

Lambeth:  
**Children  
at the Heart  
of Practice**

# Children's Social Care

*'Doing right by staff, doing right by  
families and communities'*

**Supervision Policy, Procedures and  
Guidance**

**Date: March 2021**



**Lambeth**

# About this document

<b>Title</b>	<b>Supervision Policy, Procedure and Guidance</b>
<b>Purpose</b>	<b>To set out the procedure and good practice for effective Supervision</b>
<b>Updated by</b>	<b>Dan Comach</b>
<b>Approved by</b>	<b>CSC ADs</b>
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## **Intended Audience**

This document has been issued to the following people for Review (R) Information (I) and Review and Sign off (S). The Supervision Policy is mandatory and must be shared with all managers, and social work staff and with those holding cases in Early Help.

<b>Name</b>	<b>Position</b>	<b>S/R/I</b>
Alex Kubeyije	Director of Children's Services	S
	Assistant Directors Children's Social Care	S
	Service Managers	I
	All social care staff	I

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## Foreword from the Director of Children Social Care - ALEX KUBEYINJE –

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*In Lambeth, we recognise that supervision is fundamental to great practice as well as staff wellbeing.*

*We know that in Lambeth, our staff are our greatest asset as an organisation.*

*This supervision policy is part of our pledge to providing the right conditions for outstanding practice to flourish. We are setting out how supervision in Lambeth should be done.*



*We want to do right by our staff so they can do right by our families.*

*As the Director for CSC I want all staff to have regular supervision; supervision that focuses on you, your wellbeing as well as safety and welfare of children and their families. I want each and every staff member to have an appraisal, to have the opportunity to get and give feedback about your professional development and performance, having the support and types of conversations that help you grow and develop as a professional.*

*This is why we are defining the 3 core aspects of supervision you will be entitled to as a child and family practitioner.*

- 1) Case Management Supervision – This is where you think about the children and families that you are working with, you will monitor how safe and well children and young people are and you will be supported to navigate the complexity of the skilful work needed to make progress, planning and intervention for the families you are working with.*
- 2) Professional Supervision – This supervision focuses on you as a professional. This is an opportunity for you and your manager to consider how you continue to grow and develop professionally as an individual and as a team. This is your opportunity receive regular developmental feedback and this forms part of the process of your appraisal.*
- 3) Group Supervision – Using the reflective team case discussion model within your team to be curious and to draw on the skills and wide ranging knowledge within your team to assist with navigating the many complexities of working with children and their families who are in distress.*

*In the NHS, you will often see posters reminding us that we can ask hospital staff to wash their hands! In Lambeth I want to remind you that you can ask you manager for regular supervision and appraisals, this invite is also open to staff that I line manage!*

*This policy is just one part of my commitment to make Lambeth the best place to work as a social worker.*

*Happy Supervision and supervising!*

A handwritten signature in black ink, appearing to read 'Alex Kubeyinje', with a horizontal line extending to the right.

