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**Supervision & Appraisal Policy**

**Social Work & Early Help**

**Children & Families Directorate**

**INTERNAL USE ONLY**

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# Why Supervision is Important

* 1. Good social work can transform people’s lives and protect them from harm. The way we practice has a direct bearing on the life chances and outcomes for the children, young people and families that we work with. Effective supervision is one of the most important measures that we can put in place to ensure that our staff have the knowledge, skills and motivation needed to provide high quality responsive services and positive outcomes for the children, young people and families that we help and support.
  2. Good supervision is fundamental to effective practice and is critical in supporting us to be a truly trauma informed and responsive workforce. Social work and early help are relational and caring roles; practitioners feel deeply about the children and families that they support. The work that we do is seeped and soaked in trauma; the lives of the people that we work with are complex, and the work is sometimes distressing. We are mindful of secondary trauma; that the story of children and families we work with can become our story.
  3. Within supervision, our staff are empowered to develop their professional skills and expertise; to and be accountable for their own practice, offered guidance and support; and supported to reflect on their delivery of kind, responsive and purposeful support for children and families. Children, young people, and their families benefit from rigorous management and oversight so that we remain focussed on the child and their needs; the impact of our involvement; and timely decisions about what we need to do next.

# Scope and Purpose of Our Supervision & Appraisal Policy

* 1. Our policy applies to:
* All staff employed by Redcar and Cleveland Borough Council, Children’s & Families Services whether on a temporary (including agency staff), permanent, full-time or part-time basis.
* Supervisors employed by other agencies with responsibility for the supervision of Children’s & Families Services staff.
  1. Our policy provides a framework for supervision and appraisal so that staff are clear what they can expect, and to provide guidance for managers on how to supervise and appraise staff effectively. It has been written to ensure it meets the needs of our services and the staff and their supervisors who deliver them, regardless of the professional area in which they work. Our policy reflects the [professional standards](https://www.socialworkengland.org.uk/standards/professional-standards/) issued by Social Work England and the Local Government Association’s [standards for employers of social workers](https://www.local.gov.uk/our-support/workforce-and-hr-support/social-workers/standards-employers-social-workers-england-2020).

**Our Practice Standards**

* **Children and families are supported by suitably skilled practitioners.**
* **Children, young people and their families benefit from consistent practice and robust management and oversight of the support we give.**
* **Professional / personal supervision provides a safe space to think, reflect, learn and develop.**
* **Managers lead by example and cultivate an atmosphere that is supportive, draws on the professional strengths of all staff and is focused on continuous improvement.**

# Functions of Supervision

3.1 Supervision is ‘***a process by which a supervisor is given responsibility by the organisation to work with a supervisee(s) in order to meet certain organisational, professional and personal objectives’*** so as to promote outcomes for children and families. There are four main functions of supervision:

1. **Support** - Providing personal and emotional support.
2. **Mediation** - Engaging the individual with the organisation.
3. **Managerial** - Ensuring competent, accountable practice and performance.
4. **Developmental** - Facilitating continuing professional development.

3.2 These four functions are interdependent; one function that cannot be effectively performed without the others. An over-emphasis on, for example, management, will leave the supervisee feeling they are being overly controlled and that the only purpose of supervision is to “check up on them”. Whereas an over-emphasis on support could result in supervision becoming counselling and important discussions about workload being neglected.

