



Children and Families Services  
Supervision and Management Oversight Policy  
**June 2020**

Issue date: May 2020	Author: James McFeat, Principal Social Worker
Version: V1	
Review date: May 2022	
Version control:	

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# 1. Introduction

- 1.1 Good quality reflective supervision is a corner stone of good practice. Organisations have a duty of care to their workforce and good-quality supervision can support practitioners' wellbeing and job satisfaction. Research suggests that supervision can also support workforce retention (Research in Practice 2020).
- 1.2 High quality supervision and high quality practice go hand in hand. In order for children and families to receive the highest quality of service from us, it is vital that we ensure that all practitioners within the workforce receive the highest quality supervision.
- 1.3 This policy, guidance and attached templates bring together expectations in terms of supervision and management oversight, including responsibilities for supervisors and supervisees and the recording process.
- 1.4 As well as setting out the expectations for supervision, this policy provides direction for those delivering supervision and signposts to tools which may support the delivery of high quality supervision.
- 1.5 We recognise the emotional impact that work with children and families can have on individuals and this supervision policy sets out the supportive work conditions expected for all practitioners in order to maintain stability and promote good emotional health both at work and at home.
- 1.6 This policy reflects the values set out in our Practice Framework and the value for respectful human relationships not only with the children and families we work with but also between each other at all levels of the organisation.

## 2. Preparation for delivering supervision

- 2.1 Being a practice supervisor is a skilled and challenging job. You are responsible for the quality of service which children and families receive. You also play a key role in supporting your supervisees to become emotionally resilient practitioners. One of your principal tasks is to provide reflective supervision which guides ethical and proportionate state intervention in family life. The relationship which you develop with your staff team is critical in supporting and sustaining their ability, and motivation, to forge similar relationships with children, families, multi-agency partners and support carers to provide nurturing and attuned care.
- 2.2 Practitioners need to have a good understanding of supervision, its purpose and function to enable them to provide good quality supervision to practitioners. Prior to offering supervision, practitioners or managers should undertake the following induction:
  - Read this policy and familiarise themselves with the role, function and expectations of supervision.

- Familiarise themselves with the resources available to support reflective supervision here: <https://practice-supervisors.rip.org.uk/>
- Undertake a briefing with a management colleague/Service Manager on what constitutes good supervision.

2.3 Any person delivering practice supervision/direction must have sufficient post qualifying experience.

2.4 Research in Practice set out six key aspects of professional leadership as a practice supervisor and it is essential that anyone delivering supervision is skilled, confident and able to support the development of others within these six areas.



### 3. Conditions for effective supervision

3.1 It is important that both the supervisor and supervisee understand the purpose of their supervision sessions. Both the supervisor and supervisee play an important role in creating the conditions needed to make supervision effective and purposeful. For this reason, a supervision agreement between the supervisor and the supervisee should be completed within the first four weeks for the supervisor/supervisee relationship and reviewed annually (Appendix 1).

3.2 The purpose of the supervision agreement is to ensure that the expectations of both the supervisee and supervisor before, during and after the supervision session are clear. The

supervision should also set out a confidentiality agreement with transparency as to when issues discussed in supervision may need to be shared outside of the supervision session.