**ALEX KUBEYINJE**

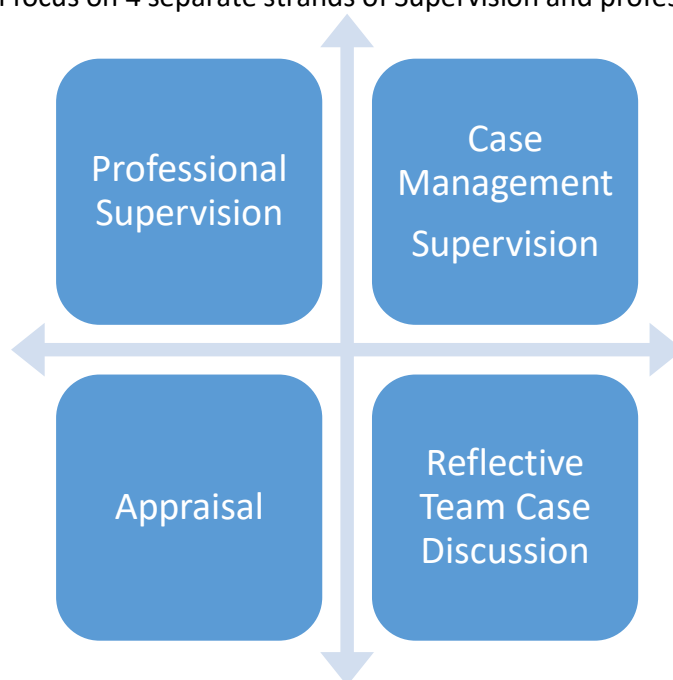
# 1. Introduction

This document sets out our vision, our commitment, the tools, the framework and the expectations for how we do supervision within statutory social work services in Lambeth.

Good supervision is highly valued by qualified social workers, it is one of the most important mechanism for support between managers and employees.

This document represents our commitment to supporting practice by ensuring that staff within a CSC setting at all levels within the organisation have access to supervision which is regular, reliable and reflective.

This document will focus on 4 separate strands of Supervision and professional develop.



For social workers to give the best support to children, their families and our communities, Lambeth recognise that supervision and focusing on professional development is a core function of practice leaders and the practice leader role.

This document is a pledge that supervision and professional development will be privileged, supported and promoted by senior and political leadership in CSC.

This document sets out how supervision is carried out within Children’s Social Work Services in Lambeth. It encompasses: social work (field work); fostering; special guardianship and adoption, Quality Assurance – IRO’s, CP Chairs, Edge of Care services and the Flourish team. Included in the scope of this policy, procedure and guidance are social workers, newly qualified social workers and unqualified social care support staff in all settings throughout Children’s Services in Lambeth Services.

## 1.1 Theory and evidence informed Supervision practice

There are range of tools to assist supervisees and supervisors get the best out of supervision

This policy is aligned with a wide range of tools from Research in Practice

<https://practice-supervisors.rip.org.uk/children-and-families/>

Area of Practice
<b>Understanding the lived experience of children and families</b>  Hearing Marginalised Voices <a href="https://practice-supervisors.rip.org.uk/children-and-families/hearing-marginalised-voices/">https://practice-supervisors.rip.org.uk/children-and-families/hearing-marginalised-voices/</a>  Exploring the Experiences of Families in Supervision  <a href="https://practice-supervisors.rip.org.uk/children-and-families/exploring-the-experiences/">https://practice-supervisors.rip.org.uk/children-and-families/exploring-the-experiences/</a>
<b>Emotions, Relationships and resilience</b>  Building relationships with families  <a href="https://practice-supervisors.rip.org.uk/emotions-relationships-and-resilience/building-relationships/">https://practice-supervisors.rip.org.uk/emotions-relationships-and-resilience/building-relationships/</a>  Helping Practitioners to develop emotional resilience  <a href="https://practice-supervisors.rip.org.uk/emotions-relationships-and-resilience/helping-social-workers/">https://practice-supervisors.rip.org.uk/emotions-relationships-and-resilience/helping-social-workers/</a>
Having Reflective Discussions  <a href="https://practice-supervisors.rip.org.uk/supervision/having-reflective-discussions-in-supervision/">https://practice-supervisors.rip.org.uk/supervision/having-reflective-discussions-in-supervision/</a>
Using Group Supervision  <a href="https://practice-supervisors.rip.org.uk/supervision/using-group-supervision/">https://practice-supervisors.rip.org.uk/supervision/using-group-supervision/</a>
Excellent Social Work  <a href="https://practice-supervisors.rip.org.uk/excellent-social-work/developing-the-skills-of-your-team/">https://practice-supervisors.rip.org.uk/excellent-social-work/developing-the-skills-of-your-team/</a>



## 2. Supervision Policy

### 2.1 Introduction

*'Professional Supervision is central to effective social work.'*  
(Yvette Stanley – National Director OFSTED 2018 )

Our staff are our biggest asset and are key to us fulfilling our responsibility in doing right by our children, families and communities. The supervision and development of all staff are significant processes in the success of delivering services that keep children and communities safe.

Supervision is an important right and benefit for all those working in social care. It benefits the individual, the organisation and indirectly, *as part of an intervention*, it benefits those who use services.

