

**Supervision Policy**

**and Practice Guidance**

**Adult Social Care and Support**

 **Version Control**

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**Introduction**

London Borough of Barking and Dagenham Adults Care and Support wants to ensure that good quality, strengths-based supervision is in place to assure best practice, support worker wellbeing and improve outcomes for residents, families and carers in our local community.

The purpose of supervision is to establish accountability and promote professional development, health, and wellbeing. The process of supervision ensures a link between the values, policies and statutory responsibilities and the delivery of best practice.

Strength based supervision is underpinned by coaching and mentoring opportunities. There is a strong focus on building positive relationships and establishing partnerships. Recognition of individual strengths and abilities, empowerment, critical self-reflection and acquiring skills, knowledge and values that are all important elements of strength-based supervision.

Supervision can take a number of different forms which are described later in the document and high-quality supervision has many benefits, it builds worker resilience, informs risk management and decision making.

Supervision will link with overall objectives set within the Performance, Feedback and Development Conversations and recorded on I-Trent.

**1.** **Policy Scope**

The purpose of this policy is to provide a framework of core principles and minimum standards for supervision available to all social workers, occupational therapists and other practitioners and workers, including care navigators and managers working within Adult Care and Support (ASC).

The policy and practice guidance:

1. Establishes expectations and standards.
2. Promotes and ensures equality and diversity is mainstreamed into all supervisory discussions holding an anti-discriminatory lens on all actions and decisions.
3. Supports workers to understand their role and the effectiveness of their contribution to the safe delivery of services.
4. Promotes development of skills, knowledge, behaviours, values, attitudes and (where applicable) professional capabilities necessary to carry out their role.
5. Assures professional supervision for social workers and occupational therapists.

**2. Expectations**

*2.1 The Adults Social Care and Support Services Operational Management Team (OMT) is responsible and accountable for:*

* The implementation of this policy and that supervision resources and learning and development opportunities are in place.
* Ensuring that this policy is reviewed as a minimum very 18 months, in line with standard procedure, and before if there are statutory changes.
* That there is a robust system for assurance and governance of practice principles and standards.

*2.2 Line Managers are responsible and accountable for:*

* Ensuring that there is an effective system in place for supervision with their workers group.
* Ensuring supervision is occurring for their staff at the recommended frequency.
* Ensuring supervision is of acceptable quality and in line with the policy and practice standards. A quality assurance framework will support managers to assess the quality of practice.
* Accessing resources and learning and development opportunities to support supervision.
* Ensuring workers with a professional registration receive professional supervision. This is of particular importance where the line manager is from a different professional background to that of their workers.
* Prepare for each supervision meeting by reviewing the notes of previous meetings, follow through on any actions, agreeing an agenda in advance of the next meeting.

*2.3 Supervisees are expected to:*

* Sign and adhere to the supervision agreement
* Prepare for each supervision meeting by reviewing the notes of previous meetings, follow through on any actions and agreeing an agenda in advance of the next meeting.
* Identify any professional development needs, plan and undertake any development activities, as agreed and be aware of any professional standards organisational policies and procedures and how these relate to performance.

**3. Roles and Responsibilities**

3.1 *Supervisees* are employees or workers who receive regular line management supervision from their respective manager. If an employee holds a health or social care professional qualification e.g. in social work or occupational therapy they should have access to professional supervision – *see section 4 Supervision Options.*

*Supervisors* are expected to have regular one to one supervision for the workers that report to them. Wherever possible supervisors will also be of the same profession. If this is not the case then professional supervision will be arranged.

3.2 Supervision is a collaborative practice and both participants have a responsibility to prepare and participate to ensure good supervision takes place.

3.3 Supervisors must ensure that supervision is a safe and collaborative space for supervisees to reflect on their practice. Discussion together about emotional resilience is important as is the development of skills and knowledge that empower supervisees to do things differently and manage their workloads.

3.4 Supervision should support workers to be creative and develop their practice in accordance with Adult Social Care and Support strengths-based practice approach.