- 3.3 It should be expected that both the supervisor and supervisee make preparations prior to the supervision session in order to make most use of the time available in the supervision session itself. These preparations may include (but are not limited to); a contribution to agenda items to be discussed in supervision, a summary of progress made on children's plans since the last supervision (Appendix 2), continued professional development (CPD) opportunities/completion of Social Work England CPD log (social workers), a summary of progress made against appraisal objectives etc.
- 3.4 **Frequency:** All members of the children's workforce, including part time members of staff, should receive supervision every four weeks. When it is not possible for this to happen (i.e. due to sickness or annual leave) the supervision should be rearranged at the earliest opportunity and the reason for the delay should be clearly recorded in record of the next supervision session held.
- 3.5 Sessional or casual practitioners working with children, families or carers must have supervision at the same frequency as other workers. This should be worked out on the equivalent basis of part time staff (pro-rata). In effect, this means that casual or seasonal practitioners should receive supervision as a minimum either monthly or after each 74 hours worked (whichever the least frequent).
- 3.6 The amount of time required for supervision will be variable due to differing needs however as a guide 1.5 hours should be set aside for each supervision session.
- 3.7 For social workers and social work managers (including consultant social workers and practice leads) supervision should be provided directly by their line manager. First response advisors will be supervised by the deputy team managers in this service.
- 3.8 Arrangements for the supervision of family support workers, personal advisors, unit coordinators and business support officers should be agreed between the supervisee and their line manager. These members of the workforce should in the first instance be offered supervision by their line manager directly however with agreement of the supervisee, supervision may be provided by a suitably experienced advanced social worker or social care practitioner (BG12) within their team.
- 3.9 Where it is agreed that the supervision of these members of the workforce is completed by an advanced social worker, a supervision agreement between the supervisee and supervising social worker must be completed and signed off by the supervisee's line manager. This person maintains line management responsibility for that member of the workforce and must ensure that sickness absence, holiday leave and an annual appraisal are recorded within iTrent. The line manager also maintains responsibility for ensuring that the employee has access to adequate CPD opportunities and for managing performance (in conjunction with the supervising social worker).

- 3.10 Supervision should take place at time and location mutually agreed by the supervisor and supervisee. Best practice is to agree the time and location of the next supervision session at the end of each session.
- 3.11 Attendance and delivery of supervision should be seen as a priority. If either party has to cancel the planned supervision session due to an unforeseen priority, then a new time should be scheduled at the earliest convenience. The responsibility for rearranging the supervision session and ensuring it takes place within a reasonable timescale lies with the supervisor.
- 3.12 Supervision should take place in a quiet and comfortable environment. Provisions should be made by both the supervisor and supervisee to ensure that the supervision session is not interrupted and is free from distraction. It is acknowledged that there are times when this may not be possible (i.e. whilst responding to an emerging crisis) however this should not be the norm.
- 3.13 Supervision may take place via a video call where practical. If taking place via video call it is important that confidentiality is maintained i.e. that neither participant can be overheard when discussing confidential information about children and families.

## 4. Supervision content/practice expectations

- 4.1 Supervision serves multiple functions and each of these functions needs to be attended to within the supervision session. Each session must consider the health and wellbeing of the supervisee, the supervisee's performance and development requirements, management oversight on children's plans (including risk management) and the effectiveness of our work. The supervisor should ensure that all work undertaken with children and families is done within the context of our practice framework and the values that underpin this. As with all our work, the voice and experience of children should remain central to these discussions. It is the role of the supervisor to facilitate reflective discussion which promotes reflective, trauma informed and restorative practice.
- 4.2 **Health and Wellbeing/Personnel needs:** All supervision sessions should include a reflective discussion with the employee about their needs as an individual and as a practitioner. Supervision should allow space for the supervisee to talk about any issues which may be impacting on their work, whether this is inside or outside of work. It is important that supervisees recognise the emotional nature of working with children and families and the emotional resilience needed to undertake this work effectively. Whilst it may not always be possible to resolve issues within supervision the supervisor should seek to understand anything that is impacting on the supervisee in order to ensure they have adequate support in place.
- 4.3 The organisational context in which we work should be considered, discussed and reflected on within supervision sessions to ensure that this is enabling the supervisee to perform to the best of their ability. Diversity and inclusion issues should be discussed to ensure that all

members of the workforce are equally valued and able to have their voice heard. If an individual reports experience of discrimination within their role then an action plan to address this should be discussed and agreed with the supervisee.