Social work with children and their families is complex and has an emotional impact which can really impact on the way we function as individuals and as an organisation.

Supervision which supports staff to critically analyse, reflect on their practice and to manage the emotional impact of their work will result in better outcomes for our children.

Supervision arguably has the greatest influence on practice other than the practitioner her / himself. Managers, supervisors and practitioners (supervisees) are jointly responsible for ensuring that supervision meets the requirements as set out in this policy.

Lambeth Council aims to provide appropriate, responsive and flexible services for the most vulnerable citizens of Lambeth and can only do this if the staff employed by Children's Services:

- **Understand what is expected of them;**
- **Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role; and**
- **Are fully supported in their work by managers, structures and systems within the Council.**

Supervision and professional development is a key strand in achieving this.

All staff have a right to expect supervision which is appropriate to their needs and that of the organisation. We are aspirational about the standard of supervision we want to provide and the senior managers will model the supervision approach being promoted within this guidance.

This policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

The aim of this policy is to provide a framework for case management, professional supervision, reflective team case discussion supervision and the appraisal process for all children's services social care staff who support statutory social work services.

This policy has been written, following consultation, to ensure it meets the needs of the service, the staff and their supervisors, regardless of the professional area in which they work.

Implementation of this policy will be supported through practice training and development, our quality assurance framework, practice evaluation and practice and performance processes.

The Supervision framework includes this policy:

- **Theoretical Frameworks Informing best practice**
- **Supervision procedure and practice guidance**
- **Templates and tools to assist**

## 2.2 Definition of Supervision

Supervision in Lambeth covers 3 core areas

- a) **Case Management Supervision** – this relates to discussion, support and scrutiny of the social work being undertaken with the child/ren and the care planning and is recorded on the child's record.
- b) **Professional Supervision** – This relates staff wellbeing, practice development, direct observations of practice, learning or development needs, performance, HR process and the appraisal process. This is recorded on the staff file and should be agreed where and it is stored.
- c) **Reflective group supervision**
  - i) **Case Discussion** – this is facilitated group supervision model based on the reflective team case discussion model which is often referred to as the Hackney Unit model. This is a structure, evidence informed approach to discussing and reflecting on social work intervention with children and their families and is also recorded on the child's record.
  - ii) **Peer reflection** – protected space for peer group reflection.

We are seeking to offer a clear distinction between case management supervision, professional supervision, space for facilitated reflection and your professional development, this will result in separate supervision sessions or the allocation of time and space within the session to focus on each specific area. The details of the arrangement can be set within the supervision agreement but will need to clearly define and protect each feature of supervision.

### 2.2.1 Appraisal

The appraisal process will provide the platform for career development and progression which connects to the wider strategic aims to in ensuring that every child, family and community get the best, most skilled and evidenced informed help

<https://lambeth.sharepoint.com/teams/hub01/Id/SitePages/Managing-Performance.aspx?web=1>

online training is training resources are available here

[https://effe.fa.em3.oraclecloud.com/hcmUI/faces/FndOverview?macKey=LjpwjiAGIMZOA6N&afrLoop=5955819558551597&afrWindowMode=0&afrWindowId=null&adf.ctrl-state=6obv6rrmq\\_11&afrFS=16&afrMT=screen&afrMFW=1280&afrMFH=906&afrMFDW=1366&afrMFDH=768&afrMFC=8&afrMFCI=0&afrMFM=0&afrMFR=96&afrMFG=0&afrMFS=0&afrMFO=0](https://effe.fa.em3.oraclecloud.com/hcmUI/faces/FndOverview?macKey=LjpwjiAGIMZOA6N&afrLoop=5955819558551597&afrWindowMode=0&afrWindowId=null&adf.ctrl-state=6obv6rrmq_11&afrFS=16&afrMT=screen&afrMFW=1280&afrMFH=906&afrMFDW=1366&afrMFDH=768&afrMFC=8&afrMFCI=0&afrMFM=0&afrMFR=96&afrMFG=0&afrMFS=0&afrMFO=0)

The PSW team will also offer support for Children’s Social care staff in having access to meaningful and impactful appraisal process.