3.5 Process, roles and responsibilities of Supervision can be best described through the diagram below which highlights how Preparation, Personal and Professional support is arranged, Casework and Recording of Supervision aids the process:

Example

Process, Roles and Responsibilities

for Supervision

Arrange next meeting

Supervisor

Supervisee

Preparation

Personal and Professional

Casework

Recording

* Arrange date, time and venue
* Agree case files for review
* Read case files
* First 15 minutes
* Cover Health & Wellbeing
* Use template to capture discussion
* Review PFD
* Reflect on practice
* Use case work template to capture discussion
* Provide a copy of the Supervision Record
* Update Liquid Logic using casework template within 5 working days
* Ensure the meeting is in the diaries
* Update PFD
* Ensure case files are up to date
* Opportunity to discuss how you are managing your case load
* Raise any concerns you have about a case
* Agree way forward

**4. Supervision Options**

***4.1 Line Management Supervision***

The recommended model of supervision in London Borough of Barking and Dagenham is the ‘4x4x4 model’. This model aligns well with a strengths-based approach and provides a useful framework for approaching supervision for both the supervisor and supervisee. It focuses on 4 main areas: management, development, support and mediation. See appendix 3 for more details.

During the Covid-19 pandemic more people worked remotely to safeguard one- another and supervision practice developed significantly. Face to face supervision is encouraged to support the relationship between supervisor and supervisee. Virtual supervision practice is not ideal, but may be necessary at times continue and continues now by means of the [Flexible and Dispersed Working Policy](https://lbbd-my.sharepoint.com/personal/liana_kotze_lbbd_gov_uk/Documents/Supervision/Workers%20Intranet%20-%20Flexible%20and%20Dispersed%20Working%20Policy%20-%20V3%20WB%20and%20Working%20abroad%20%2813%20July%202022%29.pdf%20-%20All%20Documents%20%28sharepoint.com%29).

Best Practice Expectations or those working in Adults Care and Support is set out in Practice Standards for Social Workers, Occupational Therapists and other Practitioners, which can be found on TRI.X [here](https://www.proceduresonline.com/lbbd/adults/local_resources.html) and in the Appendices to this Supervision Policy.

***4.2 Professional Supervision***

Professionals such as social workers and occupational therapists should have access to professional supervision. This can be provided as part of the line management supervision if the manager is of the same profession, if not then this should be arranged through another medium, e.g. with a manager of the same profession or through professional group supervision.

Professional Supervision should be in line with identified professional standards and include the following areas:

* Reflection on application of the [Knowledge and Skill Statement for Adults](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf) (KSS) as well as [Professional Capability Framework](https://www.basw.co.uk/system/files/resources/pcf-social-worker.pdf) (for social workers) and [Professional standards - Social Work England](https://www.socialworkengland.org.uk/standards/professional-standards/) as registered social workers. For Occupational Therapists they are to adhere to [Professional standards for occupational therapy practice, conduct and ethics - RCOT](https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics?gad=1&gclid=EAIaIQobChMImNuFtZmJgQMV1O3tCh1SXwlKEAAYASAAEgIhD_D_BwE).
* The application of specific theoretical frameworks and evidence-based practice and updating knowledge and skills and relating this to practice.
* Professional leadership of practice of complex work i.e. safeguarding vulnerable adults.
* Reflection on profession-specific input to contribute to the overall objectives of the service.
* Maintenance of registration and professional standards to assure competence in carrying out the professional role. Social Work Standards can be found [here](https://www.socialworkengland.org.uk/media/1640/1227_socialworkengland_standards_prof_standards_final-aw.pdf).
* Compliant with the [Assessed and Supported Year in Employment](https://www.skillsforcare.org.uk/Regulated-professions/Social-work/ASYE/ASYE.aspx) (ASYE) program if a social worker is newly qualified.