**3.2 Support**

3.2.1 Supervisees may require support to carry out their role; this may be due to particular situations, specific incidents or personal issues that may temporarily impact on their work performance. By offering support within the supervision context supervisees are given the opportunity to reflect on the impact of the work upon themselves and prevent issues adversely affecting their wellbeing and their work. To carry out this function effectively the supervisor needs to:

* Create a safe environment where trust and confidentiality are maintained.
* Clarify the boundaries between support and counselling.
* Enable and empower expression of feelings in relation to the work role.
* Monitor the health of the supervisee and refer to occupational health or staff support network when appropriate.
  1. **Mediation function (Professional practice and organisational issues)**

3.3.1 This function ensures that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective. Issues to be discussed include:

* Monitoring the quality of casework and implementation of tasks.
* Ensuring the role and responsibilities of the supervisee are clearly understood, including the boundaries and limits of their role.
* Monitoring the supervisee’s workload.
* Briefing senior managers about key issues.
* Dealing sensitively but clearly with concerns and complaints about colleagues and others with whom they work.
* Consulting and briefing staff on changes and developments that affect their area of work.
* Advocating between worker or team and other parts of the agency or with outside agencies.
* Ensuring effective communication between the supervisee, their supervisor and their line manager, if their line manager is not also their supervisor.
* Ensuring there is a mechanism for staff working within integrated teams to receive clinical supervision by a supervisor competent in their specific ‘discipline’.
* Identifying resource implications.

**3.4 Managerial function (Performance Management)**

3.4.1 This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. Discussion during supervision should include:

* The overall quality of the supervisee’s performance and work output/outcomes.
* The policies and procedures relating to their work and ensuring that these are understood and followed.
* Key organisational/service/team/individual objectives are set and monitoring progress.
* The development and monitoring of action plans/targets and outcomes as per capability/disciplinary procedures. Where action is needed managers should seek support from the Principal Social Worker to develop supportive action plans to address practice improvement.

**3.5 Developmental function (Learning, reflection and development)**

3.5.1 This function is to encourage and assist staff in reflecting on their own performance and practice, identify their own learning and development needs and develop plans or identify opportunities to achieve those needs. The learning and development function may be achieved through:

* Assessing development needs, recognising learning styles and identifying learning opportunities. Understanding your own learning style can help you to make the most of any learning and training programmes you attend. The self-assessment will identify what type of learner you are and gives an explanation of how you learn best.
* Giving and receiving constructive feedback on performance.
* Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.
* Ensuring that continuous professional development needs are identified and addressed in order to maintain professional social work registration.
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* Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.
* Ensuring that continuous professional development needs are identified and addressed in order to maintain professional social work status.

# Supervision: Our Beliefs and Values

*"Supervision should be open and supportive, focusing on the quality of decisions, good risk analysis and improving outcomes for children rather than meeting targets."*

**The Protection of Children in England: A Progress Report, Laming, 2009**

4.1 Our approach to supervision is based on a belief that our staff:

* Care about what they do and are passionate about working with children and families to achieve the best outcomes together with them.
* Strive to do their best and bring out the best in others by reflecting, adapting, developing and changing their practice when required.
* Employ their professional judgement and expertise, and understand their responsibility to meet the Social Work England Professional Standards.
  1. As an organisation, we value and prioritise supervision for the role it plays in:

***Meeting the needs of children, young people and families***

* + - Considering the progress of children and the work undertaken with them.
    - Improving the quality of services provided for children and families and outcomes for children as outlined in the Quality Assurance Framework (Appendix 8).

***Meeting the needs of the organisation***

* Meeting organisational and professional objectives; agreeing, monitoring and reviewing workers’ progress against objectives, ensuring that work is managed effectively and providing direction and support.
  + - Providing feedback to the supervisee on their practice and performance and identifying any actions for improvement, acknowledging evidence of professional development and competence.
    - Ensuring the worker's and employer's practice accords with the Professional and organisational Practice Standards.