### 2.2.2: Direct Observation of practice:

Direct Observation of practice will be an integral part of the professional supervision. 1 in 3 professional supervision session should be dedicated to the observation of practice within Lambeth’s Quality Assurance Framework.

Drawing on the research from the University Bedfordshire, Lambeth will draw on the practice observation framework developed within the London Borough of Islington.

The research undertaken highlights how Observation, a structured framework of expected skills and behaviours supported by helpful developmental feedback offers the effective and impactful opportunities to develop practice skills and practice standards.

There is a methodology and standardised approach to the direct observation of practice.

Please refer Quality Assurance Framework for details relating to Direct observation protocol.

Teams will be supported by the principal social work team to undertake direct observations of practice.

### 2.3 Context:

This policy has been developed within the context of the following standards and guidance:

- Adoption: National Minimum Standards 2013.
- The knowledge and skills statement for child and family practitioners, practice supervisor and practice leaders (2018)
- Social Work Practice Standards – Social Work England 2020
- The Assessed and Supported Year in Employment 2015 guidance;
- The Council’s policy and procedures for staff appraisal;
- The Quality Assurance Framework for Lambeth

### 3. Supervision Procedure

#### Supervision Agreement:

This policy outlines the core expectations, structures and functions of supervision for social work qualified staff and other qualified childcare professionals working within statutory social work services.

We understand that the quality of relationship between the supervisee and the supervisor is a key feature of supervision and your experience of working in Lambeth.

The supervision agreement is a tool to aid the discussion between the supervisor and supervisee to discuss and agree how to best to utilise the space for supervision. You will agree the necessary pragmatic arrangements, boundaries and structures that are the right fit within each supervisory arrangement.

See **appendix A for Supervision Agreement proforma**

#### Frequency of Supervision:

##### 3.1 - Minimum Case Management supervision recording requirements

<b>Children In Need</b>	<b>Minimum of every 6 weeks</b>
<b>Children subject to Child protection planning</b>	<b>minimum of every 4 weeks</b>
<b>Children Looked After (not Matched)</b>	<b>Minimum every 8 weeks</b>
<b>Children Looked After (Matched and in stable placement)</b>	<b>Minimum of 8 Weeks</b> – extensions on minimum frequency can be agreed with Service Manager where appropriate and necessary
<b>Young people with the 16 + Service</b>	<b>Minimum of 8 Weeks</b>
<b>Care Leavers over 18</b>	<b>Minimum of 8 Weeks</b>

<b>Staff group</b>	<b>Type of Supervision</b>	<b>Agreed Supervisory Level</b>	<b>Frequency</b>
NQSW's on ASYE programme	Case Management Supervision	Team Manager, Practice Assessor or Advance Practitioner	Minimum of every 4 weeks

Staff group	Type of Supervision	Agreed Supervisory Level	Frequency
	Professional Supervision	Team Manager, ASYE assessor /Advanced Practitioner	Weekly for the 1 <sup>st</sup> 6 weeks every 2 weeks (alternating between ASYE Assessor and Team Manager) for the initial supervision  Probationary review to be incorporated as part Professional Supervision  Progress to Monthly professional's supervision upon successful completion of probation and 6 months ASYE review.
	Reflective Team Case Discussion	Team Manager or Advance Practitioner	Minimum of Every 2 weeks
QSW (PO1-06)	Case Management Supervision (case holding)	Team Manager or Advance Practitioner	As defined by minimum case management supervision recording requirements
	Case Management Supervision (Non-case holding)	Line Manager	As defined my intervention approach.  No less than every 6 weeks.
	Professional Supervision	Line Manager	Minimum of every 6 weeks.
	Reflective Team Case Discussion	Team Manager or Advance Practitioner	Minimum of Every 2 weeks
Team Manager/Area Leads (PO6 – PO8)	Case/Team/Project Management supervision	Line Manager - Service Manager	Minimum of Every 6 weeks.
	Professional Supervision	Line Manager - Service Manager	Minimum of Every 6 weeks.
	Reflective Team peer supervision	Peer Group – facilitated by the peers.	Minimum of Every 6 weeks.

