**Supervision Policy**

Children at the heart of Effective Supervision

## Introduction

Everything we do in our work should have at its heart positive outcomes for children, young people, and families. Supervision is an important right and benefit for all those working in social care. It benefits the individual, the organisation and indirectly, *as part of an intervention*, it benefits those who use services. Supervision which supports staff to critically analyse, reflect on their practice and to manage the emotional impact of their work will result in better outcomes for service users.

Supervision is a fundamental principal process by which the council ensures staff are supported and motivated to deliver the best possible service to children and families, and ensure our work to safeguard and promote the welfare of children is properly exercised in accordance with our legal obligations.

The purpose of this policy is to set out our Children Services commitment to providing quality support and supervision to all members of staff who have a significant role in working with children and young people. This policy ensures that there is a clear understanding of the requirements for supervision across the Services.

The Council aims to provide appropriate, responsive and flexible services for the most vulnerable children, young people and families in Herefordshire and can only do this if staff understand what is expected of them, have the skills, knowledge, behaviours, values and attitudes necessary to carry out their roles, are fully supported in their work and are managed effectively.

Supervision is a key factor in achieving this and this policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

This policy should be read alongside the Supervision Practice Guidance which outlines the practice models used for formal supervision and group based reflective learning circles.

## Context

Supervision is key to managing an individual’s needs as an employee and effective supervision will embed a culture of learning, professional development and shared objectives to improve outcomes for children, young people and families.

Supervision provides protected time and a safe space to share accountability and responsibility by reflecting on practice and the impact of work on children, young people and their families. It is a two-way process which should support, motivate and ensure all practitioners develop good practice. It involves talking through the impact work has upon practitioners personally, as well as planning and exploring decision- making. It is integral to ensuring that our work is of a high quality, effective and achieves the best possible outcomes for children and families.

The importance of good quality, reflective supervision is set out in the [Standards for](https://www.local.gov.uk/our-support/workforce-and-hr-support/social-workers/standards-employers-social-workers-england-2020) [Employers of Social Workers 2020](https://www.local.gov.uk/our-support/workforce-and-hr-support/social-workers/standards-employers-social-workers-england-2020) and the [Knowledge and Skills Statement for Child](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708705/Post-qualifying_standard-KSS_for_child_and_family_practice_supervisors.pdf)

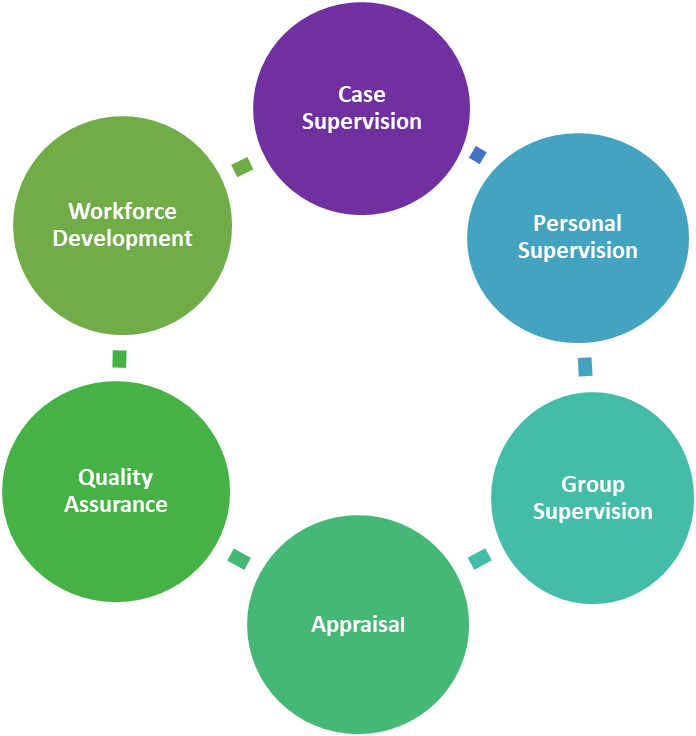
[and Family Practice Supervisors 2018](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708705/Post-qualifying_standard-KSS_for_child_and_family_practice_supervisors.pdf)

Supervision forges a line of accountability between the child, the employee and the organisation which helps us to make sure we are fulfilling our statutory duties and responsibilities as a safeguarding agency.

