

Supervision Policy

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1. Introduction

WSCC Children's Services recognises that staff supervision is integral to the effective delivery of high quality services to children and their families. These procedures set out the framework and minimum standards to implement an effective and consistent approach to supervision practice within Children's Services. This update includes revised templates for the recording of supervision across all levels of the service.

Supervision should provide a safe environment for critical reflection, challenge and professional support and ensures competent accountable practice. It includes time for reflection on practice issues that arise in the course of everyday work and can help workers and their managers to do their jobs more effectively. It enables workers to develop their capacity to use their experiences to review practice, receive feedback on their performance, build emotional resilience and think reflectively about the relationships they have formed with children, young people and families. This guidance has been revised in accordance with the Standards for employers of Social Workers in England (LGA).

It is an expectation that formal supervision is available to every member of staff in a form appropriate to their role. We also expect every member of staff, as part of the supervision process to have their performance and development needs formally reviewed annually, using the Performance and Development Reviewing process.

These procedures recognise the varying professional cultures that exist in relation to supervision across the Directorate, and aim to provide a flexible approach which meets the needs of staff from different disciplines, whilst ensuring accountability for professional practice, and maintain a focus on the needs of the service user.

2. Scope

This document contains the Supervision Policy for Children and Family Services within West Sussex. There are additional supervision standards for residential staff. These standards are in addition to, and complement the requirements of the main procedures and can be found in **Appendix 14**

3. Definitions, Purpose & Function

The purpose of supervision is to promote the best possible outcomes for the children and families we work with. There is a body of research evidence showing that good outcomes are most likely to be achieved by emotionally intelligent practice, which enables positive, open, honest working relationships between professionals and service users. The aim of the supervision is to foster such practice by developing a relationship between the supervisor and supervisee, which both supports the worker but also facilitates challenge, critical and reflective thinking.

Supervision has four key functions:

- **Casework discussion and caseload management**

Supervision should be emotionally supportive, but challenges practitioners to truly reflect on their practice and on the needs of the children and families they are supporting.

- **Line Management**

It is essential that managers use supervision sessions, alongside team meetings and other group forums, to support and ensure practitioners' understanding and adherence to policies.

- **Learning and Development**

Effective supervision relationships allow practitioners to develop personally and professionally through trust, honesty and empathy. When done well, supervision contributes to how staff performance is managed, and includes practice development and teaching and coaching.

- **Performance Management**

Performance issues, as indicated in Line Management above - should be identified during supervision. These include praising work well done, encouraging innovative ideas, promoting good practice and identifying talent and also addressing performance concerns leading to performance management.

4. Supervision and Management Oversight

Supervision is recognised by regular, planned, private, one to one meetings, on an on-going basis between every member of staff and their regular supervisor. These meetings will have an agenda, and decisions will be recorded. These sessions will be either **personal supervision** or, for case holding/operational staff, **case supervision**. When discussions involve decisions about a service user, this must be clearly recorded on the service user's file.

Whilst case management oversight will always be a feature of **case supervision**, this will also take place outside the supervision arena. Practice inevitably includes informal or situational discussions and decisions about daily work issues, problems arising, or updates to policies and procedures. Again, when these discussions involve decisions about a service user, this must be clearly recorded on the service user's file.

5. Group Supervision

Group Supervision is an opportunity to develop skills in analysis and critical thinking using the Signs of Safety Framework for practice. It is an opportunity to develop and support practice by thinking through a 'case workers goals.' Group Supervision should be used in a way that is relevant for the practitioner and their work with children and families and other professionals.

Group Supervision supports thinking in relation to problem solving, peer group learning and giving and receiving strong feedback within a supportive setting. Group Supervision is not an alternative to individual supervision but an additional way to support critical and reflective practice.

6. Core Values and Principles (adapted from Morrison 2005)

- Supervision must ensure the effective management of practice, develop and support staff and promote their engagement with the organisation.
- All staff, irrespective of their role, have the right to receive high quality supervision.
- All staff bear responsibility for the quality of their own work and, to this end, should prepare for and make a positive contribution to the supervisory process. They are not passive recipients.
- Senior managers have a responsibility to promote good supervision by implementing this policy and ensuring training is provided for both supervisors and supervisees.
- Senior managers need to conduct regular audits to ensure this policy and standards are being implemented.
- Supervision must promote and model anti-discriminatory practice.

7. Roles and responsibilities

Supervision is a process not an event. It entails preparation, open discussion and the implementation of decisions. Both supervisors and supervisees have a responsibility to actively engage in this process and supervisors should ensure adherence to the standards outlined in **Appendix 1: Standards for employers of Social Workers.**

Supervisees will make a substantial contribution to the quality of their own supervision by, for example:

- Ensuring that actions agreed are carried out in a timely manner.
- Notifying the supervisor of any difficulties in implementing decisions or plans.
- Identifying development and support needs.
- Understanding and implementing policy.

