputs e.g. training and other professional/career development opportunities.
9. Toset time limits when measures of performance have not reached the required level.
10. Address Health & Safety issues in accordance with the Department’s agreed policy and any concerns raised by the supervisee.

**Responsibilities of the Supervisee**

For supervision to be productive and to meet the stated objectives, the supervisee must;

1. Prepare for supervision e.g. his/her own agenda examination of notes of previous meetings, the timetable of activities plus specific details of any cases requiring attention.
2. To review the ways in which the support and intervention provided to the child, young person and family is having an impact and helping to achieve the desired outcome(s). If this is not the case, to identify alternative support and intervention to be discussed and considered.
3. To recognise that the Supervisor needs to be informed of concerns, consulted about decisions both specific as well as wider issues such as workload management and prioritisation. This requires an acknowledgement that the supervisor is accountable for the work and its quality of the supervisee.
4. To keep to the practical arrangements agreed with the supervisor and specified in the supervision agreement.
5. To produce records of work as requested for supervision.
6. To be aware that supervision will address the quality of work and appraise performance.

Pre-Supervision Checklist

To make the process more effective and efficient it is recommended that both the Supervisor and the Supervisee prepare for the supervision. As well as reviewing the previous note of the last supervision, it advisable to carry out a check on LCS and make notes of any alerts by professionals (especially the IRO). This will help to identify cases that need to be prioritised and draw out the key areas of discussions.

A quick checklist would be as follows:

* Identify cases that need to be tabled for discussion using the Progress and Oversight Summary tool for each case.
* Has there been a Case Audit or some performance data that requires discussion with the worker?
* Is the basic information up to date? Eg a valid Chronology, assessment and plan.

Frequency of Supervision

**All social workers and practitioners will have access to formal case supervision once every 4 weeks**. This will vary if the social worker is an ASYE, or is inexperienced. Then the supervision will likely take place more frequently, usually on a fortnightly basis. Appropriate time will be allocated for each case discussion with the timeframe of “one and a half - two hours” for the overall session. Depending on the type of team and the worker’s caseload, it may not be feasible to meaningfully discuss every open case in the allocated time of the supervision, and therefore discretion will need to apply on the frequency of individual case discussion. However, it is expected that every open case will have a formal supervision record on file at least every two months, with complex cases discussed frequently. Cases open as CIN in 0-25 Team for Short Break support will be exempted from this expectation.

The Progression and Oversight Summary tool will assist in this process and it is inevitable that some cases will require more frequent supervision discussions and others less frequent. However, both parties are accountable for ensuring cases are progressing towards ‘permanency’ at an acceptable pace and do not ‘drift’. The aim should be for every case to have an authorised Progression and Oversight Summary once every month. A Supervisor may reflect that they are more worried about a case than the Supervisee based upon factors other than risk. Consequently, ALL allocated cases MUST have an authorised Progression and Oversight Summary on file of no later than the previous calendar month.

Group Supervision

Group Supervision provides an invaluable opportunity for Teams to build skills in reflective practice, through a co-inquiry approach. Intrinsic to such an approach is that it is collaborative and promotes lines of enquiry and reflection w*ith* others. Group Supervision is an effective way to enhance practice knowledge through the questioning approach that increases the levels of critical thinking among the group participants as well as increase the quality of relationship between participants and lead supervisor, along with other participants (Lietz 2008).

For group supervision to be effective it is important that the group meet regularly with a clear agenda that is facilitated by a Practitioner with an agreed structure of case/ practice presentation followed by reflective questioning from the group.

|  |
| --- |
| ***Principles in Group Supervision*** |
| * A team commitment to critical and reflective thinking, through regular and prioritised sessions * Creating communities of practice in working partnerships with the shared values of effective outcomes and learning from each other * Providing mechanisms to promote an appreciative inquiry-based understanding of what works * It is open, supportive environment for collaborative and experimental learning * It is a safe place for sharing and discussing complex issues * It is built on an empowering model and adult learning theory * There is an accessible record of issues covered and key learning points |

Management Oversight

Within Hounslow Children’s Services the management structure is designed to allow ready access to staff to support them in their challenging work as required. Responding to familial crisis and specific incidents are examples of when this happens. This promotes the safety and wellbeing of staff and service users alike and is historically entrenched within the Departmental culture. Consequently, there are many conversations about the complex, sensitive, and difficult nature of the work taking place as and when they arise. These discussions take place at short notice outside the normal supervision arrangements. They do not replace the ‘formal’ supervision processes where both the manager and the practitioner have a planned reflective discussion on cases, but should be captured on the Case Progress and Oversight Summary.