For supervisors, supervision provides an opportunity to build a trusting relationship with staff that helps them reflect on their work with children and young people in a way that supports their learning and professional development. It enables managers to manage performance and assure themselves about the progress of work, safety and wellbeing of children and young people and compliance with practice standards. Supervisees should have supervision that creates a supportive environment which ensures that they are fulfilling their role and helps develop their critical thinking and analysis.

The provision and participation in professional supervision is a requirement of [Social](https://www.socialworkengland.org.uk/standards/professional-standards/) [Work England Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/). There are post-qualifying Standards for social workers, practice supervisors and leaders. There is guidance for social work students and practice educators.

Supervision is to be seen as one part of a whole system approach to staff development as illustrated in the diagram below.



## Definitions

Whilst supervision can be provided in a variety of ways in Children’s Services this is primarily through a monthly one to one meeting and is an opportunity for staff to talk face to face with their supervisors, to influence their own development and that of the service as well as to receive support and encouragement.

**Formal 1:1 Supervision:** dedicated and regular time where practitioners/supervisors can reflect and explore their practice, developmental needs and progress against Personal Developmental Plan goals and objectives. The primary purpose is to promote the best outcomes for service users and the service. (see separate [Performance and Development Plan Guidance](http://hcintranet.herefordshire.gov.uk/ld/SiteAssets/PDP/Performance%20and%20development%20plan%20guidance%202020-2021.docx.pdf))

**Informal or ad hoc Supervision:** Where management decisions are made based on a discussion, email, or phone call between a supervisee and supervisor and actions/steps are set out to be taken verbally and/or in writing. Informal supervision also includes group supervision which can be used to enhance individual supervision and reflection upon circumstances where there is a sibling group across two or more case workers or holding teams.

**Reflective Group Supervision:** regular structured meetings to provide opportunity for practitioners to benefit through the sharing of their practice, reflecting on and through the work of peers, feedback and discussion.

**Management oversight:** Where a supervisor or manager reviews a case via discussions or by reading case files in between formal supervision sessions to track progress on agreed actions, then this should be noted on the child’s file. This may also be because of new information; significant change; allocation or resource allocation. Management oversight recording should include decision making and rationale for decisions.

## Supervision Models

Herefordshire has adopted complimentary models of practice for both formal and group based supervision. Detailed process and procedures for both these models are outlined in the Supervision Practice Guidance – add link.

Formal 1:1 supervision is delivered using Morrison (2005) 4x4x4 model

Group Supervision is delivered using Roch (2007) Reflective Discussion Circles

## Supervision Framework

Supervision is a participative process through which supervisors assure that employees are performing their roles to a satisfactory standard, and have appropriate support and training to do so in line with the policies and procedures of Herefordshire Children’s Services. It also forms a key part of individual performance management.

The primary purpose of supervision is to achieve better outcomes for children and young people by:

* Offering guidance and support to construct and oversee plans which provide positive change for children and young people
* Facilitating staff performance on behalf of the Council
* Supporting staff to maintain emotional resilience
* Exploring and valuing staff views, analysis and reflections on their work with families and supporting their motivation and learning
* Ensuring the supervisee is clear about roles and responsibilities, enabling defensible decision making on behalf of the child and the Council
* Providing space for discussions and critical reflection about children, young people and their families, deepening staff knowledge of a child and their critical analytical skills
* Identifying gaps in practice skills and promoting a learning culture

Our practice framework is a relationship and strengths-based approach to working with families in order to safeguard and improve the wellbeing of children and young people.

It is based on principles in relation to co-production; “working with” rather than “doing to” families.

To support practitioners there needs to be a similar approach to supervision, with supervisors taking an inquiring approach and supporting practitioners to reflect, analyse, plan and act. This requires supervisors to move from being ‘problem solvers’ and ‘experts’ to facilitating practitioners’ own reflection. Supervision delivered in this way can help ‘slow the thinking’ and support practitioners’ critical thinking and analysis. It also supports practitioners by enabling the sharing of responsibility for managing risk and decision making.