Where the supervisee is a practitioner working directly with children and families, they will also contribute to the supervision process and promote high quality service delivery by for example ensuring that:

- There is a written plan for each child/young person.
- The outcomes/goal for their intervention are defined and progress is measured against these.
- Case recording contains clear analysis, plans and summaries.
- Equality and diversity are integrated into work and records.

8. Frequency of Personal Supervision

All staff should have personal supervision on a regular basis. The national standard is to ensure that supervision takes place at least weekly for the first six weeks of employment of a newly qualified social worker, at least fortnightly for the duration of the first six months, and a minimum of monthly supervision thereafter. Student social workers should be supervised weekly.

In West Sussex the minimum frequency for Supervision to occur is monthly for experienced social workers, and all other fieldwork staff working directly with children. For managers the minimum frequency for supervision is six weekly. However, supervision frequency also needs to be tailored to the developmental and professional needs of the social worker and a higher frequency will be

appropriate according to the stage of professional development, the complexity of the workload and, in some cases, the particular circumstances of the supervisee.

Frequency of Case Supervision

For case holding staff, the general expectation is that for children on a child protection plan individual cases should be discussed every four weeks. More generally, it is expected individual case supervision will be every eight weeks. It is recognised that this needs to be flexible so that cases where there are particular concerns can be discussed as required and the supervisor and social worker should agree in advance of the supervision which cases need to be discussed.

For the Contact and Assessment team the timescales for assessment will mean that not all cases will be discussed during supervision. Instead, Managers should ensure there is clear management oversight and directions at the commencement of the assessment and at the conclusion. This will require a 'management comment' in the casenote to be made within 5 days of the decision to start the assessment and at the conclusion of the assessment – or – thereafter no less than 8 weeks later

Where there are particular concerns in cases held by the Contact and Assessment team these should be discussed as required and the supervisor and social worker should agree in advance of the supervision which cases need to be considered as part of the case supervision record.

For disabled children on a CiN plan for whom there are no current welfare concerns and there is stability and resilience within the family, Practice Managers will supervise on a three monthly basis. This will be agreed by the Group Manager. Significant changes in circumstance e.g. deterioration in health, instability in family, safeguarding concerns, will prompt a review of this decision to ensure safety and management oversight /decision making to ensure the best outcomes for disabled children. This approach recognises the diversity of disabled children and their families.

All discussions around service users should be recorded on **Appendix 8: Case Supervision Record**.

9. Supervision Files

All staff should have a supervision file that is held securely and electronically on SharePoint. These files should be created by the team co-ordinator and the supervisor will be responsible for uploading the personal supervision record to the file. The supervision file should contain a range of information that is needed by the department regarding the employee's status, job details and information that evidences appropriate support and compliance with departmental processes.

Appendix 2: Supervision Files – List of Contents provides details of the minimum contents of supervision files.

In the event of the supervisee moving to a new team, or a change in Line Manager, the supervision file should be passed to the new supervisor.

When staff leave the local authority, supervision files should be archived. All supervision records will be stored for a period of 7 years after an employee's departure.

All teams undertaking Group Supervision should also have an electronic file on SharePoint where **Appendix 9: Group Supervision: Record of Learning** should be filed. This should be completed by the Group Advisor involved in delivering the session.

10. The Supervision Agreement

It is the responsibility of the supervisor to ensure that a supervision agreement is in place for every supervisee. **Appendix 3: Supervision Agreement**

The agreement should be used and placed in the supervisees supervision file and reviewed annually. **Appendix 4: Supervision Review**

11. Recording

This guidance takes into account the principles of the Data Protection Act 1998, and in particular, that any personal information held on an individual is accurate, adequate, relevant, not excessive, and available to the subject. It is the responsibility of the supervisor to comply with these principles at all times.

The supervisor is responsible for ensuring that a record is made of the content of each supervision meeting using the Staff Supervision Record. **Appendix 5: Personal Staff Supervision Record**

The Personal Staff Supervision Record may be typed or handwritten. Written records must be legible and will need then to be scanned into the electronic file. Supervision records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for completion. The supervisee should agree the record of supervision before it is stored on the electronic file. This can be done by email and it is recommended that supervisees are given five working days to indicate their agreement before agreement is assumed.

Where there is disagreement, the supervisor and supervisee may agree to amend the record. Where agreement cannot be reached, a note should be made on the record of different views and signed by both parties.

The supervisee will have a copy of the supervision records for their own use, which they will need to store responsibly. The supervisee is not required to keep their copies of supervision records and they may destroy them when they no longer have a use for them.

For case holding staff details of any casework discussions should be recorded on the child's file and **not** within the Personal Staff Supervision Record. A template for casework discussion is included in **Appendix 8**. It is not anticipated that every child will be discussed at supervision, and discussion will be proportionate to the child's needs and any worries or concerns either the supervisee or the supervisor has about the case.