***Meeting the needs of the supervisee***

* Enabling, guiding, and facilitating the worker's development and career progression, building their professional skills, knowledge, behaviours, values and attitudes necessary to carry out their role.
* Identifying the supervisee's learning and continuing professional development (CPD) needs and the ways to meet these through courses, coaching, mentoring, job shadowing, research and literature, and peer learning sessions.
* Recognising the impact of what can be stressful work, supporting the supervisee to manage their own well-being and supporting workers to feel safe in their practice, especially when faced with complex and challenging situations.
  1. **Reflective Supervision**

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* + 1. Our Supervision Policy is based on the use of Reflective Practice in both the supervision of children’s progress (casework supervision) and personal supervision. Our policy aims to create a culture of professional curiosity, to promote empathy and support long-term professional development.
    2. Reflective thinking should be part of every supervision session, creating a culture of learning and openness between supervisor and supervisee in which social work practice is discussed and reviewed. Professional challenge about practice, assessment, analysis and decision making between the supervisee and supervisor is an essential part of effective reflective supervision and should take place in a respectful and child-focused manner.

Cartoon of two people reading a book

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* + 1. Reflective supervision:
    - Provides opportunities for individuals to extend their knowledge and skills through reflecting on their work, gaining an in-depth understanding of a situation, becoming more aware of their own reactions and responses to the child and their family, how they intervened and the consequences of their intervention.
    - Enables the manager to get a clear understanding of a child’s progress, particularly where plans are not progressing, and management direction might need to change. It should assist the supervisee to gain insight into their practice and seek support if they require it.
    - Models the relationship of the worker with children and their families that they support, promoting appreciative enquiry and solution focused techniques.
    - Encourages supervisees to become more creative, develop critical thinking and problem-solving skills, and to improve their decision-making processes.
    1. Reflective supervision sessions should be offered on a regular basis in the context of the collaborative relationship between supervisor and supervisee, incorporating discussion about intervention goals, the impact for the child, values, reactions and emotions, identification and analysis of knowledge and theory, risk assessment, use of self, self-awareness, and exploration alternative ways of working.
    2. We encourage the use of reflective models to support reflective thinking and supervision. This could include:

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A diagram of self awareness

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A diagram of a reflection action

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# Types of Supervision

5.1 Supervision is an integral part of the day-to-day operation of our work supporting children, young people and families and as such it occurs both formally as well as in other forums, including informal discussions and group settings. Whatever the form it takes, supervision should be informed by the standards set out within this policy.

* 1. **Professional / Personal Supervision**
     1. Personal supervision is a vital aspect of both our performance management and quality assurance frameworks, ensuring competent and effective practice in which both the organisational, as well as the professional, and the personal development objectives of the individual are met.
     2. Professionals / personal supervision takes the form of regular, formal, pre-arranged one-to-one discussions between an individual member of staff and their line manager. These discussions focus on the achievements, performance, professional progress, learning and development, and career aspirations of the supervisee. Personal Supervision conversations will cover the supervisee’s wellbeing and performance against agreed objectives.
     3. Where staff members do not deliver results or demonstrate the behaviours expected of them, the supervisor should address this within supervision, offering support and training where appropriate. In cases where this does not improve, the matter should be managed under the capability process.
     4. The quality of personal supervision requires both parties to take active part in collaborative, two-way discussions. Both the supervisee and supervisor are responsible for agreeing the agenda and expected to have prepared beforehand so that they can give each other feedback, recognise positive performance, reflect on practice, and identify areas for individual and service improvement.
     5. The Personal Supervision Record (Appendix 3) is used to record the discussion. The Supervisor is accountable for ensuring that the supervision record is accurate and shared with the supervisee in a timely way. The completed template should be stored as agreed by both parties, either in an electronic format or paper format. This is not a record to be placed on LCS/ EHM, however, if there are elements of the discussion which are relevant, these should be recorded on the child’s file as a Management Case Note or Decision.
  2. **Appraisal**
     1. Appraisal formally notes achievements in the preceding 12 months and sets goals for the coming year. Appraisal also records any actions needed to address development needs identified during ongoing supervision and case discussions. Appraisals take place on an annual basis, with an interim review six months after this, the aims of which are for the individual and their supervisor to:
* Identify what has gone well and what has not gone so well over the previous year.
* Set measurable objectives and/or targets in line with their service and directorate objectives and/or targets for the coming year.
* Identify learning and development opportunities to enable them to carry out their job better, both now and in the future, linking with professional competence/capability frameworks.