The functions of supervision is illustrated in the following diagram based on *Kolb’s Cycle of Reflective Practice (Research in Practice Reflective Supervision Resource Pack 2017)* and incorporated into Morrison’s 4x4x4 model of supervision.

Management

Support

Assuring competence and

accountable practice

Focusing on the emotional impact

of the work

Case Discussion

Reflection on Practice

Mediation

Representing the organisation to staff

Ensuring role clarity

Development

Supporting self evaluation and development

## Our Practice Standards

|  |  |
| --- | --- |
| 1 | All staff should have a named supervisor from the time they start working for Herefordshire. |
| 2 | For social workers, case supervision should be provided by a qualified and professionally registered social worker. |
| 3 | Dedicated time should be set aside for supervision, with both supervisor and supervisee committing that time and ensuring they are free from interruptions unless in exceptional circumstances. |
| 4 | Supervision should take place in confidential setting(s) being mindful of remote working arrangements. |
| 5 | To develop a shared understanding and expectations of supervision, supervisors and practitioners should discuss and agree a supervision agreement at the first supervision session and review it annually taking account of any co – allocations. A Supervision Agreement template is Appendix 1 at the end of this document which should be printed out on HCC headed paper. |
| 6 | Arrangements should be made to make sure that sufficient time is allowed for reflection, case direction, personal support and to discuss the supervisee’s professional development, progress against Personal Development Plan goals and objectives and any wider organisational factors. The time allocated to each of these will be dependent on the current priorities of the supervisor and the supervisee. |
| 7 | Supervision should only be cancelled in exceptional circumstances, and rearranged straight away if cancellation is unavoidable. |

|  |  |
| --- | --- |
| 9 | Practitioners should prepare for supervision by reflecting on their work and making sure recordings and case summaries are up to date. |
| 10 | The supervisor is responsible for recording supervision including reflections and rationale for decision making. |
| 11 | Addressing equalities and diversity should be an integral part of supervision in relation to the impact on the supervisory relationship and to promote best practice with children and families. (Links with Equality Act 2010) |
| 12 | Personal information shared in supervision may need to be shared with HR or another officer of the council and this would be done ethically and in line with the [Information Sharing protocols and guidance](http://hcintranet.herefordshire.gov.uk/ig/Policies%20and%20procedures/Information%20shar%20ing%20overarching%20protocol.doc) |
| 13 | If there are concerns about compliance with practice standards and/or code of conduct these will be explained clearly to the practitioner/supervisor and this policy links to our [Employee Code of Conduct](http://hcintranet.herefordshire.gov.uk/HR/SitePages/Employee%20Code%20of%20Conduct.aspx) and [Staff behaviour when working with](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fproceduresonline.com%2Ftrixcms1%2Fmedia%2F4581%2Fguidance-staff-behaviour-when-working-with-children-young-people-or-young-adults-v-3.docx&wdOrigin=BROWSELINK) [children, young people or young adults](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fproceduresonline.com%2Ftrixcms1%2Fmedia%2F4581%2Fguidance-staff-behaviour-when-working-with-children-young-people-or-young-adults-v-3.docx&wdOrigin=BROWSELINK) |
| 14 | If there are disagreements/stumbling blocks that are affecting effective supervision, these should be resolved where possible within supervision or in a separate meeting. On occasions, these may need to be escalated to the line manager. |
| 15 | Supervisors and supervisees should work together to identify and prioritise which children and young people should be discussed at each session in line with casework supervision requirements (see below). |

**Frequency of Supervision**

1. **Staff Supervision**

The duration and frequency of staff supervision will depend on the setting, type of work involved, the experience and expertise of the worker and on-going operational considerations.

* + The usual frequency is monthly for all staff and no less than 6 weekly
  + Sessions should be between one and a half and 2 hours duration
  + All staff should receive a minimum of 10 supervision sessions per year (allowing for leave)

No staff should go without supervision for more than two months and it is the shared responsibility of the supervisor and supervisee to assure this.