The manager must ensure a copy of the case record discussion is attached to the child's Mosaic record as a case note using the heading **Record of Supervision**.

Situational management oversight should be entered onto the child's Mosaic record using the heading **Manager's Comment**.

Any Group supervision activity that is subsequently used to inform the care plan should be recorded by the worker on the child's record. This may take the form of the Group Supervision Mapping process V2 which is an accessible template available on Share point Signs of Safety and Tri-EX. It is the current main template for undertaking Group Supervision though others may be added and utilised depending on the activity undertaken within the Group Supervision.

In addition to the individual activity relating to the child, the advisor should also lead a review with the whole group about what was useful, what they learned, and any issues they have. (The review should not be about the content of the case). This should be recorded on **Appendix 9: Group Supervision: Record of Learning**.

12. Reflective practice and critical thinking

Working Together to Safeguard Children (2018) identifies that 'the social worker should receive insight and challenge to their emerging hypothesis from their practice supervisors and other relevant practitioners who should challenge the social worker's assumptions as part of this process. An informed decision should be taken on the nature of any action required and which services should be provided. Social workers, their managers and other practitioners should be mindful of the requirement to understand the level of need and risk in, or faced by, a family from the child's perspective and plan accordingly, understanding both protective and risk factors the child is facing. The analysis should inform the action to be taken which will have maximum impact on the child's welfare and outcomes'.

Effective professional supervision should support professionals to reflect critically on the impact of their decisions on the child and their family. Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child.

It is important that there is an accurate record on the child's file of the analysis and decision making with an explanation of how the decisions have been informed by evidence from knowledge and research.

Reflective discussions about individual cases should be recorded by the supervisor in the case file record **Appendix 8**.

It is expected that at least one case in every supervision session should be selected for a detailed reflective supervision discussion. Supervisors may also use an Appreciative Inquiry approach and Solution Focused (EARS) questioning to enable a worker to reflect on specific aspects of their work.

Where this has been undertaken, a brief summary of the issues discussed and the learning from this reflection, including strengths and identified learning and development needs for the worker, should be recorded on the Staff Personal Supervision Record (Reflection on Practice section).

The learning and development outcomes should be used to inform the workers PDR. Where appropriate, this could also be used by the worker when completing their CPD log (HCPC) to evidence learning activity and supporting evidence.

13. Professional development

Enabling the development of professional competence during supervision is a key aspect of supervision, facilitated through the Appraisal process which considers current performance and areas for development, including how identified learning needs can be met. Alongside formal training, supervision can be used to develop staff through:

- Modelling e.g. listening, problem solving or prioritising skills.
- Overtly applying best practice within supervision e.g. demonstrating critical thinking, reflective practice, analysis or use of evidence in decision making
- Respect for diversity by acknowledging power differentials and issues arising from differences regarding gender, disability, sexual orientation, race, religion and social exclusion.
- Application of lessons from case reviews and audits to current cases.
- Teaching e.g. skills, practice theory or the implications of new policy or legislation.

14. Confidentiality

Supervision sessions are in general confidential exchanges between the supervisor and supervisee. However, supervision records are organisational documents which may be seen by others for e.g. audit and inspection purposes, where there are grievances or disciplinary proceedings, without the consent of the parties involved.

Supervisors should be able to use their own supervision sessions to discuss their supervision practice or a particular supervisory relationship. It is important that the supervisor is able to seek support and development in this way.

The supervision agreement should clarify these constraints upon confidentiality.

15. Quality Assurance, Audit and Review

Quality assurance is the responsibility of both the first-line manager and senior management

The first-line manager should read/audit a sample of the supervisee's case files regularly to ensure adherence to policy and the quality of work undertaken. They will also undertake direct observations of practice a minimum of twice a year. From this they should select a number of cases to review in supervision.

Senior managers are also responsible for monitoring the frequency and assuring the quality of supervision and the performance of staff. To this end they should observe their practice managers undertaking supervision once a year and audit samples of case and supervision records to ensure adherence to policy and the provision of high quality supervision. Supervisors should be provided with feedback and Appendix Audit.

Supervisees have an opportunity to give feedback about their experience of supervision as part of the quality assurance and monitoring process.

All workers should also provide feedback on the frequency and quality of their supervision once a year using the supervisee feedback pro-forma **Appendix 4: Supervision Review**.

16. Observations of Practice

Observations of practice are a useful component in reflecting on the effectiveness and quality of practice. These should take place twice a year though can be more frequent if required. The observer should not have a formal role in the session unless it is necessary to intervene to safeguard the service user or in line with any pre agreed criteria. The record of observation can be found in **Appendix 6**. These should be completed within two days of the observed practice and stored in the worker's personal supervision file. Any actions or comments in relation to the child or service user should be recorded directly in the child's record. Line managers of supervisors should undertake at least one observation of a supervision session for the purpose of quality assurance and practice development.