5.3.2 A **Personal Development Plan** should be developed as part of the appraisal process to enable the supervisor and supervisee to identify and evaluate learning that has taken place during the previous year and to plan learning and development opportunities for the coming year. It should be reviewed in forthcoming supervision (at six months).

5.3.3 To ensure professionals are competent to undertake their role the appraisal process should include consideration of relevant the Professional Capability Framework for their practice area, and Knowledge and Skills Statement (KSS) for [qualified children & families social workers](https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work). This will enable social workers to understand more clearly what is expected of them as practitioners, and support Managers to more easily to identify whether social workers have the requisite knowledge and skills and identify and put in place any support and training needed.

**5.4 Children’s Progress (Casework) Supervision**

5.4.1 Supervision of children’s progress (casework supervision) will often be one-to-one between the allocated worker and manager but may also include other colleagues such as youth justice or others working with the child or family as part of the supervision discussion, or be completed through a group supervision (see 5.6).

5.4.2 Children’s progress casework supervision is focussed on the impact of worries for the child; discussions are critically reflective, values based, have a clear purpose (family, worker and manager’s goals) and result in clear decision making. Casework discussions celebrate progress for the child, and successes and agreeing what is still to be achieved (the objectives) and, how it is to be achieved (values, behaviours and expectations).

5.4.3 Supervision records relating to children should be clearly expressed, so that should a child choose to access their file as an older teenager or adult, they quickly understand the reason for the reason for our involvement, the support that was given and the reason for decisions made for them.

* 1. **Informal supervision** 
     1. Informal supervision will take place regularly within the day-to-day work, such as case discussions. Any significant actions or decisions from these discussions must be recorded as a ‘Management Decision’ on the child’s record.
  2. **Group or peer supervision** 
     1. Group or peer supervision provides a valuable opportunity to work collaboratively within teams and learn from each other. In group supervision, we can combine brain power to move forward with a case or to develop skills around other areas of practice. It is also an opportunity to role model aspects of practice such as questioning techniques, and to introduce new elements of practice and to achieve learning through reflective discussions so that everyone can develop their skills and bring their best thinking.
     2. Group supervision is a supplement to, and not a replacement of a one-to-one supervision discussion.
     3. Signs of Safety provides [group supervision practice guidance](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents) for eight different types of group supervision focussed on:
* [Appreciative Inquiry](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20-%20Appreciative%20Inquiry%20.pdf)

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* [Harm Analysis Matrix](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20-%20Harm%20Analysis%20Matrix%20v1.2.pdf)
* [Mapping](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Mapping.pdf)
* [My Three Houses](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20My%203%20Houses.pdf)
* [Building a Network](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Building%20a%20Network.pdf)
* [Safety Planning](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Safety%20Planning.pdf)
* [Timeline/Trajectory](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Timeline%20Trajectory.pdf)
* [Words and Pictures](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Words%20and%20Pictures.pdf)

# Frequency of Supervision & Appraisal

6.1 The frequency of supervision of children’s progress (casework) depends on the work being undertaken and the level of need and risk. Our minimum expectations are set out in the Practice Standards. However, the frequency of supervision may be increased if the worker is new in post or inexperienced, or if the work they undertake requires it.