The Chief Social Worker through the Department of Health and Social Care (DHSC) have introduced post qualifying best practice standards for social work practice supervisors which is summarised below. The standards can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762818/Post-qualifying_standards_for_social_work_supervisors.pdf).

|  |  |  |  |
| --- | --- | --- | --- |
| **\*Social Work Values and Principles of social justice, human rights and collective respect for diversity**  | **\*Influencing and governing practice excellence within organisation and the community** | **\*Developing confident and capable social workers** | **\*Assuring good social work practice and development**  |
| **\*Promoting and supporting critical analysis and decision making** | **\*Relationship-based practice supervision** | **\*Effective use of power and authority as a practice supervisor** | **\*Performance Management and improvement, use of data and systems to improve outcomes**  |

Research in Practice has delivered some training to support organisations to think about embedding these standards. The website with resources can be found [here](https://adultsdp.researchinpractice.org.uk/).

The College of Occupational Therapists has developed [supervision guidance](https://www.rcot.co.uk/files/supervision-guidance-occupational-therapists-and-their-managers-2015) you can access by clicking on the hyperlink in blue. The guidance enables practitioners and managers to set up healthy and effective supervision practices. This provides ideas and information that will be useful to those providing supervision and those receiving it.

***4.3 Group Supervision***

Some supervisors manage large groups of workers, for example in Provider Services, where it may not be possible to provide monthly individual supervision sessions. Supervision for these workers groups may therefore take place in a group. However individual sessions should be available as required.

**4.4** ***Reflective Supervision***

Many teams hold reflective practice group supervision sessions. Reflective practice sessions are also offered using a variety of models including action learning. Reflective supervision, either one to one or in groups, provides a space for practitioners to reflect and consider the emotional impact of their work, the unquestioned assumptions and biases they bring, varying perspectives, including theoretical perspectives and ethical dilemmas inherent to practice. This approach enables practitioners to develop self-awareness, critical thinking and sound decision making. This is also a requirement of the ASYE Programme for newly qualified social workers.

***4.5 Other Forms of Supervision***

For some parts of the Adult Social Care Service, there are other ways in which workers receive support, discuss and seek advice on their work and new ideas and methods of working which can include:

* ‘Buddying’, Confirmation Practice and self-managed support in Wellbeing registered Provider Teams – see Appendix 4
* Informal discussions with managers/supervisors
* Peer discussions
* Team meetings
* Practice Meetings
* Mentoring
* Coaching
* Reflective practice sessions
* Specialist advice or consultation.

These are valuable and helpful ways in which workers can broaden their knowledge and expertise. The line manager always remains accountable for the work of their workers and important or sensitive decisions and actions should not be taken without their knowledge and agreement and following relevant procedures.

Where there is a professional supervisor involved, the line manager, professional supervisor and supervisee should work together collaboratively, for example occasional 3-way meetings and sharing supervision notes.

***4.6 Wellbeing at work***

It is important to create and encourage a culture of support and self-care through induction, team meetings, supportive [staff networks](https://lbbd.sharepoint.com/sites/Intranet/SitePages/Employee-support-networks.aspx) and organisational communication sources about what is available to support people when difficulty arises. These systems should be in place to signpost workers to thrive.

4.6.1 Supervision wellbeing check

Supervision should offer a supervisee an additional regular check on wellbeing by their supervisor. This enables support to be provided by means of the 4x4x4 supervision approach, especially when there are risks that the practitioner may hold, especially registered professionals such as social workers who do safeguarding adults’ work. It is best to discuss how annual leave and flexible working arrangements can be used to enable resilience and the recovery from the stress of public facing work can cause at times.

There is a range of wellbeing resources to employees. Wellbeing pages can be accessed [here](https://lbbd.sharepoint.com/sites/Intranet/SitePages/Wellbeing.aspx) and they include sections on: Mental Wellbeing; Physical Wellbeing; Financial Support; Domestic Abuse; and Wellbeing for Managers. There are Mental Health First aiders who could offer a first point of call where relevant. The local authority also subscribes to the Employee Assistance Programme. For access to some more specialist support, a conversation may be needed with the worker’s line manager to arrange additional input through an Occupational Health referral and Human Resources.

4.6.2 Specific wellbeing matters for Social Workers

As an employer of social workers the organisation is aware of the emotional demands inherent in social work and how they can affect wellbeing. Supervisors and managers need to understand the ways in which work-related stress can impact social worker’s emotional resilience when working within complex systems and with adults, their families and carers at times of crisis and offer support. There are some specific Keeping Well Support Resources that support care and social workers which can be found [here.](https://lbbd.sharepoint.com/sites/Intranet/SitePages/Keeping-Well.aspx) These are in addition to the resources mentioned above. A guide on how to recognise and manage secondary or vicarious trauma can be found [here](https://www.communitycare.co.uk/2020/12/03/recognise-manage-secondary-trauma-pandemic/).