More frequent supervision sessions may be required where the supervisor is, for example working with newly qualified staff, to meet individual deadlines or targets or where the supervisee requires greater support due to ongoing performance concerns.

The actual frequency for individual staff should be set out in the terms of the individual Supervision Agreement – see appendix 1 and any permanent deviation from the recommended frequency should be agreed and recorded in the individual Supervision Agreement.

Formal supervision sessions are normally held on a planned one to one basis and group or peer supervision sessions will supplement these.

Where decisions about children and young people have been made in between formal supervision sessions the supervisor or the decision maker must ensure that key decisions are recorded on the child’s record using the Manager’s Decision case record on Mosaic.

|  |  |  |
| --- | --- | --- |
| **Professional role** | **Length in service** | **Frequency of supervision** |
| Early Help Workers, Family Support Workers, PAs and any  other non-social work practitioners | Weeks 1-6 | Fortnightly |
| Followed by | Monthly |
| Student social workers | Not applicable | Weekly |
| Newly qualified social workers (ASYE) | Weeks 1-12 | Weekly (alternating between line manager and ASYE assessor) |
| Weeks 13–52 | Fortnightly (alternating between line manager and ASYE assessor) |
| Social workers beyond ASYE | Weeks 1-6 | Fortnightly |
| Followed by | Monthly |
| Line managers | Weeks 1-6 | Fortnightly |
| Followed by | Monthly |

Formal supervision for practitioners and managers who have undertaken a major change of role transferring to a different team, and practitioners returning to work following a career break or other long-term absence, will be undertaken every two weeks for an agreed period, and monthly thereafter. This will be specified in an updated Supervision Agreement.

All staff should have access to their supervisor on an unplanned basis for informal supervision and more urgent matters, for decisions to be made and actions agreed.

All supervisors should continue to have management oversight over case work and workload outside of supervision sessions on a day to day basis.

## Formal 1:1 Casework Supervision about specific children and young people

Whilst the service has considered taking a graduated approach to the frequency of 1:1 casework supervision for children depending on their individual needs and circumstances, the frequency will remain the same until the position is further reviewed.

For the time being therefore, casework supervision in respect of all allocated child or young person will take place on a monthly basis. For children newly allocated supervision will take place within the first month of allocation.

For Independent Reviewing Officers/Child Protection Chairs, children will be discussed at least every 3 months.

## What does good supervision look like?

The supervision process can be seen as a continuous process of learning and how the supervisee experiences supervision, i.e. how it makes them feel, is crucial to it being effective. Their welfare should be considered in every formal supervision session.

Supervisors should identify and promote the employees continuing professional development needs. This includes discussion about how recent learning activity is being applied to practice.

Supervisors should provide a safe place for employees to reflect on the emotional impact of the work and any personal matters that may affect their practice, capability and/or health and wellbeing.

Supervisors should engage employees in organisational developments and support employees to balance the needs of services users with the need to provide equitable ‘best value’ services.

Supervisors should ensure employees understand their role and responsibilities; that they are accountable to meet legal and statutory requirements, departmental strategies, policies, procedures and practice standards.

Workload/case management will be discussed at every supervision with a clear agreed plan of action to address any concerns if relevant.

Practice issues arising from Quality Assurance activity and performance against key indicators for the service will be regularly monitored and assessed and an agreed support plan will be in place to promote development. This will include a discussion around the findings of any relevant audits in relation to each worker.

The depth of discussion about children will take account of the status of the child and whether closure, transfer, escalation or legal planning decision is being considered.

## The Individual Supervision Agreement

The individual supervision agreement – see appendix 1, sets out the contract between supervisor and supervisee. It ensures that everybody involved has the same understanding of the supervisory process and clarifies the supervisory arrangements applicable to an individual member of staff.

The agreement should be drawn up using the template in appendix 1 and a copy retained on the individuals supervision file.

The agreement should be reviewed annually or as needed, for example following a period of maternity leave or a move into a new role.