References

Morrison, Tony (2005) **Staff Supervision in Social Care: Making a real difference to staff and service users** (3rd edition) Pavilion, Brighton

Morrison, Tony and Wannacott, Jane (2010) **Supervision: Now or Never - Reclaiming Reflective Supervision in Social Work** <http://www.in-trac.co.uk/>

Social Work Reform Board (2010) **Standards for Employers of Social Workers in England and Supervision Framework**

Wannacott, Jane (2013) **Supervision in times of austerity**
<http://www.in-trac.co.uk/>

[The Standards for employers of Social Workers in England](#), Published by Local Government Association

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Appendix 1: Standards for employers of Social Workers

Standard 5 - Effective and Appropriate Supervision

Ensure that social workers have regular and appropriate social work supervision.

This Standard is about making high quality, regular supervision an integral part of social work practice. This should start with students on placement, and continue through ASYE and throughout the individual's social work career. Supervision should be based on a rigorous understanding of the Professional Capabilities Framework (PCF). Supervision should challenge students and qualified practitioners to reflect critically on their practice and should foster an inquisitive approach to social work.

Frequency of supervision

All employers should:

- ensure that supervision takes place regularly and consistently and last at least an hour and a half of uninterrupted time.
- make sure that supervision takes place:
 - For students on placement - as agreed with student and HEI
 - For newly qualified social workers - at least weekly for the first six weeks of employment of a newly qualified social worker, at least fortnightly for the duration of the first six months, and a minimum of monthly supervision thereafter
 - For social workers who have demonstrated capability at ASYE level and above - in line with identified needs, and at least monthly
- monitor actual frequency and quality of supervision against clear statements about what is expected.

Quality of supervision

All employers should:

- ensure that social work supervision is not treated as an isolated activity by incorporating it into the organisation's social work accountability framework.(Standard1)
- promote continuous learning and knowledge sharing through which social workers are encouraged to draw out learning points by reflecting on their own practice in the light of experiences of peers.
- ensure that the Professional Capabilities Framework, at an appropriate level, is used as the basis for evaluating capability and identifying development needs.
- ensure that supervision supports students and qualified social workers to meet the HCPC Standards.
- encourage social workers to plan, reflect on and record learning activity, using recording tools such as an e portfolio.
- provide regular supervision training for social work supervisors.
- assign explicit responsibility for the oversight of appropriate supervision and for issues that arise through supervision
- provide additional professional supervision by a registered social worker for practitioners whose line manager is not a social worker.

(extract from The Standards for employers of Social Workers in England
Published by Local Government Association)

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Appendix 2: Supervision File – List of contents

Supervision File – List of contents	
1. Employee information	<ul style="list-style-type: none"> • Personal details and emergency contacts • References • Confirmation of DBS (and HCPC registration if appropriate) • Job description and person specification • Induction check list
2. Supervision records	<ul style="list-style-type: none"> • Supervision Agreement • Supervision Frequency and Verification Log • Staff Supervision Records • (For case holding workers - Printout of current cases/workloads)
3. Feedback	<ul style="list-style-type: none"> • Observations of practice • Audit summaries identifying strengths and areas for improvement for the worker • Copies of feedback from service users, colleagues or partners including compliments and complaints
4. Appraisals and CPD	<ul style="list-style-type: none"> • Completed appraisals and reviews • Evidence of learning activities undertaken • (For ASYE/CPD progression - copies of Learning Agreements)
5. Attendance Management	<ul style="list-style-type: none"> • Sickness absence notification form • Self-certification of sickness absence • Return to work proformas • Occupational Health referrals and related correspondence
6. Performance Improvement	<ul style="list-style-type: none"> • Copies of any reports and plans prepared in relation to capability procedures
7. Other	<ul style="list-style-type: none"> • Previous employment information • Personal information • Miscellaneous

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Appendix 3: WSCC Supervision Agreement

This Agreement is signed by both parties, retained by the manager/supervisor and reviewed on a twelve monthly basis or where there is a change of supervisor.

Name of Supervisee:

Supervisor’s Name:

Date of Agreement:

Date of Review:

Arrangements for Supervision:

1. Frequency:

Line manager to complete

2. Length of Meeting:

On average 1-1.5 hours maximum.

3. Statement about Interruption:

Interruptions should be limited to emergencies only

4. Statement about Recording

The Line manager will be responsible for recording the supervision session. Where there is ad-hoc supervision required specifically about a child this will be recorded by the line manager on the child’s record.