**5. Supervision Practice**

***5.1 Supervision Agreement***

5.1 A**ll** supervision relationships must be underpinned by a **Supervision Agreement** which shouldbe negotiated between the supervisor and supervisee at the start of each supervision relationship and a copy kept by both parties. This agreement will set out the structure and frequency of supervision, expectations and the process for the resolution of disagreements. Its importance goes far beyond the administrative elements and should form the basis of the supervision relationship.

5.2 For newly qualified social workers subject to their Assessed and Supported Year in Employment (ASYE), the ASYE learning agreement constitutes the supervision agreement for the duration of the ASYE programme.

5.3 A supervision agreement will be put in place by the supervisor for each supervisee using the template in Appendix 1, within one month of supervision starting and will be reviewed at least annually.

***5.2 Standards***

* All workers receive supervision when working in Adults Social Care and Support Services.
* There is support and oversight of practice supervision to ensure safe and effective practice.
* The level of supervision provided to workers reflects their needs and is available when there are serious risks that are to be discussed.
* Practice supervision ensures safe and effective practice that uphold public protection and the safety of people.
* There is sufficient coordination and continuity of support and supervision of workers to ensure safe and effective practice.
* Practice supervision facilitates independent learning and practice.
* All registered professionals receive professional supervision for example, an OT will be supervised by an OT, a social worker by a social worker and so forth. The supervisee should work collaboratively with the supervisor to have strength-based conversations to develop a strong and positive relationship.

**Arrangements for strength-based supervision**

* A Supervision Agreement must be drawn up and put in place, Appendix 1*.*
* Supervision should take place at a prearranged place and time, in a confidential space/way and with an agreed agenda and preparation by both supervisor and supervisee. In virtual settings both parties are required to use headsets, in order to keep conversations confidential.
* The supervisor and supervisee should work collaboratively and have strength-based conversations to develop a strong and positive relationship.
* Supervision must promote and ensure equality and diversity is included in all supervisory discussions holding an anti-discriminatory lens on all actions and decisions. These inclusive and diverse discussions should be recorded as part of the notes.
* A written record of every supervision discussion should be recorded and signed, or electronically signed in an agreed way, by both parties.
* Where there is a dispute between the supervisor and supervisee, mediation should be provided by the line manager’s supervisor in the first instance.
* Frequency: Supervision will take place for a minimum of one hour, every four to eight weeks. The supervision session should not exceed 3 hours.

***5.2 Practice Principles and Values***

As well as subscribing to the DRIVE Values within LBBD, we have additional values pertinent to supervision, see below.

A reminder of the DRIVE Values:

|  |  |
| --- | --- |
| D | Deliver the best outcomes for residents whenever we can.  |
| R | Respond to residents’ needs in a helpful and friendly way.  |
| I | Inspire others and ourselves to achieve their best.  |
| V | Value residents when making decisions.  |
| E | Engage with residents and colleagues in the best way we can.  |

***Our supervision values are to:***

* be open and honest as we discuss our work with our supervisor
* have empathy and compassion for the wellbeing of our residents, ourselves and one another
* respect, value and celebrate the uniqueness of every person and how that enriches us as a community, including their protected characteristics as all our actions and decisions enable equality, diversity and inclusion of everyone
* promote social justice and address discrimination, disadvantage and bias, including the supervision and assessment processes of adult social care and support

In our everyday work with residents and colleagues, we also create and maintain a culture where social workers, practitioners and workers will experience that:

* we value, train and develop compassionate social workers, practitioners and managers to best serve the wellbeing outcomes adults need.
* as a workforce we are diverse by design, celebrating our differences and the richness this brings to make authentic connections with one another and our community.
* we have a resilient workforce where we emphasise our own wellbeing and safety.
* we enable quality supervision and management oversight where we share the risks with the adult in a proportionate and defensible way.
* we follow a multi-agency approach to support social work practice and manageable workloads.