## Recording Supervision

The recording of formal and informal supervision sessions is the responsibility of the supervisor.

Personal supervision is stored on the [Supervision SharePoint](http://teamsite.herefordshire.gov.uk/aws/sc/_layouts/15/start.aspx#/SitePages/Home.aspx) site. Case supervision is to be recorded on the Mosaic file of the respective child(ren)

The steps set out below need to be followed to ensure data reporting of monthly staff supervision is maintained – for a more detailed description please refer to the [Supervision SharePoint Procedure](http://teamsite.herefordshire.gov.uk/aws/sc/Policies%20Guidance%20and%20Templates/Supervision%20SharePoint%20Guidance%20Document%20-%20Updated%20December%202023.pdf)

1. Managers provide monthly personal supervision to each team member under their line management
2. Managers use the supervision template (see appendix 2) and store this on the [Supervision SharePoint](http://teamsite.herefordshire.gov.uk/aws/sc/_layouts/15/start.aspx#/SitePages/Home.aspx) in the folder for the respective member of staff.
3. Managers also populate the spreadsheet (“Staff Supervision” in the main folder of their team with the dates of supervision for each member of staff. The same spreadsheet can also be used to mark staff leaving the team (including staff who transfer to another team)
4. Should Managers need access, have folders for staff created or removed they should contact [Supervision.CYPD@Herefordshire.gov.uk](mailto:Supervision.CYPD@Herefordshire.gov.uk).

The SharePoint site is accessible to all managers and can be accessed through the Intranet via this [link](http://teamsite.herefordshire.gov.uk/aws/sc/_layouts/15/start.aspx#/) if you are unable to access the link [[Supervision.CYPD@Herefordshire.gov.uk](mailto:Supervision.CYPD@Herefordshire.gov.uk)](mailto:recruitmentcypd@herefordshire.gov.uk) can give you access to the site.

If in personal supervision, it is necessary to discuss a specific child or young person they should be referred to by their initials or Mosaic identification number.

Personal supervision records are owned by Herefordshire Council and may be subject to internal or external inspection and audit. However, staff have the right to access their personal data.

If the supervisor or supervisee change roles or their employment ends, business support will transfer personal supervision records as part of the staff transfer/exit process.

If the supervisee leaves Herefordshire, supervision records should be kept for a minimum of two years and stored in a secure folder on the Supervision SharePoint, in a folder accessible to the supervisor and Head of Service

Formal Case Supervision records are recorded on each child’s file using the supervision record within **two** working days. For Early Help, these discussions will be recorded in case notes using a template. For children’s social care, these discussions will be recorded using the supervision template in documents and referenced in the case notes. Informal supervision is recorded using case notes **(Supervision – Informal).**

When a supervision is carried out the manager recording the supervision details should end the workstep with an action scheduling the next supervision WITHIN the interval period from the DATE of the last supervision. This will create a pending workstep on their Mosaic home page future work folder.

With the mosaic form completed this will start the interval period used by reports to calculate the latest date that the next supervision is due. Therefore the period between supervisions should never exceed the stated interval. If the interval from the last recorded supervision, or start of the case, exceeds the stated minimum then reporting will show that the supervision of that child is overdue.

Children’s files should include defensible decision making, demonstrating a clear, considered evidence–based rationale that can be explained to others. The record should outline the presenting issues, review the outcome of previous decisions and outcomes, consideration of the options available and course of action chosen with rationale and any differences of views. SMART actions and plans should be clear about what is to be done, by whom, how and within what timescale.

Children’s files should not include internal disputes or issues about a worker’s capability.

## Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others,

e.g. their own line manager, this should always be with the knowledge of the supervisee. However, access to personal staff supervision records should be controlled and all records should be secured so that others who do not have a legitimate right to see the records cannot access them.

Supervisors should ensure that they set up folders for each supervisee on SharePoint as outlined above.