- 4.4 **Performance and development requirements:** Performance and development requirements should be reviewed in each supervision session. This includes reflection and comment on the individual's performance in respect of both strengths and areas for further development. It is important that any concerns about the supervisee's practice or performance are addressed within the supervision session and a record of these discussions captured with a timescale for review. The supervisee should also be given an opportunity to provide feedback to their supervisor about what is working well and what is not working so well in order to ensure that supervision and management support remains effective. Again, any feedback given should be recorded within the supervision record. If performance concerns continue and cannot be effectively addressed in supervision then the supervisor should refer to the Improving Performance Policy and Process:  
<http://intranet.bcc.lan/ccm/navigation/support-services/hr-self-serve/performance-disciplinary-and-grievances/Improving-performance/>
- 4.5 Progress made against appraisal objectives should be regularly reviewed within supervision to ensure that the supervisee is on track to meet their objectives. If either the supervisor or supervisee envisages any barriers to meeting the appraisal objectives then this should be discussed and recorded within the supervision session and plans put in place to support the supervisee to overcome these barriers.
- 4.6 **Reflection:** Supervision should promote and facilitate reflective discussion between the supervisor and supervisee. These discussions should consider the impact of the work on the supervisee as well as issues of power, identity and ethics which may arise though our work with children and families. The supervisor and supervisee should reflect on their own social ggraaacceesss (gender, geography, race, religion, age, ability, appearance, class, culture, ethnicity, education, employment, sexuality, sexual orientation and spirituality) (Burnham, 1993) and consider how this may influence their approach and decision making with children and families they are working with (giving consideration also to the families own social ggraaacceesss). Supervisee's should also pay attention to how these social ggraaacceesss impact on the supervisory relationship with the supervisee. This is to ensure that assumptions are not made about each other's life experiences and value base when discussing plans for children. Reflective supervision should also explore the supervisee's use of self in their work with children and families as well as exploring possible hypothesis and planning how these may be explored with children and families.
- 4.7 Reflective supervision should also give consideration to context in which each family exists/operates within (e.g. family history, dominant family scripts and roles etc) and the relationship that practitioners have developed with the family in order to help them achieve change.

**Further guidance for the delivery of effective reflective supervision can be accessed here and it is recommended that anyone delivering supervision review these materials to enhance their supervisory practice: <https://practice-supervisors.rip.org.uk/>**

- 4.8 **Management oversight on children's plans:** Supervision must include a discussion of children that the supervisee is working with and reflection on the progress of the family in terms of the child's plan. It is important that the child's experience is brought to life within supervision in order to support reflective and creative thinking. This should include a review of when the child was last seen and spoken to and what they were telling you about their lived experience at this time (both verbally and through their actions/presentation) and how this impacts the overall plan. The plans and next steps for children should be reviewed and recorded along with the rationale for any decisions made.
- 4.9 Risk should be considered for each of the children discussed and this should be linked to the agreed next steps for each child. It is good practice to record which category of harm we are concerned about for each child. When considering risk in supervision consideration should be given to both familial and extra familial (contextual) risk indicators.
- 4.10 Network building: Supervision should be used as a platform to explore how existing strengths and stability for children can be identified and built upon in line with our commitment to identifying strengths and safety for children within their own network wherever possible. The supervisor should ensure that all possible sources of strength and safety within the child's existing network have been explored and this, along with any decision not to pursue a possible source of support should be clearly recorded in the manager's case direction.

## 5. Recording/Record Keeping

- 5.1 A record of the discussions held within supervision sessions should be captured using the appropriate supervision pro-forma (Please refer to relevant appendix item).
- 5.2 For practitioners or Team Managers who are allocated to the child, family or carer, a record of the LCS/EHM number of each child or carer discussed in supervision must be recorded within the supervision record. The details of these discussions, the decisions made and the rationale behind this must be removed from the supervisee's record of supervision and recorded directly on the individual child/carer's LCS/EHM record recorded as a 'Case Direction'. These case directions must be uploaded to LCS/EHM within 24 hours of the supervision session having taken place.
- 5.3 For practitioners who are not the lead practitioner but are working directly with children, families and carers (Family Support Worker; Parenting Practitioner; Reunification/Placement Support Practitioner) record of the LCS/EHM number of each child or carer discussed in supervision must be recorded within the supervision record. The details of these discussions, the decisions made and the rationale behind this must be removed from the supervisee's record of supervision and recorded directly on the individual child/carer's LCS/EHM record as a 'Case Direction'. These case directions must be uploaded to LCS/EHM within 24 hours of the supervision session having taken place.
- 5.4 For Quality Assurance practitioners independent of the Local Authority such as IRO, LADO and Child Protection Chair, discussions should be recorded and saved on the relevant S:Drive and monitored by the relevant Senior Manager.