Staff group	Type of Supervision	Agreed Supervisory Level	Frequency
Service Manager and Assistant Directors.	Case/Team/Project Management	Line Manager – AD to SM: Director to AD	Minimum of Every 6 weeks.
	Professional Supervision	Line Manager – AD to SM: Director to AD	Minimum of Every 6 weeks.
	Peer Reflection Forums	Peer led sessions – structure, purpose and frequency to be agreed with Line Managers	Minimum of Every 6 weeks.
Administrative Support and other business support professionals	Professional Supervision	Line Manager	Minimum of Every 6 weeks.

Case Management Supervision - the frequency for discussion and review of all cases for children and families is outlined in section 3.1 .

Professional supervision - you and your supervisor should agree on the duration and frequency of your supervision taking into account your learning and professional development needs, the probation and appraisal processes.

Supervision meetings should be arranged in advance – it is important that supervision arrangements are reliable, protected spaces and whilst it may be necessary to change dates and times, this should be an exception rather than the norm and both supervisors and supervisee will need to ensure that the timescales for supervision are adhered to as supervision is key area of performance which will be closely tracked and monitored.

### Case Management Oversight

In addition to formal case management supervision, line managers will have many informal discussion and conversations to support interventions progressing.

Core decisions and the rationale for decisions affecting children are really important when people review their case files. These should be recorded as case management oversight.

Other activity such as quality assurance of court reports and signing of mosaic work flow tasks offer opportunities to evidence case management footprint – where this is not explicit use professionals judgement

### 3.2 Supervisor / Supervisee Ratios

It is difficult to give an explicit numerical recommendation as the nature of roles across children’s services varies significantly, and with it the need and frequency of supervision. The

frequency of supervision delivery will also vary according to the experience and development of the individual worker and their personal circumstances at the time.

However, as a general guide, for those supervisors who directly supervise staff having face to face contact with children and families the recommended maximum ratio is 1 Supervisor to 6 – 8 Supervisees.

Where that ratio is exceeded the line manager should review the arrangements to ensure that any potentially negative impact is reduced. This may involve agreeing a different frequency for supervision, arranging for more experienced staff to take on some supervisory responsibilities, supplementing 1:1 supervision with group supervision. It must be remembered that all supervisees are entitled to 1:1 supervision and that any alternative arrangements should complement and not replace it.

### 3.3 Newly qualified social workers

The Assessed and Supported Year in Employment (ASYE) was recommended by the Social Work Task Force and introduced in September 2012. It replaces all former arrangements for newly qualified social workers.

When supervising newly qualified social workers, team managers must refer to Lambeth ASYE handbook.

The ASYE is based on the expectation that NQSWs will have:

- a reduced caseload (building up to a 10% reduction by the time the end of the year)
- regular supervision – up to 1 ½ hours duration of uninterrupted time, weekly for the first 6 weeks; fortnightly up to the 6 month review and at least monthly thereafter
- protected professional development time – 10% of their working week
- regular reviews – 3, 6 and 9 with the final review 11 months post starting the ASYE programme
- The ASYE review process is aligned with the probation process and this must be completed via Oracle  
[https://lambeth.sharepoint.com/teams/hub01/hr/Intranet%20Documents/Probation\\_policy\\_and%20procedure.pdf#search=probation](https://lambeth.sharepoint.com/teams/hub01/hr/Intranet%20Documents/Probation_policy_and%20procedure.pdf#search=probation)
- continuous holistic assessment

### 3.4 Mentoring and co-working for NQSW on ASYE

In addition to formal case management supervision, professional supervision and reflective team case discussions. Each ASYE cohort has a programme which includes monthly facilitate group learning and reflection.

### 3.5 fostering, special guardianship and adoption services

Colleagues working in fostering must receive supervision to meet the requirements of the Fostering Services: National Minimum Standards 2011. These standards also specify the requirements for supervision of foster carers.