Supervisees should be made aware that other than themselves and their supervisor, others will, from time to time access records, these might include:

* + Senior Managers (for quality assurance purposes)
  + Investigating Officers (e.g. for disciplinary purposes)
  + Inspectors (e.g. Ofsted)
  + Workforce Development Staff (e.g. for audit and quality assurance purposes)

## Managing Performance

On occasions the performance of staff can be affected by a range of factors, some of which are temporary in nature. If performance of a staff member does give rise to concern then there should be an open acknowledgment of this at the earliest opportunity. This should occur within an existing culture of openness. Various adjustments and extra support can be agreed in order to remedy the situation. An action plan should be recorded in supervision.

If performance does not improve or is not sustained managers should seek support from their line manager and from Human Resources.

It is imperative that any concerns and identified actions to support staff are clearly documented in personal supervision records and that this is reflected in the supervision and appraisal processes.

## Quality Assurance

In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that the Councils expected standards of supervision as outlined in this Policy are being followed:

* + - Staff are being supervised professionally and effectively
    - Supervision sessions are recorded
    - Individual Supervision Agreements are used and reviewed
    - The supervision process promotes anti-discriminatory practice The Quality Assurance arrangements include:

1. The auditing of a random selection of supervision files on a 6 monthly basis by a representative of the Quality Assurance team. The findings of the audits will be reported as part of the performance reporting schedule.
2. In addition to this each Head of Service is required to audit a minimum of one supervision file per supervisor every 12 months using the tool in appendix 2. This will include auditing the supervisee’s file and obtaining feedback from the supervisee to ensure that supervision is taking place to the standard required.
3. Observation of supervision – Line managers should observe each supervisor within their directorate delivering supervision as a minimum of one supervision session every 12 months. Feedback on this observation should be an opportunity to address any challenges and provide positive feedback on strengths – it should

form part of the supervisor’s appraisal and development. Feedback should be provided during a face to face meeting with the supervisor (this could be within their own individual supervision meeting) and a written record provided using the template at appendix 3. A copy of this feedback should be placed on the supervisor’s individual supervision file record.

1. Completion of meetings – dates of monthly supervisions for each supervisee are sent monthly to managers until the electronic mosaic system is available and reported in the performance management data. This record of supervision is a means of monitoring that the required standards for the frequency of supervision are being met. It can also help in the early identification of patterns of avoidance, collusion or cancellation.

# APPENDIX 1

**Supervision Agreement**

**This Supervision Agreement is made between:**

|  |  |
| --- | --- |
| **Name of Supervisee:** | **Job Title:** |
| **Name of Supervisor:** | **Job Title:** |
| **Date of Agreement:** | |

The purpose of this Supervision Agreement is to serve as a resource for our work together.

**Aims of Supervision**

**Supervisee:** To have a safe relationship to reflect on challenging issues, positive outcomes and to feel supported in practice.

**Supervisor:** To provide a safe and supportive supervisory environment that promotes engagement, effective, safe practice, and professional development.

**Regularity of Supervision**

* We will meet at least ..... times a year – once every weeks for a session. This will

only change in the event of annual leave, sickness or emergency situations.

* Formal supervision sessions will be for 1.5 to 2 hours each.
* If there is a need to meet outside of our regular times for work related issues this will be respected, explored and accounted for as informal supervision.
* We will book the dates for supervision, any probationary period, and appraisal in advance, confirming the next appointment at the end of each session and arranging to meet at a mutually convenient place and time.
* If the arrangement needs to be changed the onus is on the person who needs to make the change to notify the other, giving as much notice as possible.

**Interruptions**

Interruptions will be kept as a minimum. These will occur in emergency situations only.

We will both take responsibility for ensuring that we meet in a private and confidential space.

**Recording of Sessions**

We agree to abide by the guidelines as laid down in the Supervision Policy document with regard to confidentiality and standards for note and record keeping.

The supervisor will take main responsibility for recording supervision discussions. A copy will be given to the supervisee to sign. These are uploaded on SharePoint.

All case discussions from supervision will be recorded directly onto the child/family file.

**Content of Supervision**

* **Case-work** - decision-making and reflection
* **Caseload -** workload management
* **Career –** professional development
* **Care -** Line management and organisational accountability

At the end of each session we will agree any action points necessary; we will review the effectiveness of our sessions every 12 months.