There are many other situations in which a manager and case worker will have discussion and agree actions; following an unexpected event, a new notification, approving court evidence, financial approval, resource allocation, escalation points, and other situations when managers are involved in the decision-making and direction of the case. These types of case discussion between the supervisor and the supervisee forms an important part of the case history and impacts on the child and the family. They also contribute towards the evidence of Management Grip within the Department. It is therefore important that if practicable they are evidenced on the child’s file. This is monitored through a monthly Management Information report.

**Tools and Templates:**

**Supervision Agreement**

**Children’s and Adult Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name: |  | | | | |
| Post: |  | | | | |
| Supervisor: |  | | | | |
| Date of agreement: |  | | | | |
| Date of review: |  | | | | |
| HCPC Registration Number: |  | from: |  | to: |  |

**OUR PRIMARY TASK:** Delivering A Great Service To Children And Their Families By Achieving The Best Outcomes For Children

Supervision is a process by which one worker is given responsibility by the organisation to work with another worker(s) to maintain organisational, professional and personal objectives in order to promote positive outcomes for service users.

The objectives are:

1. Competent, accountable performance (**Managerial Function**)

2. Continuing professional development (**Educational Development Function**)

3. Personal Support (**Supportive Function**)

4. Linking the Individual to the organisation (**Mediation Function**) (Morrison, 2005)

**Agency Expectations**

1. To undertake assessments of the needs of children and their families taking into account their views, and ensure the establishment of individual care plans with particular reference to vulnerable groups.

2. To undertake the investigation of child protection referrals and to provide assessments that facilitate decision-making by appropriate line managers (dependant on the level of expertise and training).

3. To take its account in multi disciplinary contact to undertake care manager and key worker/service provider functions where appropriate.

4. To provide a social work service as agreed in assessments and in accordance with departmental policies and priorities and to participate in the costing, co ordination, monitoring and review in line with department procedure

5. To maintain awareness of current legislative requirements as relating to children and to participate in relevant training. To use regular supervision and staff appraisal and participate in staff meetings to ensure an effective service to users and carers and further professional development.

6. To prepare court statements when required, and give evidence in court.

7. To provide clear verbal and written reports to child protection conferences, reviews, planning meetings and any other purpose as required. To maintain accurate and full records of interventions with service users in line with Department’s policies and procedures

8. To participate in duty systems as required.

9. To participate in the development and implementation of performance indicators and quality service standards.

**The Local Authority Standards and Code of Conduct mirror the Health and Care Professionals Council (HCPC) standards which you will find on the LBH intranet and the HCPC website. You are accountable for familiarising yourself with these documents.**

**The council expects the highest standards of conduct from its employees and at all times you must carry out your duties with integrity and in accordance with the code of conduct for employees.**

**The standards set out below contain LBH and HPCP codes of practice and represent the standards of conduct, performance and ethics you must keep to:**

1. The council has a strong commitment to achieving equality of opportunity and expects all employees to implement and promote its policy in their own work.

2. The council is committed to a healthy and safe working environment and expects all its employees to implement and promote its policy in all aspects of their work.

3. The council is committed to maintaining privacy of all its staff and customers. It expects all staff to handle all individuals’ personal information in a sensitive and professional manner. All staff are under an obligation not to gain access or attempt to gain access to information they are not authorised to have.

4. The council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

5. You must act in the best interests of service users.

6. You must respect the confidentiality of service users.

7. You must keep high standards of personal conduct.

8. You must provide (to us and any other relevant regulators) any important information about your conduct and competence.

9. You must keep your professional knowledge and skills up to date.

10. You must act within the limits of your knowledge, skills and experience and, if necessary, refer the matter to another practitioner.

11. You must communicate properly and effectively with service users and other practitioners.

12. You must effectively supervise tasks that you have asked other people to carry out.

13. You must get informed consent to provide care or services (so far as possible).

14. You must keep accurate records.

15. You must deal fairly and safely with the risks of infection.

16. You must limit your work or stop practising if your performance or judgement is affected by your health.

17. You must behave with honesty and integrity and make sure that your behaviour does not damage the public’s confidence in you or your profession.