- 5.5 For practitioners caring for children in Children's Homes, Short Breaks and Supported accommodation, supervision records should be recorded and stored in line with the local guidance for each specific setting. If supervisors are unclear on these arrangements they should seek clarity from the service manager.
- 5.6 A brief summary of the reflective discussions in respect of children/families or carers and how this has impacted on decision making should be evidenced within the case direction recorded on the child or carers file.
- 5.7 **Informal supervision/management direction:** It is recognised that much of the supervision provided to practitioners takes place outside of formal supervision sessions. This form of supervision is equally as important as formal supervision and therefore decisions made within these discussions and the rationale for this must also be recorded on the child's LCS record as a 'Case Direction'. The manager/practice lead may choose to develop their own system for uploading these case directions (i.e. with support from the unit coordinator) to ensure these case directions are also uploaded to the children's LCS record within 24 hours.
- 5.8 Case summaries: The case summary on each child's LCS record should be kept under regular review and updated as appropriate. The need to ensure that the case summary is up to date and providing an accurate record of the child's current situation, level of risk and safety plan (including a details of people within the safety network) should be included within the supervision session and discussed when reviewing practitioner performance.
- 5.9 Supervision sessions should be saved on a secure area of the network accessible only to the supervisee's supervisor, line manager (if not the supervisor) and service manager.
- 5.10 Delivery of high quality supervision will be monitored by quarterly quality assurance activity as set out in the quality assurance framework. Supervision records may be reviewed by members of the supervision quality assurance group for auditing purposes in order to achieve and maintain the highest standards of management support and oversight.

## 6. Peer/group supervision

- 6.1 The use of group and peer supervision/reflection models are currently being introduced in Bristol. All practitioners working directly with children and families should have access to good quality group or peer reflective supervision once every four weeks. This reflective supervision should focus on practice, the emotional impact of our work, social ggrraaacceesss and the use of self.
- 6.2 The supervisee's line manager must support practitioners to access reflective group supervision. Arrangements for the coordination and facilitation of reflective group

supervision should be agreed by the service manager, deputy service manager or FIF Area Manager in each service area.

- 6.3 It is recognised that there are a variety of reflective group supervision models and that one model may work better in some areas than in others. Therefore it is recommended that the group supervision be set up and facilitated using one of the following models:
- Restorative circles.
  - The 'Bells that Ring' group supervision model: <https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Bells-that-ring-an-overview-of-a-systemic-model-of-group-supervision.pdf>
  - The intervision model of group supervision: <https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Intervision-model-of-peer-led-group-reflection.pdf>
  - The SoS model of reflective practice model: <https://proceduresonline.com/trixcms/media/3373/safety-planning-v100 .pdf>
- 6.4 Any decisions or actions in respect of a child's plan resulting from group supervision should be discussed with the line manager (who retains management responsibility) and details of the changes recorded as a case direction on the child's LCS/EHM record.
- 6.5 Attendance at group/reflective supervision sessions should be captured and recorded within the personal supervision record (see appendix 3).
- 6.6 Residential care practitioners have access to group supervision provided by Thinking Allowed. It is the responsibility of the Residential Manager to ensure that this is accessed by the team.

## 7. Promoting evidence informed practice

- 7.1 *'Evidence is fundamental in social work practice. Social workers use direct observation and evidence from the child, family or others who know them to form an understanding of what is going on. They can use evidence from research to inform their analysis of why any problems are happening and they can use evidence of effectiveness to guide their plans on how to help solve the problems'* (Munro, 2011).
- 7.2 Practice supervisors should be confident in applying evidence to practice as this is an essential part of achieving best outcomes for children and their families. Practice supervisors should promote the use of research in practice with their supervisees whilst assessing the relevance and rigour of research.
- 7.3 It is important the supervisors are able to skilfully weave research into practice whilst critically reflecting on its relevance in each specific practice situation and context. Practice

supervisors hold a responsibility to support supervisee's to make knowledgeable and ethical decisions.