|  | **Our bottom lines / minimum expectations** |
| --- | --- |
| **Timescales for visiting children and young people** | Our Practice Standards outline our minimum expectation about how often a child or young person should be visited; this is not the frequency we aim for but reflects the very least a child and their family can expect from us.  Timescales for visiting children and young people are determined by the progress of their plan; urgency of their situation; and the level of worry identified. **The frequency of visits should be reviewed within each supervision meeting and amended accordingly, to suit the individual needs of the child.** If there is an increasing risk, there is an expectation that the social worker and team manager would agree an increased visiting frequency, and that this would be recorded by the Team Manager. |
| **Children’s progress supervision (casework)** | Children’s progress (casework) supervision is held to ensure timely decisions and effective responses in respect of each child open to the supervisee:  **Early Help**   * Initial case supervision within 4 weeks of allocation and then every 3 months.   **Children’s Social Care**   * **Allocation supervision** – completed on the day of allocation whenever possible, and no later than within 2 working days of allocation. * **Child in need** - 8 weekly (sooner if required due to any worries or changes to the plan) * **Child protection/ Children in our care until permanence plan is made -** 4 weekly (minimum). * **Care leavers & Children in our care following the conclusion of care proceedings** – 8 weekly (sooner if required due to any worries or changes to the plan). Joint supervisions are held between the children in our care and leaving care teams for children in our care aged 17. * **Children receiving short breaks, or adoption support** – 3 monthly. * **Children receiving direct payments only** – 6 monthly.   It is good practice to hold joint case supervision with practitioners from other involved agencies, such as the youth justice service. |
| **Professional / Personal supervision** | We hold professional / personal supervision regularly. The frequency of supervision sessions is determined by the complexity of the work:   * **Early help**- a minimum of monthly * **Newly qualified social workers** - weekly for the first 6 weeks and fortnightly thereafter up to the 6-month point of their ASYE * **Other practitioners working with families** - a minimum of monthly dependent on role.     A record of the supervision session is available within 5 days; both parties have a copy of the supervision record and it is signed as an agreed record.  We ensure that there is a signed Supervision Agreement in place and this is reviewed annually. |
| **Group supervision** | Group supervision provides the opportunity for workers to present any cases that they are ‘stuck’ with. These take place at least monthly within teams. |
| **Appraisal** | An initial appraisal should be undertaken within 3 months of a person taking up their post to ensure that they are clear about the purpose of the service and their contribution to achieving the service objectives.  Appraisals then take place on an annual basis, with an interim review six months after this to review progress against targets. |
| **Observations of Practice** | One formal observation of practice is completed for each practitioner by the supervising Manager at least once a year. This will inform the appraisal process. |

# Roles and Responsibilities

* 1. *'Social work involves forming relationships with children and families to understand them and help them change. This has implications for how [workers] are managed and supervised to minimise and acknowledge any unconscious bias, help them articulate their reasoning, draw on research evidence, and manage their emotions to reduce the risk of distorted reasoning’.*
  2. *‘Gut feelings are neither stupid nor perfect. They take advantage of the evolved capacities of the brain and are based on rules of thumb that enable us to act fast. Critical challenge by others is needed to help social workers catch biases and correct them - hence the importance of supervision’*.