18. You must make sure that any advertising you do is accurate.

**Arrangements agreed for supervision**

**Frequency:**

Supervision takes place 4 weekly. For NQSW’s it is expected it takes place every second week for the first 6 months and monthly thereafter. Parties are to block off at least 1.5-2 hours to ensure sufficient time is allocated to supervision. Dates of supervision are set in previous supervision or can be arranged via annual schedule on online calendar.

**Recording of supervision:**

The supervisor is responsible for recording supervision. The supervisor will take handwritten notes which will be typed and given to the supervisee to sign

no later than 10 working days.

**Confidentiality:**

Personal information discussed will remain confidential. Information which impacts on performance will be brought to the attention of the Team Manager, should any issue or action plan not be addressed within the supervision forum.

**Review:**

The supervision agreement will be reviewed annually and as when necessary. However this may be used more often if deemed necessary as a tool for poor performance issues. This will also include the supervisee feedback about the progress of supervision.

**Absence / Toil:**

In the event of illness/absence from work the person who is absent is to ensure s/he reschedules supervision. Having said this, both parties are responsible for ensuring supervision takes place and one should therefore not wait for the other to suggest alternative supervision dates.

Should emergencies arise, which result in supervision needing to be rescheduled, the party needing to rearrange supervision should bring this to the others attention immediately.

**Continuous Professional Development:**

The Supervisor will ensure the Supervisee has access to the training manual. The Supervisor will suggest training opportunities which meet developmental needs. Any other relevant training opportunities, via external organisations, will be brought to the social workers attention, by the line manager.

It is also the social worker’s responsibility to research and identify appropriate training. These training opportunities should be brought to the supervisor’s attention during supervision.

It is also expected that the supervisee has an opportunity to shadow more experienced social workers, co-work cases , mentoring, buddy new team members to promote their development.

**Appraisal dates:**

Performance development appraisal will take place on an annual basis and will be reviewed every six months

**Conflict resolution:**

From time to time differences might arise with regard to both personal and professional views between supervisor and supervisee in case discussions/directions and for action decisions. These views will be considered in discussion but the ultimate decision and authority will rest with the supervisor/Team Manager. These differences will be recorded to ensure both parties are safeguarded.

**Performance issues:**

Any concerns identified will be addressed within the supervision process and an action plan developed to address poor performance. If this is not successfully addressed then the capabilities and or disciplinary procedures will be convened as appropriate.

**Content and focus of supervision will be based on:**

1. Agreeing the agenda

2. Reviewing your work via discussion, reports, observations

3. Agreeing and monitoring action plans

4. Development of your skills, knowledge and value base by reflecting on your performance

5. Identifying your development needs, interest, goals and action plans

6. Providing space for you to reflect more generally on your experience of, and feelings about your work.

7. Feedback from supervisor and supervisee

**Making supervision work: What each agrees to contribute**

What I want from my supervisor:

|  |
| --- |
|  |

What I will contribute as the supervisee to make this work:

|  |
| --- |
|  |

What I want from you as a supervisee:

|  |
| --- |
|  |

What I will contribute as the supervisor to make this work:

|  |
| --- |
|  |

Supervisee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Managing your own time:

Prioritisation of Tasks

**Not Urgent**

**Not Important**

**Important**

A

B

D

C

**Urgent**

**Learning Styles Questionnaire**

**by Honey & Mumford**

This questionnaire is designed to find out your preferred learning style. Over the years you have probably developed learning habits which help you benefit more from some experiences than others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences, so that you are in a better position to select learning experiences to suit your style.

There is no time limit to this questionnaire. It will probably take 10-15 minutes. The accuracy of the results depend on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement, put a tick by it. If you disagree more than you agree put a cross. Be sure to mark each item either with a tick or a cross.

I like to be absolutely correct about things.

I quite like to take risks.

I prefer to solve problems using a step by step approach rather than guessing.

I prefer simple, straightforward things rather than something complicated.

I often do things just because I feel like it rather than thinking about it first.

I don’t often take things for granted. I like to check things out for myself.

I don’t often take things for granted. I like to check things out for myself

What matters most about what you learn is whether it works in practice

I actively seek out new things to do

When I hear about a new idea I immediately start working out how I can try it out

I am quite keen on sticking to fixed routines, keeping to timetables, etc.

I take great care in working things out. I don’t like jumping to conclusions

I like to make decisions very carefully and preferably after weighing up all the other possibilities first

I don’t like “loose ends”, I prefer to see things fit into some sort of pattern

In discussions I like to get straight to the point.