- 7.4 Evidence-informed practice that brings about knowledgeable and ethical professional decisions is supported by learning and discussion to weave together different forms of knowledge forms and practice. Practice supervisors should seek to influence the practice environment which allows children, families and social workers the space and time to develop their responses to the challenges they are facing (<https://practice-supervisors.rip.org.uk/wp-content/uploads/2020/01/KB-Enabling-evidence-informed-practice.pdf>)
- 7.5 Feedback and areas of development identified through audits (including observations of practice) should be discussed and recorded within supervision sessions.

## 8. How will we know our supervision is improving?

- Audits will show us that management directions are being recorded more consistently across the city.
- We will see consistency in how supervision is recorded with everyone using the SOS template.
- We will see more evidence of reflective supervision in supervision notes.
- Staff will tell us in the annual health check that they are all having regular supervision and that this includes an opportunity to talk about the emotional impact of their work and get feedback on their performance and areas for development, linked in with their appraisal and practice development journey.

Appendix 1 - Supervision agreement



**Bristol City Council**

**Children's Services**

**Individual Supervision Agreement**

<b>Name:</b>		<b>Manager:</b>	
<b>Purpose of Supervision:</b> The supervision relationship will be based upon mutual respect for each other's skills, knowledge and experience. a) <b>Accountability</b> – Supervision will provide an opportunity to reflect on work objectives; ensure they are in line with children's services Policies and procedures; and ensure quality services are delivered to the public. b) <b>Professional Development</b> – Supervision will provide an opportunity to discuss and plan professional development as well as identifying learning needs; c) <b>Support</b> – Supervision will provide an opportunity to discuss any support needs that may arise.			

## **Supervision Arrangements:**

**Frequency** - Formal Supervision arrangements will take place every four weeks, informal support via meetings and telephone contact will happen as required. If supervision is cancelled for any reason, this will be rearranged at the earliest opportunity and the reason for cancellation/delay recorded in the next supervision session.

**Time** – Supervision sessions should last no less than one hour.

**Place** – the venue for supervision sessions will normally be [Insert details here]. Interruptions will be kept to a minimum and actions taken to mitigate against them. Telephone calls should not be made or accepted during a supervision session unless previously agreed by both parties and only for operational reasons.

**Agenda** – Any additional items for discussion should be tabled at the start of the supervision session. Supervision sessions should always cover the following: Children allocated, professional development, personal support, HR issues (pay, leave, sickness), issues of equality and diversity should be integral to all areas of supervision and not a standalone item.

**Link to appraisal objectives** – The supervision session will be used to reflect on progress made against objectives set in the annual appraisal.

**Content** – Both participants are expected to contribute fully to supervision sessions and should actively bring items/topics for discussion.

**Preparation** – [Insert details of agreed requirements here].

**Accountability** – [Insert details of line of accountability and who the practitioner should contact in the line managers absence].

**Expectations** – for supervision to be effective both participants need to be open to reflection and challenge in order to support best outcomes for children.

**Confidentiality** – Information relevant to children and families is not confidential; it may need to be shared with a variety of other professionals and colleagues. The supervisor will clarify whether other matters discussed during supervision are considered confidential. Where it is necessary to share information with others this will be discussed before this happens.

**Recording of Supervision Sessions** – [Insert supervisor name] will record the sessions and ensure that [Insert supervisee name] has a copy of the supervision notes. These will be shared within 48 hours of supervision having taken place.

**Equality and Diversity** – Both [Insert supervisor name] and [Insert supervisee name] have responsibility for ensuring that their relationship enables the open and free discussion of any issue relating to equality and diversity. Consideration of these issues should be integral to all areas of discussion within supervision sessions.

**Review/Evaluation** – This Supervision agreement should be reviewed annually. Either party may request a review at any time should there be a need to do so (i.e. failure by one or other party to adhere to the provisions of the agreement; need to vary frequency of supervision sessions etc).

**Confidentiality** – Supervision notes will remain confidential however may be reviewed by

senior managers, the quality assurance co-ordinator and the Principal Social Worker in line with the current quality assurance framework. Supervisee's and supervisors should remain mindful of this and therefore agree during supervision how sensitive personal information will be recorded.