**The Munro Review of Child Protection 2011, Chapter 6**

* 1. Supervision is a collaborative, two-way process to support the development of good practice within a safe environment to support the worker and facilitate reflection, challenge and critical thinking.
  2. The process of supervision is based on the development of a relationships between supervisors and supervisees. Supervision is relational and tailored to the needs of the individual, recognising that different people will need different support at different times and at different stages within their careers.
  3. **As an Organisation we will:**
* Prioritise supervision as one of the most important measures we have to ensure high quality responsive services and positive outcomes for children, young people and families.
* Ensure all staff have a named supervisor who is suitably qualified and competent that has responsibility for supervision of their work and their welfare.
* Support staff professional development and make sure that workers receive care and support to achieve their outcomes and goals.
* Regularly evaluate the quality of supervision being provided through quality assurance, feedback from practitioners and support practice development.
  1. **As Supervisors we will:**
  + Prioritise supervision and attend well-prepared and physically and emotionally present.
* Develop a positive supervisor / supervisee relationship so that supervisees can be supported in their work and critically reflect on their practice.
* Make timely and proportionate decisions and hold regular casework supervision from the point of allocation, through to any transfers or closure, which is purposeful, provides clear direction including timescales that are driven by the child’s situation, reflective and focussed on the impact of worries for the child, result in clear plans and actions, and are evidenced at all stages of work with a child so that there is a clear audit trail.
* Allocate work to appropriately trained and qualified staff, with the necessary skills to provide the support that children, young people and families need.
* Undertake assurance activity to ensure that children and their families are receiving services and support that meets their needs, including scrutinising the worker’s performance data and practice ensuring statutory and practice timescales are met practice, and children’s records demonstrate practice standards are being consistently achieved and workers remain focussed on outcomes for children and families.
* Recognise, learn from, share and celebrate practice strengths and successes supporting supervisees to feel valued and validated, and to promote professional development, continuous improvement and enhance reflection, critical analysis and insight.
* Have courageous conversations about the supervisees work in a way that is compassionate and ensures that identified action is taken to improve when poor practice is identified.
  + Support workers to feel safe in their practice, especially when faced with complex and challenging situations.
  + Provide an opportunity to process difficult emotions arising from exposure to trauma when working with children and families, and seek to support the supervisee’s wellbeing.
  + Complete group supervisions regularly to support practitioners make progress; share learning, hear different perspectives, and support a culture of learning, confident practice and feedback.
  + Maximise opportunities for learning and development, ensuring that staff attend mandatory training, and participate in professional development identified in supervision and appraisal.
  + Take responsibility for our personal development as a supervisor and use their own supervision and observation of their practice to reflect on their supervisory skills
  + Ensure that there is a written record of supervision, and that supervisees are clear about how to raise any concerns about the quality of supervision being received.
  1. **As Supervisees we will:**
  + Ensure that the child’s record allows them to understand their journey and shows clear evidence of reflection, impact of intervention and decision making.
  + Approach supervision as a collaborative space for reflection, an opportunity to receive and provide feedback, share thoughts, process feelings and identify learning.
  + Attend supervision and appraisals well-prepared having completed any necessary documents, and physically and emotionally present to actively engage in the supervision process and reflective discussions.
  + Take responsibility for the quality of our own practice, and the reviewing our own work, including what is recorded on LCS/ EHM to inform supervision discussions.
  + Identify and review areas for our own professional development taking responsibility for developing and building on our professional skills and knowledge, including keeping up to date on research findings in practice and policy documents relevant to our area of work.
  + Raise any concerns we may have about supervision or the supervisory relationship with the supervisor, or if this is not possible, the third party named within the supervision agreement.

# Recording, Storage and Retention of Supervision Files / Records

* 1. This policy takes account of the principles of the Data Protection Act 1998 and in particular the need to ensure that any personal information held on an individual is accurate, adequate, relevant, not excessive, available to the subject and kept no longer than is necessary. It is the responsibility of the supervisor and the supervisee to comply with these principles at all times.
  2. **Personal Supervision File**
     1. Each member of staff will have their own supervision file the contents of which are contained in the checklist at **Appendix 1**. Line managers/supervisors are responsible for keeping this file in a secure place, such as a locked cabinet. Other key documents should also be held with the supervision file such as appraisal documents, sickness documents and correspondence (See Checklist for Supervisors, Appendix 1).
     2. Where a member of staff transfers to another section or supervisor within the Directorate their Supervision File should be given to the new supervisor. When a member of staff leaves the Council the Supervision File should be labelled as Supervision Files and sent to Archive.
  3. **Individual Supervision Agreements**

8.3.1 A written Individual Supervision Agreement (Appendix 2) must be developed at the first supervision session for all workers and updated at the start of each calendar year.

8.3.2 The purpose of the Supervision Agreement is to establish a basis for which the supervisor and supervisee will work together during one-to-one supervisions. Establishment of ground rules should be through negotiation and should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory setting.