***Principles of Supervision***

* Prepare for supervision with an agenda and topics for discussion;
* Share reflective discussion to support critical and reflective thinking;
* Ensure that key discussion points and decisions are recorded;
* Be clear on standards and expectations, recognise and promote positive practice, appraise and invest in learning and development;
* be professionally curious with the adults and discuss matters that cause risks to themselves and others during supervision to support appropriate risk management;
* Work in partnership with adults, statutory services, private and voluntary organisations and groups as well as your colleagues and supervisor/s;
* all workers are expected to be clear on HR policies and procedure;
* value wellbeing and promote understanding of individual circumstances.

**6. Recording Supervision**

6.1 To establish effective relationships, both parties should sign a supervision agreement setting out how supervision will take place, Appendix 1***.***The supervision agreement must be reviewed annually and if and when there are any significant policy changes.

6.2 All supervision discussions held within a formal setting are recorded and copies are signed and kept by both the supervisor and supervisee. A template for recording discussion can be found in Appendix 2.

1. Records should clearly detail any decisions that have been made, reasons and any agreed actions, who will take responsibility for the actions, and the timescale for carrying out these actions.
2. The detail included in the supervision record is a matter of judgement for supervisor and supervisee. In general the record should be detailed enough so A reference to professional competency or capability frameworks where necessary. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.
3. The supervision record should be completed in a timely way, agreed and signed by both parties and stored confidentially.
4. If there is disagreement as to the content of the record, this should be recorded by the supervisor and escalated through line management.
5. Any decisions made in supervision with regard to a person who receives support by ASC should be clearly recorded on their case notes on Liquid Logic.

6.3 Supervision notes may be used as part of performance monitoring. The professional supervision record may also be used as evidence to submit to professional regulating authorities to demonstrate adherence to professional standards should this be required.

6.4 Specific requirements for supervision are required for newly qualified Social Workers under the ASYE programme and for newly qualified Occupational Therapists.

**7. Learning and Development**

7.1 There are learning development opportunities for supervisors to promote effective practice.

7.2 We are working towards embedding the post qualifying standards for practice supervisors (for social work) and using the framework to support and develop training.

7.3 Supervision learning and development resources and training opportunities can be found on the London Borough of Barking and Dagenham (LBBD) [Learning and Development pages](https://lbbd.sharepoint.com/sites/Intranet/SitePages/Learning-and-development.aspx) of the intranet and though booking onto suitable courses through I-Learn.

**8. Confidentiality**

8.1 Confidentiality is important in the development of supervisory relationships. Creating a safe environment for supervision, where the boundaries of confidentiality are explicit, will assist both parties.

8.2 Supervisors are responsible for keeping a record of supervision meetings. All discussions will be treated as confidential on a need-to-know basis. There are circumstances, however, where it will be necessary for supervisors to discuss information gained from supervision with senior managers and/or senior professionals. Similarly, supervision records may be released for the purpose of monitoring the quality of supervision or used as documentation in disciplinary or legal proceedings.

8.3 Any major concerns relating to the supervisee’s practice or performance identified as a result of supervision should be discussed with the supervisee, before the supervisor reports these to their line manager.

8.4 The supervisee should keep a record of supervision as part of their continuous professional development portfolio. Any record should avoid personal identification of adults, carers or third parties. Any information and decisions should be recorded in the relevant file and held electronically.

8.5 Confidentiality under supervision does not exclude the supervisor or supervisee from their responsibilities under their respective professional Codes of Conduct and current relevant legislation.

8.6 Supervision should be based on anti-oppressive principles and should be sensitive to the protected characteristics stated in the Equality Act 2010.

**9. Storage and Retention of Supervision Records**

9.1 Supervision records should be stored securely and access to them controlled. Ideally supervision records should be held electronically. Both supervisor and supervisee will hold a copy of the supervision agreement.

9.2 A copy of the supervision records will be retained securely by both parties and can be released under certain circumstances – see section 8.2

9.3 If a supervisee transfers to another team, supervisor, or professional supervisor within Local Authority ASC their records should be passed on to the new supervisor or professional supervisor.