<b>Signed:</b>	<b>Signed:</b>
<b>Title:</b>	<b>Title:</b>
<b>Date:</b>	<b>Date:</b>

**This agreement is to be reviewed 1 year from the date of completion**

N.b. This pro-forma provides suggested text. You should amend this text to reflect the specific supervision agreements between the supervisor and supervisee.

Appendix 2 – Prep for supervision sheet.

Family name:	LCS/EHM ID	Status (CIN/CP/CiC)	Date(s) child(ren) seen since last 1:1 supervision session. Seen alone?	Summary of progress made against child's plan (significant events, child voice, delays, last scaling and reasons).



# Bristol City Council

## Children and Families Services

### Notes of Supervision Session-

### Social Worker/ Family Support Worker/ Personal Adviser

#### Agenda

1. Check-in (personal support)
2. Performance
3. Professional development
4. Equality and Diversity
5. HR matters (pay, leave, sickness),
6. Matters arising from last, not covered by agenda

**Supervision session:** [Click here to enter name.](#) [With Click here to enter manager name.](#)

**Date of session:** [Click here to enter a date.](#)

Has it been more than four weeks since your last supervision session? Yes/ No

If yes, please enter reason? [Click here to enter text.](#)

Has the supervisee accessed group supervision since your last 1:1 supervision? [Click here to enter text.](#)

If not, why not? [Click here to enter text.](#)

<i>Agenda</i>	<i>Issue</i> <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	<i>Actions: Who? By when?</i>
1. <b>How are you? How are you feeling?</b> <b>What's going well? Is there anything you are worried about?</b>	<a href="#">Click here to enter text.</a>	<ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> </ul>



<b>Agenda</b>	<b>Issue</b> <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	<b>Actions: Who? By when?</b>
<p>2.  <b>Performance – consider strengths and areas of improvement.</b></p> <ul style="list-style-type: none"> <li>- <i>Key performance areas i.e. timeliness of assessments/visits/recording</i></li> <li>- <i>Key practice areas i.e. missing children/working with fathers/SOS</i></li> <li>- <i>Has a recent audit taken place? If so, discuss feedback.</i></li> </ul>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>• Click here to enter text.</li> </ul>
<p>3.  <b>Professional development – Link to appraisal objectives/competency based career progression routes.</b></p> <ul style="list-style-type: none"> <li>- <i>Consider learning and development needs linked to chosen career progression route (i.e. experienced/advanced practitioner streams).</i></li> <li>- <i>Training/mentoring/coaching opportunities.</i></li> </ul>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>• Click here to enter text.</li> </ul>

Agenda	Issue <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	Actions: Who? By when?
<p>4. <b>Equality and diversity.</b></p> <ul style="list-style-type: none"> <li>- Consider issues of equality and diversity which may have arisen either in practice, within the workforce or systemically (within the wider organisation).</li> <li>- Reflect of equality and diversity within the team and what activity is needed to promote on-going reflection and discussion.</li> <li>- Consider issues of equality and diversity which may arise in the supervisory relationship or work with children and families (self-reflection).</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p>5. <b>HR matters</b></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>• Click here to enter text.</li> </ul>
<p>6. <b>Matters arising from last, not covered by agenda</b></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>• Click here to enter text.</li> </ul>
<p>7.</p>	<p><b>Case discussion and management oversight.</b>  Record the LCS number of all children discussed during this supervision session so these can be cross referenced to the case directions on LCS:  Click here to enter text.  <b>Specific case directions: Discussion to be recorded directly on to LCS within 48 hours under ‘Case Direction’ using the following template.</b></p>	

<i>Agenda</i>	<i>Issue</i> <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	<i>Actions: Who? By when?</i>
	<p><b>Update (since last supervision) – what are we worried about and what is going well?</b> Click here to enter text.</p> <p><b>When was the child last seen - voice of the child?</b> Click here to enter text.</p> <p><b>What progress has been made with the current child’s plan?</b> Click here to enter text.</p> <p><b>Next Steps?</b> Click here to enter text.</p> <p><b>Reflection/rationale.</b> Click here to enter text.</p> <hr/> <p><b>Any case directions should be removed from this supervision record before finalising.</b></p>	

**Any additional summary of reflective discussion that took place during supervision which is not captured in case directions?**  
Use of self, testing hypothesis, impact on worker, relationships, identity and culture.