8.3.3 Supervisees should always discuss any dissatisfaction about supervision, such as the quality or frequency of supervision with their supervisor in the first instance, and endeavour to reach an agreement within the supervision process. If resolution is not achieved by discussion with the supervisor, the Individual Supervision Agreement will state who the supervisee can contact if they feel the terms of their supervision agreement are not being met, or they wish to make a complaint (a named manager).

* 1. **Personal Supervision Sessions**
     1. The recording of supervision sessions is the responsibility of the supervisor. Personal supervision will be recorded on a standard template (**Appendix 3).** The supervisor must ensure that the personal supervision record is signed and dated by both parties. A confirmation email from the supervisee can be used to confirm that the supervision record is accurate in place of a signature. Where there is a disagreement about the content of the supervision record, a note should be made on the record of the different views and signed by both the supervisor and supervisee.
     2. Supervisors must ensure in their recording of supervision that they explicitly evidence reflection; the worker's understanding of good practice; their learning needs and how they will be addressed; and how the worker is being supported to exercise professional judgements rather than purely meeting timescales and discharging tasks.
     3. Personal supervision records should be kept securely in paper or [electronic records](http://teamspace.westsussex.gov.uk/teams/CSC/Learningfrpractice/Management%20Toolbox/Forms/AllItems.aspx) by the Supervisor; they are the property of Redcar & Cleveland Borough Council. The supervisee will keep a copy of the supervision record for their own use which they will need to store responsibly. They are not required to keep the copies and may destroy them when they no longer have a use for them.
  2. **Children’s Progress (Case) Supervision**

8.5.1 Case supervisions in respect of individual children/families are recorded directly on LCS / EHM using a standard form (Appendix 4). The supervision record should be completed in a way that would allow a child to understand their journey, showing clear evidence of reflection, impact of intervention and decision making.

8.5.2 It is essential that all formal decisions about the child are recorded as a Management Decision / Manager’s case note. In this way, it will be possible for us as well as the child to read the case record when they are older and more easily understand what we considered doing, as well as what we did and why. To avoid duplication of supervision records these management oversight notes can be brief and signpost to the supervision record where the decision was discussed in more detail.

# Confidentiality and Access

* 1. Supervision will take place in an area where personal concerns and the child’s situation can be discussed without being overheard, that has sufficient space for children’s records to be read, and where interruptions can be kept to a minimum. Access to EHM / LCS and other electronic records should be available.
  2. Supervision is a private but not a confidential process. This means that 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, for example, their own line manager. This should always be with the knowledge of the supervisee.
  3. Access to supervision records should be controlled and all records are stored so that others who do not have a legitimate right to see the records cannot access them. Supervisees should be aware, however, that other than themselves and their supervisor, others will access these records from time to time. These may include:
* Managers – for quality assurance purposes.
* Investigating officers – e.g., for disciplinary purposes, serious case reviews, legal proceedings, issues of professional conduct or HR processes.
* Inspectors – e.g., CQC and OFSTED inspectors or Peer Reviewers

# Quality Assurance

* 1. Reviewing and reflecting on the process of supervision is an ongoing aspect of the supervisory relationship. The supervisee and supervisor feedback should be formally considered at point that the supervision agreement is reviewed and used as a basis for thinking about how both the supervisor and supervisee(s) can contribute towards continual improvement of the supervisory relationship and process.
  2. The supervision of supervisors must include reflection on their role as supervisor, and provide space for considering how effectively they are achieving the expectations set out in this policy.
  3. Managers within the Service are responsible for monitoring the quantity and quality of supervision. Quality assurance activity ensures that the Supervision Policy is being followed, and that staff are being supervised professionally and effectively. Quality assurance will be undertaken by line managers selecting supervision files from their team. Each file should be audited at least once a year to monitor compliance and quality, this may include ensuring that:
* Supervision sessions are recorded and demonstrate effective and management and oversight.
* Individual Supervision Agreements are implemented, reviewed and used.
* The supervision process promotes practice consistent with our Relationships First practice model, practice standards, equal opportunities and anti-discriminatory practice.

