**Supervision Record-Purposeful Planned and Focussed**

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| Child’s Name | Dob |
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| Name of Social Worker:   |  |
| Name of Supervisor: |  |
| Date of Supervision:  |  |

**Central to this supervision is the Child’s Story and Social GGRRAAACCEEESSS**

Through this supervision please focus on the impact of Gender, Geography, Race, Religion, Age, Ability, Appearance, Class, Culture, Ethnicity, Education, Employment, Sexuality, Sexual orientation and Spirituality on the him/her/family and the issues being addressed.

**Decisions and Actions from the previous supervision**

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| --- | --- | --- | --- |
| Decision | Action **(**planned and focused) | Desired Outcome**-** difference made | Achieved/not achieved |
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**Record of the reflective discussion**

1. **THE PURPOSE**

Why are we involved? What is the intervention aiming to achieve. What are the strengths/issues we are addressing? What needs to change and how will we know when the change has happened. What would happen if you ended your involvement? What are the barriers to this happening? Experience of work with him/her since the last supervision. What is his/her current experience? How do we know this

1. **THE PLAN- Progress and Outcomes**

Is the plan working?What is the focus, progress and desired outcomes of the plan? Has change been observed? What is the evidence for this? What positive/negative impact has your involvement had on his/her situation? Are the parents/carers engaged and working to effect change?

What are the strengths or risks associated with the parent's/carer’s capacity to meet his/her needs?

Who else has collaborated and contributed to progression of the plan?

What have the child/parent's/other professionals said about progress?

If there has been no change or things have got worse, do you need to change the his/her plan now?

1. **THE FOCUS - his/her story**

What does his/her story mean? What needs to be the focus of the intervention now? What is a day in the life of the him/her like? What is his/her understanding of what is happening? What are their wishes and feelings? How does his/her story evidence change in their situation?

What are the his/her expressed/lived experiences and feelings of their situation? What has made things better/ worse at home/ placement? What contributes to this? How does this influence your approach with his/her/family? Identify any areas of training/learning to enhance the engagement with the family Identify whether his/her/family would benefit from services specific to these needs What specific aspects of his/her plan will be addressed between now and the next supervision? Are there any significant changes that could impact on the progression of the plan for him/her and their family? I.e. him/her turning 17, parent coming out of prison etc.

1. **Analysis** The current hypothesis and alternative explanations. What are your conclusions and what does this mean for the child

**Decisions and Actions from this supervision**

Supervision records need to show clear management direction and defensible decision making that demonstrates clear, transparent, considered and evidence based rationale.

**Purposefu**l-why are we doing this

**Planned**-how will we do this

**Focused**-what will the sw be doing in the face- to- face contact with family members or other professionals to achieve the purpose Staying true to systemic and relational practice using strengths based language and restorative approaches.)

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| Decision | Action **(**planned and focused) | Desired Outcome**-** difference made | Timescale |
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1. **NON-NEGOTIABLES**

Managers should record compliance with statutory or policy requirements and what action will be taken. Include information on gaps in family details; are child’s views evident on file; are timescales for assessments and visits met; are plans, reviews, core groups, permanence plans and PEPs etc up to date; are children being seen alone; are copies of reports shared with family members.