Click here to enter text.



# Bristol City Council

## Children and Families Services

### Notes of Supervision Session

### Team Manager/Practice Lead/CSW

#### Agenda

1. Check-in (personal support)
2. Performance
3. Professional development
4. Equality and diversity
5. HR matters (pay, leave, sickness),
6. Matters arising from last, not covered by agenda

**Supervision session:** [Click here to enter name.](#) **with** [Click here to enter manager name.](#)

**Date of session:** [Click here to enter a date.](#)

Has it been more than four weeks since our last supervision session? Yes/ No

If yes, please enter reason? [Click here to enter text.](#)

Has the supervisee accessed group supervision since your last 1:1 supervision? [Click here to enter text.](#)

If not, why not? [Click here to enter text.](#)

<i>Agenda</i>	<i>Issue</i>	<i>Actions: Who? By when?</i>
<b>1. What do you particularly want to cover in this session?</b>	<a href="#">Click here to enter text.</a>	<ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> </ul>
<b>How is your team doing?</b> <i>(Overall team functioning, individual staffing issues, What's going/gone well? Pleased with? Goals for your team? Developing team's practice?)</i>	<a href="#">Click here to enter text.</a>	<ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> </ul>

<b>Agenda</b>	<b>Issue</b> <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	<b>Actions: Who? By when?</b>
<p><b>How are you doing?</b> <i>(Management style, what are you doing well as a manager, personal wellbeing)</i></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>Click here to enter text.</li> </ul>
<p><b>2. Performance – consider strengths and areas of improvement.</b> <i>(Key performance areas i.e. auditing, performance and caseload data)</i></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>Click here to enter text.</li> </ul>
<p><b>3. Professional development – Link to appraisal objectives</b> <i>(Consider learning and development needs - training/mentoring/coaching opportunities)</i></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>Click here to enter text.</li> </ul>

<b>Agenda</b>	<b>Issue</b> <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	<b>Actions: Who? By when?</b>
<p>4. <b>Equality and diversity.</b></p> <ul style="list-style-type: none"> <li>- <i>Consider issues of equality and diversity which may have arisen either in practice, within the workforce or systemically (within the wider organisation).</i></li> <li>- <i>Reflect of equality and diversity within the team and what activity is needed to promote on-going reflection and discussion.</i></li> </ul> <p><i>Consider issues of equality and diversity which may arise in the supervisory relationship or work with children and families (self-reflection).</i></p>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p>5. <b>HR matters</b> <i>(Individual and team)</i></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>• Click here to enter text.</li> </ul>
<p>6. <b>Matters arising from last, not covered by agenda</b></p>	<p>Click here to enter text.</p>	<ul style="list-style-type: none"> <li>• Click here to enter text.</li> </ul>
<p><b>Review of Caseload</b></p> <p>Record the LCS number of all children discussed during this supervision session so these can be cross referenced to the case directions on LCS: Click here to enter text.</p> <p><b>Specific case directions: Discussion to be recorded directly on to LCS within 48 hours under ‘Case Direction’ using the following template.</b></p>		

<i>Agenda</i>	<i>Issue</i> <i>Notes &amp; reflection – working well, not so well, what will we do about it?</i>	<i>Actions: Who? By when?</i>
<p><b>Update (since last supervision) – what are we worried about and what is going well?</b> Click here to enter text.</p> <p><b>When was the child last seen - voice of the child?</b> Click here to enter text.</p> <p><b>What progress has been made with the current child’s plan?</b> Click here to enter text.</p> <p><b>Next Steps?</b> Click here to enter text.</p> <p><b>Reflection/rationale.</b> Click here to enter text.</p> <p><b>Any case directions should be removed from this supervision record before finalising.</b></p>		

**Any additional summary of reflective discussion that took place during supervision which is not captured in case directions?**  
Use of self, testing hypothesis, impact on worker, relationships, identity and culture.

