

**Case Supervision Recording Template
Launched 18th April 2022**

(Guidance notes/ prompts have been added as an aid memoire)

<p>Is this group or single agency supervision? <i>Delete as relevant</i></p>	<p>Group / Single</p>
<p>Attendees: <i>Relevant details only here</i></p>	
<p>Child/ren: <i>Include Mosaic id and full name for each child</i></p>	
<p>Process compliance: Please confirm:</p> <ul style="list-style-type: none"> • Date CYP(s) last seen • Date of next CiN/CG/Case conference • Key information (including genogram) is up to date • Cultural identity issues/needs identified 	
<p><i>– Most of this should be covered very briefly. The information is either up to date and logged or it is not. Where not, its completion should be recorded as one of the next steps (see end of form). If over time, there appears to be a pattern of this information not being known/logged, it should be pursued by the case manager outside the GCS process with the individual relevant worker.</i></p> <p><i>– Cultural/identity issues vary in complexity from case to case. Where cultural or identity conflicts and challenges are key to the intervention, they should be recorded in the case analysis section.</i></p>	
<p>Case update:</p> <ul style="list-style-type: none"> • Have all agreed professional actions been carried out? 	
<p><i>– Hopefully, the answer to this from each worker will be yes. We are looking to encourage a more analytical and less chronological approach to reviewing each case/child and family's progress so there is no need to elaborate at this point.</i></p> <p><i>– Where action has not been carried out as expected, there should be a brief explanation.</i></p>	
<p>Case analysis and professional reflections:</p> <ul style="list-style-type: none"> • What SMART goals are the parent/carers working on? How much progress has been made since the last GCS? What evidence are you basing this evaluation on? • Are any further goals needed? Why? 	
<p><i>– Using SMART goals and terminology supports rigorous evaluation of progress and the formation of a sound objective evidence base for professional evaluation.</i></p> <p><i>– Some SMART goals are PROCESS or ACTION oriented. These are actions such as:</i></p> <ul style="list-style-type: none"> • X will attend the 'Y' programme for 3 months/12 sessions <p><i>– However, the key goals to evaluating behaviour change/risk levels are OUTCOME FOCUSED:</i></p> <ul style="list-style-type: none"> • X will have Y negative hair strand tests over Z months • X will set up a debt management plan and meet repayment schedules by [date] • Zero reports of physical aggression between X and their partner/sibling/etc ongoing 	

<ul style="list-style-type: none"> • What feedback and behavioural changes are we looking for from the CYP(s) we are safeguarding? Be specific. How will we know things are getting better or not? • To what extent are we seeing these changes or hearing this feedback? What evidence are you basing this judgment on? • What is needed to maintain or improve this? 	
<p>– <i>This section is designed to ensure that we track the impact of parent/carer behavioural changes on the wellbeing of the CYP in the family.</i></p> <ul style="list-style-type: none"> • <i>CYP1 can identify 1 friend & describe their play in positive and appropriate terms an X year old</i> • <i>CYP2's 'worry scale' moves from 9/10 to 6/10 by [date]</i> • <i>The no. of [self-harm] incidents reduces from X to Y by [date] for CYP3</i> <p>– <i>Be clear about a) observed behaviour (by whom?); b) reported behaviour (from whom); c) impressions or 'gut feelings' need detailed exploration.</i></p> <p>– <i>Maintain/ improve- this may be to continue the type and level of intervention as is; to offer more or less of the same intervention; it may be to offer something different.</i></p>	
<p>Using the emotional and psycho-social dynamics of the work to support reflection and practice:</p> <ul style="list-style-type: none"> • What do you believe are the key psycho-social & emotional factors at work here? • How might these be affecting the family system? • How might they be affecting the professional system? • What needs to change in the professional system to accommodate these reflections? 	
<p>– <i>Consider: Attachment theory; ACES and emotions coaching approaches; life and family scripts; Signs of Safety risk rating and safety planning; Motivational Interviewing stages of change; mirroring or parallel processes; models of addiction and/or domestic abuse; reflective learning cycle models eg: Pedlar et al (2001)</i></p> <p>– <i>How might the emotional and psychological dynamics of the family system be mirrored in the professional system? How might/could the professional system acknowledge this?</i></p> <p>– <i>What personal value systems are in play for the professionals? Are these fully acknowledged and understood? How might such values be influencing the professional system's analysis of risk and progress in this case?</i></p>	
<p>Next steps/actions:</p> <ol style="list-style-type: none"> 1. Process compliance actions: 2. Intervention actions: 3. Information sharing actions: 	
<p>Permanency planning actions where relevant:</p>	

This template has been compiled by Dr Beverly Clarke, Psychologist and Coach from direct observations and consultations with those delivering and taking part in Group Supervision in Bracknell Forest during the period. March 2022