I like the challenge of trying something new and different

I prefer to think things through before coming to a conclusion

I find it difficult to come with wild ideas off the top of my head

I prefer to have as many bits of information about a subject as possible, the more I have to sift through the better.

I prefer to jump in and do things as they come along rather than plan things out in advance

I tend to judge other people’s ideas on how they work in practice

I don’t think that you can make a decision just because something feels right. You have to think about all the facts

I am rather fussy about how I do things – a bit of a perfectionist

In discussions I usually pitch in with lots of ideas

In discussions I put forward ideas that I know will work

I prefer to look at problems from as many different angles as I can before starting on them

Usually I talk more than I listen

Quite often I can work out more practical ways of doing things

I believe that careful logical thinking is the key to getting things done

If I have to write a formal letter I prefer to try out several rough workings before writing out the final version

I like to consider all the alternatives before making my mind up

I don’t like wild ideas. They are not very practical

It is best to look before you leap

I usually do more listening than talking

It doesn’t matter how you do something, as long as it works

I can’t be bothered with rules and plans, they take all the fun out of things

I am usually the “life and soul” of the party

I do whatever I need to do, to get the job done

I like to find out how things work

I like meetings or discussion to follow a proper pattern and to keep to a timetable

I don’t mind in the least if things get a bit out of hand

**Scoring**

For each question you ticked on the other sheets, put a “1” beside the question number on this sheet. Put nothing for crosses. Add up the 1s in each column.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Question Number:** | **Score** | **Question Number:** | **Score** | **Question Number:** | **Score** | **Question Number:** | **Score** |
| 1 |  | 4 |  | 2 |  | 11 |  |
| 3 |  | 7 |  | 5 |  | 12 |  |
| 6 |  | 9 |  | 8 |  | 16 |  |
| 10 |  | 14 |  | 15 |  | 18 |  |
| 13 |  | 20 |  | 19 |  | 21 |  |
| 17 |  | 24 |  | 23 |  | 25 |  |
| 22 |  | 28 |  | 26 |  | 29 |  |
| 28 |  | 31 |  | 35 |  | 30 |  |
| 38 |  | 34 |  | 36 |  | 32 |  |
| 39 |  | 37 |  | 40 |  | 33 |  |
|  |  |  |  |  |  |  |  |
| Theorist |  | Pragmatist |  | Activist |  | Reflector |  |
| **Attributes**  These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'. | | **Attributes**  These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work. | | **Attributes**  Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences. | | **Attributes**  These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines.  Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion. | |
| **Activities**   * models * statistics * stories * quotes * background information * applying theories | | **Activities**   * time to think about how to apply learning in reality * case studies * problem solving discussion | | **Activities**   * brainstorming * problem solving * group discussion * puzzles * competitions * role-play | | **Activities**   * paired discussions * self analysis questionnaires * personality questionnaires * time out * observing activities * feedback from others * coaching * interviews | |

**PROGRESS AND OVERSIGHT SUMMARY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. BASIC INFO | | | | | | | | | | | | |
| Childs Name: | | | | | | | | | | | | |
| Weeks since last referral: | | | | | | Weeks since last allocation: | | | | | | |
| No. Weeks since CP started: | | | | | | No. Weeks CIN: | | | | | | |
| No. Weeks since CP ended: | | | | | | Date child became LAC/Care Leaver: | | | | | | |
| Date of last summary: | | | | | | | | | | | | |
| 2. SW REFLECTION | | | | | | | | | | | | |
| Has progress been made in last 6 months | | | | | | | YES/NO | | | | | |
| Has progress sustained since referral | | | | | | | YES/NO | | | | | |
| How worried are you about this case | | | | | | | | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** | | | **6** | **7** | **8** | **9** | **10** |
|  | | | | | | | | | | | | |
| 3. SUMMARY | | | | | | | | | | | | |
| Briefly bullet point the current risks/needs and the general focus of your intervention | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| 4. KEY ACTIONS & EVENTS SINCE LAST SUMMARY | | | | | | | | | | | | |
| Event | | | | | | | | | | Significance | | |
|  | | | | | | | | | |  | | |
| Dates of any Management Consultations | | | | | | | | | | | | |
| 5. MANAGEMENT OVERSIGHT | | | | | | | | | | | | |
| As Manager how worried are you about this case | | | | | | | | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** | | | **6** | **7** | **8** | **9** | **10** |
| Tasks still to do from supervisions / consultations | | | | | | | | | | | | |
| Managers comments regarding the progress of this case | | | | | | | | | | | | |