5. Statement about Attendance:

Both parties will be punctual, limit interruptions and avoid cancelling sessions, except in exceptional circumstances. If a session has to be cancelled, another should be arranged as soon as possible. Both parties will come prepared with items they wish to discuss and agree what they will cover at the start of each meeting.

6. Statement about Confidentiality:

The discussion in each supervision session will usually be confidential between the two participants. If the supervisor needs to share supervision records or matters raised in supervision with someone else, they will inform the member of staff. If the member of staff wishes any information they share to remain confidential they should say so, and the supervisor will discuss whether this is possible.

7. The Supervision policy:

Both parties need to have read the policy and agree to abide by its contents.

Signed:

Signed:

Member of Staff

Supervisor

Appendix 4: Review of Supervision Arrangements

WSCC Review of Supervision Arrangements

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Part A is to be completed by the supervisee prior to the supervision arrangements review. Part B should be completed by both the supervisor and supervisee. Any comments by the supervisor, and actions agreed as a result of the discussion, should be noted in Part C, and the completed document should then be held within the supervision record.

PART A <i>Please review your supervision arrangements</i>		
1.	Does supervision increase my confidence, competence and critical thinking? Does it make me a more effective advocate for children?	
2.	Does the way I am supervised contribute to my job satisfaction and make me want to continue to work for this organisation?	
3.	Does supervision help me make better decisions for children? Am I able to change my direction of thinking when that is the right thing to do?	
4.	Does supervision, overall, achieve a balance between management, support, development and oversight?	
5.	Does supervision help me reflect on my strengths and weaknesses?	

PART B <i>Please review your supervision arrangements</i>		
1.	Has supervision taken place as often as stated in the supervision agreement?	
2.	If not, please state reasons and what steps were taken to ensure support was in place?	
3.	Has there been a direct observation of practice which has been discussed in supervision?	
4.	Has supervision been recorded in line with the supervision procedures? If not, why not?	
5.	What has been your experience of the supervision process?	

PART C Please record any agreed actions with the supervisee as a result of your discussions.		

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1.			
2.			
3.			
Signature of supervisee:	_____	Date:	_____
Signature of supervisor:	_____	Date:	_____
Date of next supervision agreement review:			

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Appendix 5: WSCC Children’s Services Personal Staff Supervision Record

Name of Supervisee	
Name of Supervisor	
Date of Supervision	

Agreed Agenda

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Actions from Previous Supervision
Consider any outstanding actions – what is the impact on child; what steps need to be taken ensure actions are completed?

Staff Welfare

- Personal, external or organisational issues impacting on work
- Health and safety
- Equality and diversity needs
- Annual leave, TOIL, sickness

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Actions Agreed	By Whom	Timeframe

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Workload and performance management eg. <ul style="list-style-type: none"> • Overall workload • Case work (cross reference to case initials, Case Supervision Records) • Project work (if appropriate) • Performance issues 		
Actions Agreed	By Whom	Timeframe
Learning and Development e.g. <ul style="list-style-type: none"> • Identifying learning and impact from: Audits, Observations, Training courses, Complaints/compliments • Identifying individual learning needs, updating PDR • Team development issues • Linking to CPD, qualifications, Social Work Professional Capability Framework (PCF) if appropriate 		
Actions Agreed	By Whom	Timeframe

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Appendix 6: WSCC Children's Services Observation of Practice

Name of Observed Practitioner	
Name of Observer	
Date of Observation	
Venue	
Permission from service users, colleagues, as appropriate	YES NO NOT REQUIRED

Background to Observation Session <i>For example, the session's context, outline of any discussions held before the observed session, particular aspect of practice to be observed.</i>
Feedback from Observer <i>Were the objectives achieved? Areas of strength; areas for development; feedback from service user, colleagues etc. ?</i>
Comments from Practitioner <i>On the session observed; on the feedback, on the process etc</i>
Agreed Areas for Development <i>Include how these will be fed into annual appraisal, personal supervision etc</i>

The above notes represent the discussion as recorded by the Observer. If there are any errors and omissions, please raise within 5 days of receipt.

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Appendix 7: WSCC Children’s Services Operational Manager’s Supervision Record

Name of Supervisee	
Name of Supervisor	
Date of Supervision	

Agenda

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Review of Notes and Update on Actions from Last Time
Consider any outstanding actions – what is the impact; what steps need to be taken ensure actions are completed?

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Staff Welfare

- *Personal, external or organisational issues impacting on work*
- *Health and Safety*
- *Equality and Diversity Needs*
- *Annual Leave, TOIL, sickness*

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Actions agreed	By Whom	Timeframe

Staffing

--

Actions agreed	By Whom	Timeframe

Most Concerning Cases (Top Ten)

--

Actions agreed	By Whom	Timeframe

Workload and Performance Management

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<ul style="list-style-type: none"> • Overall Workload • Case work (cross reference to case initials, Case Supervision Records) • Project Work • Performance issues 		
Actions agreed		
Service priorities/Service Plan		
Actions agreed		
Personal Development		
<ul style="list-style-type: none"> • Appraisal • Training 		
Actions Agreed		

Date of Next Session	
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The above notes represent the discussion as recorded by the Supervisor. If there are any errors and omissions, please raise within 5 days of receipt.