**Statement of Service**

**The Supervisor will endeavour to provide the following:**

* Consistency
* Regular support
* Availability
* Professional experience
* Sensitivity

**Statement of Responsibility**

* The supervisor will maintain line management responsibility.
* The supervisee will follow plans as agreed during supervision sessions and work to meet timescales set.
* Both supervisor and supervisee will come prepared for supervision with an agenda
* Both supervisor and supervisee will maintain a commitment to equal opportunities in relation to both service-users and staff.
* It is the responsibility of both the supervisor and supervisee to recognise, respect and value people’s differences via promoting equality of opportunity.

**Confidentiality**

Minutes will be kept by both supervisor and supervisee and we know they belong to HCC as stated in the policy. (Held on SharePoint/discussions about children on MOSAIC)

**Plan for providing feedback to one another and handling stumbling blocks and/or disagreements:**

We will strive for openness between us, and any difficulties that may arise within the supervision relationship should be discussed between us in the first instance. If this is simply not possible – for whatever reason – the person who is dissatisfied with the relationship must follow the guidelines as laid down in the policy document.

**Our plans for handling disagreements/stumbling blocks are:**

* Discuss with each other during supervision.
* Arrange a meeting outside of supervision to discuss with each other.

**We have read, understood and agree with the content of the Supervision Policy and this Supervision Agreement.**

**Supervisee Signature: ……………………………………..**

**Date: ……………………………………………………………**

**Supervisor Signature: ………………………………………**

**Date: ……………………………………………………………**

**APPENDIX 2**

**Supervision Template with Guidance notes**

|  |  |
| --- | --- |
| **Name of supervisee:** |  |
| **Name of supervisor:** |  |
| **Date of meeting:** |  |

**What do you want to discuss in your supervision session?**

Supervision can have multiple objectives, such as discussions of your caseload, assistance with particular tasks or challenges; wellbeing checks; workload planning; and reflective discussions.

If this is a follow up session, it could be helpful to review notes of your last meeting to discuss previous actions identified and any progress made against these.

**What goals have you achieved since your last supervision?**

When discussing your achievements, you may also consider how you have put Learning or personal qualities into practice

**What challenges have you faced since your last supervision?**

You may want to outline any challenges that you have faced since your last supervision, and what you have done to overcome these.

If any challenges remain, you could plan what’s needed to help you overcome these going forward.

**What future objectives have you identified and what do you hope to achieve before your next supervision?**

How will you achieve these objectives, and by when?

How will these contribute towards your personal professional development? Will you need any additional support?

**Feedback from supervisor**

Feedback should be clear and focused. It should also be evidence based, which means clearly outlining the reasons for any comments provided.

Identifying clear actions and objectives will help ensure feedback is constructive, but you should also use this section to reiterate/highlight any achievements and progress made.

**What actions have been agreed?**

Think about what you have learnt from this supervision session, and what will you do differently.

**When will your next supervision session be?**

Agree a date, time and venue for your next session.

|  |  |
| --- | --- |
| **Signed: (Supervisee)** |  |
| **Date:** |  |

|  |  |
| --- | --- |
| **Signed: (Supervisor)** |  |
| **Date:** |  |

**APPENDIX 3**

**Supervision Quality Assurance and Audit Part A) – Electronic File Review**

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| --- | --- |
| **Line Manager carrying out the audit** |  |
| **Supervisor whose work is being audited** |  |
| **Date of audit** |  |
| **Name of supervisee whose file is being audited** |  |

|  |  |  |
| --- | --- | --- |
| **File Documentation** | **Compli ance**  **Yes/No** | **Comments** |
| Supervisee Personal Details |  |  |
| Individual Supervision Contract (should be reviewed annually) |  |  |
| Personal Supervision Record (as per procedure) |  |  |
| Key Case Discussions Recorded (see child’s files on mosaic) |  |  |
| Appraisal and Development (Annual) |  |  |
| Attendance & Sickness Monitoring (as necessary) |  |  |
| Performance Management (as necessary) |  |  |
| Collaborative Audit Discussion |  |  |
| Any Other Business |  |  |