10.4 Supervision is embedded in the Quality Assurance Framework and audits include consideration of the effectiveness of management and oversight, including supervision. All social workers are encouraged to complete the Social Work Health Check each year. The findings from this survey are carefully considered and any issues or concerns arising are addressed by the Principal Social Worker working with Service and Team Managers, and social workers.

# Further Reading and Resources

|  |
| --- |
| A light bulb with different colored objects inside  Description automatically generated  **Reflective Practice Cards: Prompt Cards for Social** **Workers** by Siobhan Maclean  All Teams should have a set of these, or they can be borrowed from the Resource Cupboard in Workforce Development. |
| A book on a table  Description automatically generated  **A Treasure Box for Creating Trauma Informed Organisations: A Ready-to-use Resource for Trauma, Adversity, and Culturally Informed, Infused and Responsive Systems Volume 1 & Volume 2** by Dr Karen Treisman  All Teams should have a set of these, or they can be borrowed from the Resource Cupboard in Workforce Development. |
| [Community Care Inform - Supervision Knowledge and Practice Hub](https://www.ccinform.co.uk/knowledge-hubs/supervision-knowledge-and-practice-hub/) |
| [Social Work England](https://www.socialworkengland.org.uk/) Professional Standards |
| **Social work post-qualifying standards: knowledge and skills statements** - GOV.UK (www.gov.uk) |
| [**The Munro Review of Child Protection: Final Report (Munro, 2011)**](https://www.education.gov.uk/publications/eOrderingDownload/Cm%208062.pdf)  Especially Chapters 6 and 7, and Paragraph 6.41. |
| [**Signs of Safety Group Supervision Guidance Documents**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents)  A close-up of a sign  Description automatically generated   * **[Appreciative Inquiry](S:\\ChildServ\\Signs of Safety Resources\\Group Supervision\\Group Supervision Guidance Documents\\Group Supervision Process - Appreciative Inquiry .pdf)** * [**Harm Analysis Matrix**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20-%20Harm%20Analysis%20Matrix%20v1.2.pdf) * [**Mapping**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Mapping.pdf) * [**My Three Houses**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20My%203%20Houses.pdf) * [**Building a Network**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Building%20a%20Network.pdf) * [**Safety Planning**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Safety%20Planning.pdf) * [**Timeline/Trajectory**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Timeline%20Trajectory.pdf) * [**Words and Pictures**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Group%20Supervision\Group%20Supervision%20Guidance%20Documents\Group%20Supervision%20Process%20Handouts%20-%20Words%20and%20Pictures.pdf) |

# Appendices

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| 1. | **Personal Supervision File Checklist for Supervisors** |  |
| 2. | **Individual Supervision Agreement** |  |
| 3. | **Personal Supervision Record** |  |
| 4. | **Case Work Supervision Proforma** |  |
| 5. | **Personal Information Form** |  |
| 6. | **Relationships First Practice Model** |  |
| 7. | [**Practice Standards**](file:///S:\ChildServ\Signs%20of%20Safety%20Resources\Relationships%20First\Practice%20Standards%20FINAL.pdf) |  |
| 8. | **Quality Assurance Framework** |  |

***Document Control***

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| ***Date*** | ***Author*** | ***Version*** | ***Change Description*** | ***Approved / Quality Checked By & Date*** | ***Target Audience / Circulation*** | ***Document Review Date*** |
| ***June 2023*** | ***Mandy Davis*** | ***V1*** |  |  | ***All Social Work and Early Help staff.*** |  |
| ***January 2024*** | ***Emma Hubert*** | ***V2*** | ***Updated to reflect Practice Standards*** | ***Mandy Davis, December 2023*** | ***All Social Work and Early Help staff.*** |  |