9.4 When an employee leaves Local Authority, HR keep their records for seven years before archiving them. Supervisors should notify HR services to arrange storage of supervision records via the record management process rather than continue to hold them locally.

**10. Governance and Quality Assurance**

Quality assurance provides governance and ensures that both the organisation and workers are receiving supervision that is of a high quality, is enabling and supports ongoing development and good practice.

A framework for quality assurance is inscribed within the [Adults Quality Assurance Process](https://www.proceduresonline.com/lbbd/adults/local_resources.html) on TRI.X in local resources.

The quality assurance framework includes:

* LGA Health Check for Social Workers and Occupational Therapists
* Supervision Practice Evaluation Proforma

**END**

**Appendix 1 – Supervision Agreement Template**

This agreement is between …………. ……………….. (Supervisor)

And ……………………………….(supervisee).

We agree to abide by the supervision guidance and will ensure that supervision sessions are conducted in a positive manner based on the principles of strength-based practice and with mutual respect for each other’s skills, knowledge and experience.

**Arrangements for supervision**

* We will meet for supervision every ……. (4-8 weeks) for…..a minimum of 1 hour, not exceeding 3 hours, however this can be changed to suit the working pattern and role of the staff member e.g. ½ hour every 4 weeks for someone who works part time or every 2 weeks for a newly qualified social worker completing the ASYE course.
* Supervision dates will be booked as far in advance as possible. Scheduled dates will only be postponed due to unforeseen absence by either of us or in the event of a major incident occurring.
* Any postponed dates will be immediately re-scheduled and the session held within 7 days of postponement.
* We will hold sessions in an agreed designated space (or virtual meeting) free from interruptions. If a virtual meeting takes place where others can hear, earphones are necessary.
* If the supervisor is likely to be away for more than 1 month, supervision will be undertaken by ………………………., or another member of the management team as agreed with the supervisee.

 **Agenda**

* We will prepare for supervision by reviewing notes, identifying any work or issues to be addressed and will notify each other in advance about what we would like to discuss.
* We will follow the set agenda but will prioritise as necessary at the beginning of the session.
* We agree that time will be set aside during every session to allow for reflective practice and wellbeing.

**Recording**

We will agree who will take notes and how these notes will be shared and agreed. Decisions relating to case files will be recorded on our electronic recording system. Records relating to the supervisee will be held in their personal supervision file.

**Confidentiality**

We agree that the content of supervision is usually confidential but acknowledge that this might not always be possible. Exceptions to this include but are not limited to: Practice Evaluations or inspection of case files, following workers performance processes, absence issues.

**Mediation of disagreements**

If there are any areas of disagreement between us, these will be recorded on the supervision record and we will try to resolve them between ourselves in the first instance. If agreement cannot be reached than the supervisor’s supervisor will be asked to mediate in the first instance.

**Equality, Diversity and Inclusion**

We will ensure that equality, diversity and inclusion is embraced and anti-discriminatory practice is included in any case discussion. An awareness of the principles of Local Authority’s [equalities and valuing diversity policies](https://lbbd.sharepoint.com/sites/Intranet/Shared%20Documents/Forms/_C__Users_shall_OneDrive%20-%20London%20Borough%20of%20Barking%20and%20Dagenham_Documents_Oracle%20Replacement%20Published%20Document%20Library_Oracle%20Replacement%20Useful%20Links.pptx_.aspx?id=%2Fsites%2FIntranet%2FShared%20Documents%2FHR%20%26%20OD%202022%2FEmployee%20policies%20and%20procedures%2FEqualities%20and%20Diversity%20in%20Employment%20Policy%20%2D%20V1%20CMT%20approved%20%28002%29%2Epdf&parent=%2Fsites%2FIntranet%2FShared%20Documents%2FHR%20%26%20OD%202022%2FEmployee%20policies%20and%20procedures) should underpin our conduct of supervision.

**Review of supervision**

We will review all aspects of supervision, including this contract, at least once a year, or as needed depending on changing circumstances or service requirements.