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Appendix 8: WSCC Children’s Services Case Supervision Record Template

Case initials		MOSAIC no	
Supervisor		Worker	
Others present (if applicable)		Date	

Is there an up to date chronology?	
Date of last visit	
Update on Any Actions from last Supervision/Managerial Oversight <ul style="list-style-type: none"> Consider any completed and outstanding actions – what is the impact; what steps need to be taken ensure actions are completed? 	
Child’s Experience <ul style="list-style-type: none"> Brief summary if first supervision or recap of child and family’s experience since last supervision What are the child’s views? How do we know this? 	
What’s Working Well? <ul style="list-style-type: none"> How do we know? What is the impact on the child and or family? 	

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<p>What are We Worried About?</p> <ul style="list-style-type: none"> • <i>Is the plan being implemented? Is it making a difference?</i> • <i>What are the barriers?</i> • <i>Scaling</i> 		
<p>What needs to Happen Next?</p> <ul style="list-style-type: none"> • <i>Include any statutory requirements eg reviews, assessments, visits etc</i> 		
Actions agreed	By Whom	Timeframe

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Appendix 9: WSCC Group Supervision Learning Template

Date of Group Supervision		
Name of facilitator		
Name of Advisor		
Describe Group Supervision Activity <i>For example, Process mapping, words and pictures etc</i>		
What Worked Well	Key Learning	Next Steps
Date of Next group Supervision		

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Appendix 10: Practice guidelines for supervision of professional staff seconded to Health Care Organisations

Staff employed by WSCC may be seconded to another organisation. Staff seconded to a Health Trust or similar organisation will normally receive supervision according to the procedures within that organisation as set out in the Staff Secondment Protocol.

Seconded social work staff will typically work and discharge their responsibilities as Employees within the host organisation as integrated members of teams or units. They will be managerially accountable to managers within the host organisation as provided for in the Secondment Agreement. This will include accountability for their standards of practice, management of their workloads and day-to-day operation of the service.

The host organisation and WSCC will co-operate to ensure employees are provided with the information, training and support needed to enable effective professional practice.

All Social Workers require both professional supervision and line management supervision. Where the line manager is not qualified to offer appropriate professional supervision, the host organisation must arrange for professional supervision to be provided by appropriately qualified staff. This person, the Professional Supervisor, will support and advise on professional issues, workload implications and support the named manager and staff member in the performance review and management process.

Social work staff seconded to Sussex Partnership CAMHS will be professionally responsible to the Professional Lead for Social Care and responsible on a day to day basis to the CAMHS Service Manager.

Supervision provided by host organisations should meet the standards set out in Appendix 1 of this document. All supervision arrangements will include a Supervision Agreement and Annual Review. Supervision will be recorded using Appendix 3 or other appropriate format.

The training and development needs i.e. induction, time management, health issues etc of all seconded staff will be met by the host organisation and training and development plans will detail how these will be met.

Staff professional development needs and training, i.e., post qualifying and continual professional development will continue to be met by WSCC.

Arrangements for monitoring reviewing and the provision of training and development for seconded staff will be the responsibility of both the host and organisation and WSCC.

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Appendix 11: WSCC Supervision Effectiveness Audit Tool

Evidence may be obtained from the Personal Supervision File, the Case Supervision Record, Group Supervision Records, observations of supervision, and feedback from the worker.

Name of Manager/Supervisor		Worker	
Service Area of Audited Records			
Name of Auditor		Date of Audit	

Does the Supervision File contain:	
Supervision Agreement	Yes/No
Review of supervision arrangements	Yes/No
Record of Learning and Development activity	Yes/No
PDR reviews	Yes/No

Criteria	Evidence
Supervision has been provided at the required frequency	
Actions from last supervision have been reviewed and followed through	
Workload is being monitored and managed appropriately	
Supervision is reflective, challenging and focused on ensuring good outcomes for children through meaningful intervention (eg. Appreciative Inquiry used to reflect on impact)	
Casework discussions have taken place that ensured plans were devised, implemented, reviewed and recorded	
Outcomes and risks have been identified (SoS practice framework used effectively)	
There has been discussion about the level and quality of work with the child to ensure their voice is heard and their lived experience understood	
Equality and diversity issues have been addressed within case discussions	
The worker has been given feedback on performance and practice issues,	

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Criteria	Evidence
including strengths and also areas for development and identifying how these would be addressed (e.g. Feedback from file audits, practice observations)	
Learning needs and opportunities have been identified and provided for	
The workers well-being has been discussed during supervision (e.g. job satisfaction, morale, attendance issues, diversity, Health and Safety)	
Supervision has enabled the interface between the worker, team and the organisation to be dealt with effectively	
PDR reviews are held within timescales and reflect what the worker needs to do to achieve positive outcomes for children	

Overall comments
What’s working well - identified strengths:
What are we worried about – areas for development:
Next Steps/actions:

Appendix 12: WSCC Supervision Effectiveness Audit – Views of Supervisee

To be completed by the supervisee and returned to the person undertaking the Supervision Effectiveness Audit or Observation.