Colleagues working in adoption must receive supervision to meet the requirements of the Adoption: National Minimum Standards 2013.

### 3.6 Reflective Team Case Discussion supervision

This approach to supervision is equal and equivalent individual case management supervision.

Currently this approach is largely used to compliment 1:1 arrangements and this is a core feature of our practice approach.

The Frontline Units utilise this model to discuss all intervention work undertaken within the units.

The Consultant Social Worker (CSW) role combines line management, case holding and practice educator and as the participants progress through the programme, the working arrangement develops from the CSW modelling best practice (Stage 1 Sept - Dec) to co working with the participants to (Jan – March), to the participants leading on the majority of work with the CSW leading on statutory functions within the unit case load.

The CSW are line managed by the Service Manager, who is responsible for case management and the Professional Development Lead, who is responsible to professional supervision and the appraisal process.

## 4. Recording, record keeping and tracking.

Management Supervision and Reflective Team Case Discussions are to be recorded on Mosaic.

Supervision case records should be uploaded on Mosaic within 2 working days of the supervision case discussion if not before.

The frequency of case management supervision records will be tracked as part of the practice and performance structures in place.

Your Supervision Agreement and subsequent reviews of the agreement should be saved in a secure SharePoint site or Oracle.

Professional Supervision minutes should be recorded and uploaded in the SharePoint or Oracle within 2 working days.

There will be service area audits to ensure that each staff member has a completed supervision agreement. Professional Supervision experience and quality will be tracked and monitored via surveys and other staff forums.

Probation and Appraisal Objective Setting and reviews should be recorded on Oracle. Appraisal performance will be regularly tracked and monitored.

**Appendix A** – Supervision Working Agreement

**Appendix B** – Case management discussion recording tool – Children and Young people within the community

**Appendix C** - Case management discussion tool – Children and Young People in Lambeth's care

**Appendix D** – Reflective Case Discussion tool

**Appendix E** – Professional Supervision discussion recording tool.



## Appendix A – SUPERVISION AGREEMENT

### ADD NAME Supervisee - Supervision Agreement DATE

<b>Supervision Agreement Between</b>	<b>Supervisee</b>	
	<b>Supervisor</b>	

The expectations of the organisation regarding supervision are set out within the supervision policy, these expectations are non-negotiable, and provide the framework for this agreement.

The effectiveness of the supervision agreement depends upon the quality of conversation between the supervisor and supervisee, and it is very important that this document provides a foundation for discussion. It should be completed at the conclusion of a discussion in supervision rather than filled out at the time.

This is to be discussed at the start of your supervisory relationship and reviewed twice a year

<b>Date for Initial review</b>	
<b>Date Subsequent review</b>	

#### Practical Arrangements

<b>Frequency and Duration</b>	Professional supervision: Case Management Supervision: Group Supervision: Peer Supervision: Appraisal:
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#### Venue

<b>In Person</b>	
<b>Virtual</b>	

#### Cancellation

<b>Arrangements if either party needs to cancel</b>	
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<b>Agreed arrangements for Ad Hoc discussion</b>	
--	--

<b>How content of Supervision will be agreed</b>	Personal Supervision	
	Case Management	
	Appraisal	
	Group Supervision	

<b>Preparation should include</b>	
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### Making Supervision Work

<b>What does the supervisee bring to this relationship (e.g. previous work experience, experience of being supervised, preferred learning style)?</b>	
<b>What are the supervisee's expectations of the supervisor?</b>	
<b>What are the supervisor's expectations of the supervisee?</b>	
<b>Are there any factors to acknowledge as relevant to the development of the supervisory relationship (e.g. race, culture,</b>	

gender, sexual orientation, impairment, including learning difficulties)?	
Agreed 'permissions' e.g. it's OK for the supervisor not to know all the answers / for the supervisee to say they are stuck, etc.	
How will we recognise when the supervisory relationship is not working effectively?	
What methods will be used to resolve any difficulties in working together?	
Any other relevant areas for this agreement?	