**Part B) – Quality Assurance and Audit Feedback**

**A quality assurance conversation has been held by the following people: Date of the conversation:**

|  |  |  |
| --- | --- | --- |
| **How has the Quality Assurance and Audit (QA&A) feedback been achieved?**  (E.g. 360° feedback, conversation with supervisee, observation of supervision etc.) | | |
| **Summarise the key themes arising from the QA&A feedback and discussion with the Supervisor here:** | | |
| **Provide analysis about the nature and effectiveness of supervision & the supervisory relationship:** | | |
| **Action Plan:**  The supervisor and the supervisee have an equal role in ensuring that supervision is safe and effective | | |
| **Action** | **By Whom** | **By When** |
|  |  |  |

**APPENDIX 4**

## Observation of supervision

**Name of who is being observed: Name of who is observing:**

**Date of the observation of supervision:**

|  |  |  |
| --- | --- | --- |
| **Issue /**  **Element** | **What are you trying to**  **notice?** | **Evidence and commentary** |
| Appropriateness  / impact of setting | Are there things about the setting that make it difficult? Is it sound proofed? Is it formal / informal – does this fit the conversation/what is the effect of this on the conversation?  Are there interruptions or  diversions? |  |
| Evidence of preparation supervisor and supervisee | How can you tell what has happened just before/just after and what is done about this? Do they negotiate what they are there for? How do they  arrive in the room? |  |
| Agenda setting, decisions on priorities | Whose agenda? How is it negotiated? How do they decide what to concentrate on? Who takes the lead for what? How do they negotiate  these roles? |  |
| Quality of relationship issues | How would you describe what you see? What are your hunches? How aware are they/how explicit are they  about what is going on? |  |
| Use of authority | How is the working alliance negotiated? Who is taking responsibility and how is it being expressed? Attention to issues such as procedure,  policy, timescales? |  |

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| Balance of functions (explicit or not?) Management / Support / Development t/ Negotiation Balance of task, process, climate | Since we can’t always fit it in to one session, it can make sense to be explicit – e.g. ‘it’s a bit of a case review day but let’s not lose sight of that learning issue’.  We often manage this by switching between task (what shall we do?) and process (how is this working for you?) and climate (how are we doing here? Am I being too directive? How is it leaving you feeling?). |  |
| Balance of stakeholder perspective   * Service Users * Other Agencies * Organisation * Supervisee | Are they introduced explicitly?  Is sufficient attention paid to  them? Who gets, who doesn’t? How does this emerge? |  |
| Case discussion content (use of Kolb cycle)   * Experience * Feelings * Analysis * Action | Is the right story told? Who does all the talking and to what end/purpose? Is there discipline in the story telling?  Evidence of ‘bad habits’ – e.g. verificationism; pursuing one hypothesis; making unchecked assumptions. Explicitness about how risk is being assessed? Is the ‘harm’ named? Notice moments of dissonance for you or them.  Assess quality of information management, dynamic exploration and analysis – does the action make sense in the light of the discussion? Is the decision defensible; is there evidence of being grounded in theory/research? What would your comments be  re EBP? |  |

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| Continuity (last session, next session) | Linkage between sessions and accountability for achievement? Feedback?  What has happened on an ad hoc basis in between? |  |
| Clarity of decision making and planning | Are they both clear about the status of decisions at the end and how do you know? |  |
| Emotional intelligence | Self, other, motivation, conversation management? |  |
| Containment and boundaries | Emotions? Allowed or not? Expressed or not?  Acknowledged, contained or  ignored? |  |
| Performance Management | Is there clear feedback (positive or critical) about performance? Is it well delivered? Is there mention of standards/benchmarks or expectations? If there is a more challenging conversation/issue how is this handled? How does this ‘land’ with the supervisee? Attention  to self-esteem? |  |

**Reflections and notes about the process. This is to inform evaluation of intervention – e.g. limitations, unanticipated ‘successes’, incidental and predicted outcomes**

**Document classification**

|  |  |
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**Version Log**

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**Consultation Log**

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