The following are key elements of an effective supervision to ensure continuous improvement in practice:

- Regular supervision in line with our Supervision Policy.
- A well-structured supervision session.
- Feedback on your performance and practice.
- Reflection and guidance on the focus of your work and the methods used.
- Ensuring work is child centred and outcome focused.
- Promotion of anti-discriminatory practice.
- Effective monitoring of workload.
- Maintaining your well-being.
- Identifying learning and development needs.

**1. Given these elements, please rate your most recent supervision session where:
0= very poor and 10=excellent**

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Reasons/comments:

2. Generally within your supervision sessions:

What works well?

What would you like to be different?

Thank you for completing this form. Your views and comments will be used to help improve the effectiveness of supervision across the service.

Please return this form to the person who undertook this audit or observation.

Appendix 13: Aide Memoire for Reflective Case Discussion

The following is an excerpt from *The Reflective Supervision Resource Pack* developed by Research in Practice 2017

The Professional Capabilities Framework (PCF) sets out nine 'capability statements' detailing what is expected of social workers across the profession and at different levels in their career.

This set of reflective cues or questions provide prompts for exploring practice issues in a discussion structured by the nine domains of the PCF. They can be used to support practitioners to think about the knowledge, skills and values required for effective practice and to identify areas for professional development.

The supervisor and supervisee should agree which domains they wish to consider as part of the personal supervision and the supervisor should record evidence of reflective discussion and actions and next steps on the supervision record

Values and ethics

- Is there anything in the situation that has challenged your values or posed an ethical dilemma?
- How might you view this situation differently if the person (infant/child/young person/family member) you are working with was:
 - male / female
 - had a physical or learning disability
 - was lesbian / gay / bisexual / transgender
 - was from a different ethnic background?
- How do you feel about the use of your own power and authority in this case?

Professionalism

- How have you managed professional boundaries?
- How have you managed your time?
- How can supervision support you in working in this situation?
- What feedback have you received from other professionals on the quality of this piece of work?
- What does/might the person you are working with say about their relationship with you?

Rights, justice and economic wellbeing

- Are there issues around rights for the person (infant/child/young person/family member/carer) you are working with?
- Are there concerns around financial issues / poverty?
- Do you feel able to advocate for this person's rights?
- Are you aware of the legal framework pertaining to this person's issues or rights?
- What would this person say about their place in society?

Diversity

- What do you know about the perspectives of the person (infant/child/young person/family member/carers) you are working with?

- How are you supporting this person to achieve their own outcomes?
- Are there any issues around discrimination, oppression, and this person's 'structural identity'?
- What would this person say about their own identity?

Knowledge

- What sources of knowledge did you draw on to inform your thinking?
- What legislation/policy informed your practice?
- What social work theory have you used in this piece of work?
- What different social work theory might be applied to this piece of work?
- What research has informed this piece of work?
- What is the evidence (eg, from theory, research, direct observation and case work) informing the decisions you have made?
- Have you given different weight/emphasis to different pieces of information, and if so why?

Critical reflection and analysis

- What went well in this piece of work? What might you have done differently?
- What are your feelings about this piece of work?
- Were there any pivotal moments that influenced the way the intervention went?
- Have you had any feedback from the person you have been working with or others in the case?
- How have you analysed risk in this situation?
- How has your critical analysis and decision-making been reflected in your recording?

Intervention and skills

- What is the purpose of your intervention?
- What approach did you take?
- What skills did you use?
- What has challenged you about this piece of work?
- What is the experience of the person you are working with (infant/child/young person/family member) of your work with them? What do they say might be done differently/better?

Contexts and organisations

- How did this piece of work meet the objectives of your team/service?
- Did you work within agreed systems and processes?
- Did you meet/exceed/fall short of any standards or timescales relevant to this piece of work?
- Have you encountered any blocks or difficulties due to systems and processes? How have these been addressed?
- How have you worked with other professionals and organisations?
- How well do you feel you have represented your organisation in this piece of work?

Professional leadership

- Are there implications from this work for your team, the wider organisation, partner organisations, or others?
- What learning might be shared with colleagues? How will you go about this?
- What might managers or leaders have done differently or better?
- Did you experience clear management oversight of your decision-making?