### Suggested Priority Items for Agenda:

#### Check in: for both Case Management Discussion and Professional Supervision Discussions

Check-in is confidential safe space – these discussions will not be recorded unless there is an agreed reason to record or if there are issues that that might represent a significant risk to the staff member or others.

Any recordings will be open and transparent, if there are disagreements or issues that cannot be resolved this can be escalated via the appropriate line management structures.

#### Learning and Professional Development: Professional Supervision

Will focus on the professional and practice development.

#### Developmental Feedback: Both Case Management and Professional Supervision

How are you doing in your role?

What are your strengths and what are you areas for development.

Direct Observations of practice for QSW

Performance

Appraisal and objective setting =

#### Workload: Both Case Management and Professional Supervision

Exploration about current work load, capacity and breadth of types or work and level of complexity.

**Leave and Cover: Professional Supervision**

Planning and preparation around leave and requirements for cover arrangements.

**Cases Discussions/Project: Case Management Supervision**

Case Discussion to be recorded on Mosiac

Project/Portfolio/Reports to be recorded via supervision records

It may also be appropriate to discuss children and families during professional supervision where issues may be impacting on the supervisor or supervisee, it is however important to maintain a protected and distinct focus on supervision that focuses staff development and wellbeing.

**Other standing Agenda Items to be agreed:**

**AOB:**

**Complaints or disagreements process:**

In the first instance every effort should be made to resolve any issues between the involved parties. If this is not possible, approach senior manager to facilitate an informal resolution discussion.

**Formal Grievance processes are identified via the following Link:**

<https://lambeth.sharepoint.com/teams/hub01/hr/Intranet%20Documents/Grievance%20policy%20and%20procedue.pdf#search=grievance%20policy>

**Whistleblowing Policy is available via the following link:**

<https://lambeth.sharepoint.com/teams/hub01/iacf/Intranet%20Documents/Whistleblowing%20Policy%20and%20Procedure.pdf#search=grievance%20policy>

Signed

<b>Supervisee</b>		<b>Date:</b>
<b>Supervisor</b>		<b>Date:</b>

## Appendix B – Case Discussion Tool - Children living within their family

<b>Name:</b>				
<b>Case ID:</b>		<b>D.O.B:</b>		
<b>Oyster card id:</b>		<b>Passport No</b>		
<b>Key Areas of need being met.</b>	<b>Key area of Need</b>	<b>Last Completed</b>	<b>Due</b>	<b>Review Due</b>
	CIN/CP plan			
	CIN/CP review meeting			
	CIN/CGM Meeting			
	ADD any other KEY DATES			
	SWET /Final Evidence			
	Life Story Details			
	Other Key areas for consideration			
	Other Key Areas for consideration			
	Other Key Areas for consideration			
	Mosaic front sheet details			
	Genogram			
	Case Summary			
Chronology				
<p><b>Case Summary, Update and review of previous Actions:</b>            What is this family’s story, why are children social care involved?            What the are primary issues of need and risk requiring intervention            Review of previous case management actions decision</p>				

**Voice of the child:**

What is the lived experience for each child within the home (individually and what is life like for the family as a unit).

What would the child and the family members say are the main issues in their life

What would the child and the family members say about the social work intervention?

**Legislative framework:**

What framework/s are informing our intervention with this family

Is the current level and framework for intervention appropriate?

**Impact:**

What impact is this social work intervention having?

How do know if the intervention is making a difference

**What is working well:**

**What are we worried about:**

**What are the grey areas:**

**Partnership Working:**

How are partners assisting with the intervention to safeguard this family.

**Decisions:**

Do any decision need to be made – if yes rational for decision to provided.

**Actions:**

<b>What needs to be done?</b>	<b>I will know this works when?</b>	<b>Which person will lead on this</b>	<b>This will be done by?</b>	<b>This will be reviewed on</b>

Appendix C – Case Discussion recording tool – Child and young people in our care and who have left care and are eligible for support from Lambeth.