**Professional Supervision**

Where the supervisor and supervisee are from different professions, the supervisor/supervisor will ensure the supervisee has access to regular supervision from a manager with the same professional qualification.

Signed:

………………………………… supervisor

 …………………………………supervisee

Date……………………………….

**Appendix 2 – Recording of Supervision Discussion**

This form should be used during supervision to record discussions and actions. It can be adapted for role requirements for example administrative workers, senior managers etc. All supervision should ensure that there is discussion on wellbeing, reflection and development using a strength-based approach. Some prompts are highlighted to aid discussion.

Both parties should sign the form at the end of the session and each keep a copy stored securely for future reference. Please see the additional guidance to support your discussion.

|  |  |
| --- | --- |
| **Subject** | **Comment/discussion** |
| **Checking in** * Physical/emotional wellbeing
* work life balance
* Health and safety (including EDI matters)
 |  |
| **Leave & Sickness*** Annual leave
* Dependency leave
* Any other leave
* Sickness leave (discuss if support is required)
 |  |
| **Review of agreed actions.** * Work related actions
* Non work related actions
 |  |
| **Team or organisation discussion*** Positive initiatives
* Feedback to take up to senior management
 |  |
| **High risk/complex work (including safeguarding).*** Discuss using strength-based approaches.
* Use reflective practice (tools can be found on the ASC practice guide).
* Discuss coping strategies to deal with stress/workload if necessary.
* Provide clear advice, direction and support.
* Use collaborative decision making techniques.
 |  |
| **Reflective discussions –** * Values and ethics
* Anti-oppressive practice
* Strengths-based values
* Positive risk taking.
 |  |
| **Recording and legal literacy*** Include self-review of practice, strengths and areas for development.
* Discuss support requirements.
* Discuss case law, case examples.
 |  |
| **Learning and professional development** * Discussion of impact of learning
* How to implement learning cross the team/organization
* Forthcoming training
* Discussion about resources/articles supervisor/supervisee may have accessed/read.
* Career progression etc.
 |  |
| **Professional Requirements** * Discussion about maintaining registration and professional standards.
* CPD overview – how to upload on registration body.
 |  |
| **Service Expectations** * Any priorities of the team or particular focus on areas of work that are important at present
* Discuss financial circumstances, especially if the supervisee is a budget holder.
 |  |
| **Any other business.** |  |

|  |  |
| --- | --- |
| **Date of next Supervision:** |  |
| **Venue or Virtual:** |  |
| **Time and date:** |  |
| **Signed:****(Supervisee)** |  |
| **Signed:****(Supervisor / Line Manager)** |  |

**Appendix 3 - The 4x4x4 Supervision Model**

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**Supervision Model**

The recommended model of supervision in Local Authority is the *4x4x4* model (Morrison, 2005). This model aligns well with a strengths-based approach and provides a useful framework for approaching supervision for both the supervisor and supervisee.

|  |  |  |
| --- | --- | --- |
| **Four stakeholders in supervision** | **Four functions of supervision** | **Four elements of the supervisory cycle** |
| People who use services | Management | Experience |
| Workers (SW, OT, Care Navigators Sensory workers & Practitioners) | Support (including wellbeing) | Reflection |
| The organisation | Development | Analysis |
| Partner organisations | Mediation | Action planning |

**Four functions of supervision:**

1. Competent, accountable performance/practice (management function)

2. Continuing Professional Development (development function)

3. Personal Support (support function) including wellbeing

4. Engaging the individual with the organisation and developing the professional relationship (mediation function)

**Four stakeholders in supervision:**

If supervision is carried out effectively there should be benefits for stakeholders. Examples of benefits as follows:

1. People we are working with adults, carers and families – a clear and focused approach from workers who can undertake a comprehensive assessment which takes account of needs, risks and involves service users in the process.

2. Supervisees – have clear role accountability and can demonstrate a confident, reflective approach to case management, engaging with a range of partners

3. Organisation – supervisors disseminate agency goals, values, and policies. They guide and monitor work leading to the development of consistent practice. They value workers which in turn lead to lower rates of turnover, sickness, or complaints.