Click here to enter text.



# Bristol City Council

## Children and Families Services

### Notes of Supervision Session

### Supervising Social Workers

**Supervision session:** [Click here to enter name.](#) **with** [Click here to enter manager name.](#)

**Date of session:** [Click here to enter a date.](#)

Has it been more than four weeks since your last supervision session? Yes/ No

If yes, please enter reason? [Click here to enter text.](#)

Has the supervisee accessed group supervision since your last 1:1 supervision? [Click here to enter text.](#)

If not, why not? [Click here to enter text.](#)

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Agenda	Notes & Reflections – working well, not so well, what will we do about it?	Actions: Who? By when?
1. <b>Checking in (How are you? What's going well? Any worries?)</b>	<a href="#">Click here to enter text.</a>	
2. <b>Professional development – Link to appraisal objectives/competency based</b>	<a href="#">Click here to enter text.</a>	



<p>career progression routes</p> <ul style="list-style-type: none"> <li>- <i>Consider learning and development needs linked to chosen career progression route (i.e. experienced/advanced practitioner streams).</i></li> <li>- <i>Training/mentoring/coaching opportunities</i></li> <li>- <i>Any other matters regarding training and practice development</i></li> </ul>		
<p>3.</p> <p><b>Equality and diversity.</b></p> <ul style="list-style-type: none"> <li>- <i>Consider issues of equality and diversity which may have arisen either in practice, within the workforce or systemically (within the wider organisation).</i></li> <li>- <i>Reflect of equality and diversity within the team and what activity is needed to promote on-going reflection and discussion.</i></li> <li>- <i>Consider issues of equality and diversity which may arise in the supervisory relationship or work with children and families (self-reflection).</i></li> </ul>		

<p>4.</p> <p><b>HR Matters</b> (<i>holiday, TOIL, sickness</i>)</p>	<p>Click here to enter text.</p>	
<p>5.</p> <p><b>Performance – consider strength and areas of improvement</b></p> <ul style="list-style-type: none"> <li>- <i>Key performance areas i.e. reviews, supervision visits, statutory checks, case recording</i></li> <li>- <i>Outstanding tasks and reason for delay</i></li> <li>- <i>Additional tasks taken on</i></li> <li>- <i>Key practice issues and challenges</i></li> <li>- <i>Any support needs identified?</i></li> </ul>	<p>Click here to enter text.</p>	
<p>6.</p>	<p><b>Reviews due/overdue</b></p> <p><i>(copy spreadsheet here)</i></p> <p><b>UA HV due/overdue</b></p> <p><i>(copy spreadsheet here)</i></p> <p><b>DBS checks due/overdue</b></p> <p><i>(copy spreadsheet here)</i></p> <p><b>Supervision visits due/overdue</b></p> <p><i>(copy spreadsheet here)</i></p>	

## Foster carer specific supervision

<b>Foster Carer Name &amp; LCS</b>	<b>Current situation/Update:</b>  Foster Family Well-being, FC development and practice including concerns, Significant events, Safeguarding issues in relation to child/young person, Family time and care plans, child and young person in placement and progress, outstanding tasks or difficulties.
	<b>What's going well (since last supervision)?</b>  <b>Not so well (since last supervision)?</b>  <b>Complicating factors?</b>  <b>Next steps?</b>  <b>Reflection/rationale.</b>
<b>Team Manager Comments</b>	

<b>Foster Carer Name &amp; LCS</b>	<b>Current situation/Update:</b>  Foster Family Well-being, FC development and practice including concerns, Safeguarding issues in relation to child/young person, Family time and care plans, child and young person's progress and outstanding tasks/worries.
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	<p><b>What's going well (since last supervision)?</b></p> <p><b>Not so well (since last supervision)?</b></p> <p><b>Complicating factors?</b></p> <p><b>Next steps?</b></p> <p><b>Reflection/rationale.</b></p>
<b>Team Manager Comments</b>	

**Any additional summary of reflective discussion that took place during supervision which is not captured in other areas of supervision recording?** Relationship with foster families, supporting foster carers practice and development, Allegations and Concerns, Work with Team around the child and other potential challenges.

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