Action plan and next steps

- What skills might you need to develop to work with similar situations more effectively?
- What will you do next in working with this person (infant/child/young person/family member)?
- Do you need the support of anyone else?
- What are the timescales for next steps in this case?
- How will you know if your work has met its objectives?
- What are the supervisor's views and agreed actions?

Appendix 14: Supervision Policy for Residential Services

Document type	Policy
Document title	Supervision
Quality Standard	The leadership and management standard
Date first issued	
Date of last review	
Review due	
Policy Owner	
Version	1.0
Location of electronic version	

	CONTENTS	Page/s
1	Links to other policies and procedures	2
2	Supervision	
3	Practice Supervision	
4	Practice Observations	
5	Group supervision/training	
6	Adhoc supervision and management oversight	
7	Resource – Supervision record	

1. Links to other policies and procedures

West Sussex Children's Social Care Practice Standards - Supervision
WSSC Guidance on Propriety and official conduct for officers
Code of Conduct for Residential Staff

2. Supervision

Please refer to West Sussex Children's Social Care Practice Standards on Supervision which outlines the requirements for residential staff.

3. Practice Supervision

- 3.1 All staff will participate in monthly one to one practice supervision meetings with their allocated Line Manager following a set shared agenda (see below). Part time staff will be supervised on a pro-rata basis in line with their responsibilities and experience.
- 3.2 A written record of the discussion and actions will be taken by the Supervisor and shared with the Supervisee within 10 working days whereupon the document will be signed by both parties on agreement of the content.
- 3.3 All actions will be reviewed on a monthly basis and progress recorded. Where a situation is not progressing or resolved, the Supervisor will consider whether a Performance Improvement Plan is required.
- 3.4 Practice supervision will include the following standing agenda items:
 - Wellbeing / personal update
 - Review of contract / working conditions
 - Key working
 - Safeguarding
 - Health and Safety
 - Performance review (including Practice Observations, & group supervision)
 - Learning and Development (including Diploma)
 - Annual leave
 - AOB

4. Practice Observations

- 4.1 Observations of direct practice will take place on a quarterly basis by the management team and may be announced or unannounced while the staff member is on duty.
- 4.2 Observations will be recorded, and will focus on one of four areas of practice:
- Personalisation
 - Dignity and respect
 - Administration of Medication
 - Team Working
- 4.3 Observations will be shared with staff on a one to one basis, with any areas for improvement identified and progress reviewed through practice supervision.

5. Group supervision/training

- 5.1 All direct and support staff will attend Group Supervision meetings on a regular basis, which will focus on debriefing after any serious incidents or areas of practice that have been identified as needing improvement.
- 5.2 Group supervision will also be an opportunity to give special recognition for good practice and sharing of good news stories and successes.
- 5.3 Specific training courses will be identified and delivered to all staff throughout the year as needs arise and may be combined with a group supervision meeting to review learning and evaluate impact on practice.
- 5.4 A member of the management team will lead the meetings and take notes of all discussion and actions agreed for review purposes.

6. Adhoc supervision and management oversight

- 6.1 All staff will have immediate access to a member of the management team for adhoc purposes and in situations where a decision is required more urgently.
- 6.2 Where significant decisions or actions are agreed on an adhoc basis, the senior member of staff will have responsibility for recording the decision on the child or staff member's file.

Name of Supervisee	
Name of Supervisor	
Date of Supervision	

Brief record of issues discussed	Actions agreed and by whom and timeframe
Reflection on practice	
<ul style="list-style-type: none"> • Discussion on something that has gone well recently 	
Support/Self	
<ul style="list-style-type: none"> • Personal, external or organisational issues impacting on work • Health and Safety • Equality and Diversity needs • Annual Leave, TOIL, sickness 	
Review of notes and update on actions from last time	
Workload and performance management e.g.	
<ul style="list-style-type: none"> • Overall workload • Key working & children discussed (cross reference to case initials, Case Supervision Records) • Performance issues 	

Learning and Development eg. <ul style="list-style-type: none"> • Identifying learning and impact from: Audits, Observations, Training courses, Complaints/compliments • Identifying individual learning needs, updating PDR • Team development issues • How has the learning impacted on your practice? 	

The above notes represent the discussion as recorded by the Supervisor. If there are any errors and omissions, please raise at the next session.

Signature of Supervisor	
Signature of Supervisee	
Date of next session	

Child Supervision Record

Child's initials		Mosaic ref:	
Keyworker		Date	

Update on actions from last time:

- *Review progress of actions agreed at last meeting*

Progress on objectives:

- *What are we worried about? (harm, danger, complicating factors?)*
- *What's working well? (Strengths, safety)*

Next Steps

- *What do we need to do to reduce things we are worried about?*
- *Any other actions agreed*

Signed: (Keyworker)		Date:	
Signed: (Line Manager)		Date:	