<b>Name:</b>			
<b>Case ID:</b>	<b>D.O.B:</b>	<b>Legal Status:</b>	
<b>Oyster card id:</b>	<b>Passport No</b>		
<b>Key Areas of need being met.</b>	Key area of Need	Date completed/Due	Review Due
	CLA review		
	IHA/RHA		
	Care Plan/Pathway Plan		
	Family Time Arrangements *Where these can be located on case record		
	Permanency Planning Meeting		
	Life Story Work		
	Other Key areas for consideration		
	Other Key areas for consideration		
	Other Key areas for consideration		
	Mosaic front sheet details		
	Genogram		
	Case Summary		
Chronology			
<p><b>Case Summary, Update and review of previous Actions:</b>            What is this family’s story, why are children social care involved?            What the are primary issues of need and risk requiring intervention            Review of previous case management actions decision</p>			



**Voice of the child:**

What is the lived experience for each child within the home (individually and what is life like for the family as a unit).

What would the child and the family members say are the main issues in their life

What would the child and the family members say about the social work intervention?

**Legislative framework:**

What framework/s are informing our intervention with this family

Is the current level and framework for intervention appropriate?

**Impact:**

What impact is this social work intervention having?

How do know if the intervention is making a difference

**What is working well:**

**What are we worried about:**

**What are the grey areas:**

**Partnership Working:**

How are partners assisting with the intervention to safeguard this family.

**Decisions:**

Do any decision need to be made – if yes rational for decision to provided.

<b>What needs to be done?</b>	<b>I will know this works when?</b>	<b>Which person will lead on this</b>	<b>This will be done by?</b>	<b>This will be reviewed on</b>

## Appendix D – Recording Tool for reflective discussion and group case discussions.

<b>Line Manager</b>			
<b>Allocated Practitioner</b>			
<b>Facilitator (if group)</b>			
<b>Attendees (if group) – full name and role to be included</b>			
<b>Date of Supervision</b>		<b>Last Supervision</b>	
<b>Child/Family details</b>			

<b>What is the Story</b>	<p>Experience of work with the child and family since the last supervision discussion. What is the child's current experience? How do we know this? What is the issue you need support with today?</p>
<b>Reflections</b>	<p>What are the reflections of the experiences and other factors that need to be taken in consideration in order to gain a full understanding of what is happening, including the intuitive responses of the social worker and assumptions that have been made.</p>
<b>What Does the story mean?</b>	<p>Analysis of the current situation. What is the working hypothesis and possible alternative explanations? How can theory and research inform understanding and conclusions regarding what this situation means for the child and family?</p>

<b>What Needs to happen?</b>	<b>What is the plan, How will this improve the child's experience? What have you learned? What would you do if this situation arose again?</b>
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**Actions**

What needs to be done?	I will know this works when?	Which person will lead on this	This will be done by?	This will be reviewed on

<b>Did I get the support I needed?</b>
<p><b>Am I clear what I might try next and how I can do it?</b></p> <p><b>What will help me and what might get in the way of the actions</b></p> <p><b>If no – What would help and what do I need</b></p>

## Appendix E - Professional Supervision Recording template

### Professional Supervision

<b>Supervisee</b>	
<b>Supervisor</b>	
<b>Date</b>	
<b>What will supervision include?</b>	<p>Standing Agenda agreed as follows: <b>Suggested</b></p> <ol style="list-style-type: none"> <li>1. Check in</li> <li>2. Previous Minutes</li> <li>3. Health and Wellbeing</li> <li>4. Learning and Professional Development</li> <li>5. Appraisal and Objective Setting</li> <li>6. AOB</li> </ol> <p>Other agenda items can be added as needed.</p>

### Check in:

<b>Previous Minutes and Actions</b>		
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Health and Wellbeing	
Learning and Development	<p>It is useful to identify and agree what framework is most helpful to use to provide a frame and focus on the areas of discussion.</p> <p>KSS – Knowledge and Skills Statement for Children and family Practitioners, Practice Supervisors and Practice Leaders</p> <p><a href="https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work">https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work</a></p> <p>Practice Standards – Lambeth Specific</p>
Appraisal and Object Setting	

**Actions:**

Task	By Whom	By When

Signed

Name:

Date

Signed

Name:

Date



Lambeth