

“Supervision involves talking through your work with children and families to determine the impact this has on you personally, and the difference it is making to improving the needs of them thrive and remain together. Supervision is vital for developing a highly supportive and quality learning culture. It supports practitioners’ well-being, professional development, and provides managers with oversight and insight so they can strategically support and effectively help practitioners to think through decisions”

1. Effective Supervision as part of our practice framework: Systemic Practice

Systemic practice is our model of intervention that supports our core practice value that:

“a family is the best place for a child or young person to thrive and meet their potential”

A key component of systemic practice is supervision. **Supervision is a space to be creative, to generate ideas together about how to make change that benefits children and families**, and helps practitioners get the support and advice they need.

4. Types of supervision

1:1 supervision: Individual 1:1 supervision is a supportive relationship between the supervisee and supervisor where practice can be explored.

Group supervision: Group supervision can take place in a variety of contexts. This could be a regular meeting of the team as a group or multi-agency professionals to explore practice issues and learning using a group supervision framework. In Family Safeguarding all supervision of practice takes place in group supervision.

Informal supervision: Informal supervision and management oversight takes place in conversations between supervisors and practitioners all the time. It is an important part of the supervisory relationship. **Supervisors must recognise when the conversation is of significant importance to require recording on the child or young person’s social care record.**

5. Role and responsibility of the Supervisor

Practice supervisors’ oversee the practice and decision-making of practitioners and work with them to develop outstanding practice skills individually, in groups and within teams. The supervisor will identify and re-direct practice that is not making sufficient change for the child, young person, and family, and support practitioners to creatively think through alternative interventions or support. They will identify and implement areas of support needed for practitioners to manage the emotional demands of their roles. The relationship which practice supervisors develop with practitioners and their teams is critical in supporting outstanding practice.

2. Our approach to outstanding supervision: Outcomes focused

What matters to the child, young person, family?	What do they want to achieve?	What does the agency need to achieve?	The plan constructed by the practitioner and child, young person, family to make change happen	How everyone involved will know when change has happened – what it will look like
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3. The voice of children and young people in supervision

The supervisor ensures the child or young person’s voice is present in their plan, their voice is strong and direct work and life story work is of the highest standard. There is a clear understanding of the child’s lived experience. There is a correlation between what the child or young person has said has an impact on the work done to make change happen for them.

6. Frequency and recording of supervision

- **All practitioners (Social work qualified and non-social work qualified)¹:** Formal one-to-one case supervision **MUST** take place at a minimum of once every calendar month (every 4 weeks)
- **Student social workers:** Weekly then fortnightly at a point agreed by the educator and the student
- **Newly Qualified Social Workers in their assessment supported you and employment (ASYE):** Weekly for the first six weeks, fortnight fortnightly up to the six-month review and at least monthly thereafter by the line manager/assessor

Every open case, without exception, must be discussed in each monthly supervision, even briefly. The agenda should be set at the beginning of the supervision session in order that cases which require in-depth discussions can be agreed. Supervision should prioritise the worker’s greatest worries, but over a number of sessions, make space for all children’s experiences to be discussed.

Supervision should be planned in advance and only cancelled with exceptional reason.

Practice supervision is recorded in the child or young person’s electronic social care record known as Mosaic. Supervision should be recorded as soon as possible and no later than **5 working days** after the meeting. Informal supervision should be recorded as a “management oversight” case Note.