4. Partners – workers understand the role of partners, can effectively negotiate with them, and have accurate expectations when involved in multi-agency assessments and planning.

**Four elements of the supervisory cycle (based on Kolb’s Learning Cycle):**

1. Experience – ‘the story’

2. Reflection – think about the experience e.g. what worked well, what didn’t work as well, what could have been done differently?

3. Analysis - what does the experience mean?

4. Plans/Action – what is the next ‘chapter’ in the story?

The integrated 4x4x4 model provides a coherent, practical, and well-tested framework to integrate these different but connected elements of supervision.

Recognising the different functions of supervision and the needs of different stakeholders is essential. Sometimes the needs of the supervisee, service user (adult or their carer/s), supervisor and agency may be aligned; at other times, they will conflict and the different functions will pull in opposite directions.

**Appendix 4 - Remote Supervision Factsheet**

**Checklist: things to consider when doing remote supervision**

Please view the Practice Standards for Adult Social Work and Adult Care Practice which can be found by searching here: [Search (proceduresonline.com)](https://www.proceduresonline.com/lbbd/adults/zoom/search.php?zoom_sort=0&zoom_query=social+standards&zoom_per_page=10&zoom_and=0) as this sets out what is expected during virtual social work or care practice and this also applies to virtual supervision.

Take time to renegotiate ground rules and acknowledge what might be different.

For example:

* Supervision by phone or video? This will affect your interaction and relationship: ‘face-to-face’ video interaction is preferable, if possible
* IT issues – familiarity with technology, connection, appropriate ‘kit’
* Environment (physical and emotional) – is the space to hold this conversation appropriate/comfortable/confidential for both of you? Use of headphones are advised to support confidentiality
* Boundaries between personal and professional self may have shifted / loosened and this may impact on your supervisory relationship
* Any adjustments needed when taking these things into account
* Think about frequency and length of supervision – you may want to have shorter, but more frequent sessions
* Prepare for supervision: set aside 5-10 minutes before supervision to clear your mind and be present, prepare an agenda leading up to the discussions to remember all important matters and or cases to be discussed

Specific questions to ask at the start might be:

* + - * What is on the agenda?
			* How will we take notes of the session?
			* Is it a safe/appropriate space to conduct the call? Do both parties feel comfortable? Are you likely to be interrupted?
			* Do both parties feel comfortable with the technology – e.g. sharing screens if information is to be shared?

Pay particular attention to checking in at the start. Using a tool or resource may help with focus and be more effective than simply saying ‘how are you?’ There are lots of tools to start the conversation; here are a few examples, which you can share or discuss:

|  |
| --- |
| * [Tools to think about response to the current situation](https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Using-visual-metaphors-to-respond-to-stress-and-trauma.pdf)
* [Circle of control during Covid](https://knowledgequest.aasl.org/minding-mental-health-during-covid-19/)
* Feelings [wheel](https://www.simplemost.com/feeling-wheel-will-help-better-describe-emotions/)
 |

* Focus on wellbeing: this could include adjustments to working at home, specific issues including caring/childcare responsibilities, issues affecting household, illness, worries
* Agree an agenda of what you will discuss / prioritise for this session. Use the 4 functions of supervision in the 4x4x4 supervision model and maintain a balance of wellbeing support as well as a space to discuss and reflect on work and evidence decision-making. People are struggling with huge amounts of new information, acknowledge this and prioritise what to share and discuss. Try to keep a strength-based approach and maintain balance: what is working well as well as what is not working so well or causing difficulties
* Be clear about expectations and any agreed actions from supervision. Notes of supervision should be kept, evidencing key points of discussion and any decisions
* People will be coping in different ways so a flexible, personalised approach and a space to acknowledge this is key.

**Support for supervisors**

You need support and supervision too! Flying on a plane may seem like a distant memory: but remember the safety advice to put on your oxygen mask first before you try to help someone else.

* [Emotional resilience in times of crisis](https://www.researchinpractice.org.uk/children/news-views/2020/april/emotional-resilience-in-times-of-crisis-how-organisations-can-support-practitioners/)
* Self-[care cards](https://ascpractice.camden.gov.uk/media/2612/selfcare-cards.pdf)