**Kirklees Council**

**Children’s Services**

**Child Protection & Family Support Service**

***‘Making a Difference’***

**Staff Supervision Policy**

1. **Scope of policy, procedure and guidance**

‘Making a Difference’ – Staff Supervision: Policy, Procedure and Guidance sets out how supervision is carried out within the Kirklees Child Protection & Family Support Service. It encompasses: social work (field work); fostering; services for Children with a disability; Multi Systemic Therapy; Youth Engagement Services.

Included in the scope of this policy, procedure and guidance are social workers, newly qualified social workers, student social workers and unqualified social care support staff in all settings throughout Kirklees Council’s Children’s Services.

1. **Supervision Policy**

**2.1 Introduction**

The aim of this policy is to provide a framework for the one to one supervision of all children’s services social workers (or social care staff with client contact), including agency & temporary staff. 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. This framework is intended to provide an understanding about the requirements and processes of staff supervision. This framework consists of 4 linked parts:

1. Policy for Supervision;
2. Procedure for Supervision;
3. Practice Guidance for Supervision; and
4. Appendices – forms and guidance tools for use within supervision.

**Values & Principles**

*‘Supervision is the cornerstone of all good social work practice’*

*(Lord Laming, Victoria Climbié Inquiry Report, 2003)*

*“Worker’s state of mind and the quality of attention they can give to children is directly related to the quality of support, care and attention they themselves receive from supervision, managers and peers” (Harry Fergusson 2011)*

It is a fundamental belief in Kirklees Children’s Services that its staff are the most important asset in fulfilling its responsibility to provide a quality service to service users. The supervision and development of all staff are key to the success of the organisation.

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. Supervision which supports staff to critically analyse, reflect on their practice and to manage the emotional impact of their work will result in the children we are responsible for having the best start in life. Supervision will always promote the Kirklees behaviours and be delivered within a restorative framework.

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.

Kirklees Council aims to provide appropriate, responsive and flexible services for the most vulnerable citizens of Kirklees and can only do this if the staff employed in 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 and managed effectively.

Supervision is one of the ways that this can be achieved. All staff have a right to expect supervision which is appropriate to their needs and that of the organisation. This policy and procedure set out how staff can expect to be supervised and provides managers and staff with the key guidance needed to do this effectively.

**2.2 Definition of Supervision**

Supervision is a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives and promote positive outcomes for service users.

**2.3 Context:**

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

* [Supervision - Social Work England](https://www.socialworkengland.org.uk/cpd/supervision/)
* [Children’s Homes Regulations 2015.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463220/Guide_to_Children_s_Home_Standards_inc_quality_standards_Version__1.17_FINAL.pdf)
* [Fostering Services: National Minimum Standards 2011](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/192705/NMS_Fostering_Services.pdf). These standards also specify the requirements for supervision of foster carers.
* Standard 5 of the revised Standards for Employers of Social Workers in England, Effective and appropriate Supervision: [The Standards for Employers of Social Workers in England](http://www.local.gov.uk/documents/10180/6188796/The%2BStandards%2B-%2Bupdated%2BJuly%2B01%2B2014/146988cc-d9c5-4311-97d4-20dfc19397bf) published by the Local Government Association (2014)
* The Assessed and Supported Year in Employment 2015 guidance
* Kirklees Appraisal Policy: Your Performance Matters
* Kirklees restorative practice approach.
* Kirklees Child Care Procedures

And the following text and research:

* Morrison, T (2005) Staff Supervision in Social Care: Making a Real Difference to Staff and Service Users, (3rd edit.) Pavilion, Brighton;
* Morrison, T (2009) Guide to the Supervision of Newly Qualified Social Workers. CWDC; and
* CWDC/Skills4Care (2007) Providing Effective Supervision: Effective Workforce Development Tool. CWDC/Skills4Care Kirklees.

**2.4 Theoretical Framework**

There are a number of different ways to approach supervision and different approaches will suit different supervisors and supervisees. Whilst it is not the only model of supervision used, Kirklees supports the work of Tony Morrison and his publication - ‘Staff Supervision in Social Care’ (2005) - and endorses the approach using the Kolb Experiential Learning Cycle (adapted by Morrison, 2005) often referred to as the 4x4x4 supervision model.

‘*it is not the existence of supervision per se that makes a difference; what is necessary is good supervision’ (Tony Morrison- Staff Supervision in Social Care).*

This model has three fundamental elements which together provide an integrated

framework for supervision that can be adapted to work effectively across both health and social care settings. The three elements are:

* 4 Functions of supervision – Management, development, mediation, support
* 4 Stakeholders in the supervisory process – Service users, staff, organisation, partners
* 4 Stages of the Kolb learning cycle – Experience, reflection, analysis, plans and action



It is acknowledged that other models of supervision exist and may from time to time be useful to supervisors and supervisees.

1. **Training in Supervision**

Supervision skills training for new managers will be provided in a timely manner as required (within 12 months of becoming a permanent Supervisor). Training is provided by Strengthening Practice to both supervisors and supervisees and looks at the different approaches to supervision. Additional training on supervision is also accessed through the Frontline Pathways Programme and through the local Teaching Partnership.

Staff who are Aspiring Managers should also be considered for access to supervision training; however in order to make the most of the training they should have some experience of delivering supervision prior to or immediately after attending the training.