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INTRODUCTION

The framework does not replace the [supervision policy](#), but it should be read alongside it.

It reflects priority four in the children's social care continuous improvement plan: *improving social care practice*. It also aligns with the quality of practice framework by:

- Supporting managers and workers to understand and evaluate the effectiveness of support and services that are offered to children and their families.
- Setting out clear roles and responsibilities, to encourage accountability at all levels.
- Supporting and guiding continuous learning and development.

The framework supports our aspirations for:

- there to be clearer expectations about supervision and its quality,
- managers to feel confident to ask workers the best questions to understand and record what difference social care involvement has made to the child/young person, and their family,
- workers to feel confident to attend supervision already thinking about the child's wellbeing, their plan, reflections on practices and actions that may be needed.
- managers to feel supported and assured about the quality of supervision, through regular feedback, and
- managers and workers to feel part of developing supervision practice.

The framework applies to all services across early help and social work teams.

WHAT IS SUPERVISION?

Planned supervision - this is a way for managers to meet with workers regularly and through reflective discussions help develop their confidence, skills and flexibility in their practice with children and families, to create a shared and structured process of slow thinking or analysis to improve decision making, to support good working relationships, and to help address any issues and celebrate achievements.

Unplanned supervision – the pace of work, changes of circumstances for a child and the frequency of planned supervision means there will be occasions when discussions between a worker and a manager take place between planned supervision discussions. For example, to obtain an urgent decision or to agree an action.

This framework applies to both types of supervision.

SUPERVISION DISCUSSIONS

Supervision discussions about individual child/young person should focus on four key elements.

Element	What we want to know?	How will we know this?
The wellbeing, safety, belonging or success of the child/young person.	How is the child/young person doing and what tells us they are safe, well and succeeding, or not?	By considering: <ul style="list-style-type: none">- how confident and satisfied everyone involved with the child/young person is, and- if everything is on track in the child/young person's home and life to enable them to grow up well and to be successful.

The effectiveness of the child/young person's plan.	How is the child/young person's plan working and what evidence tells us this, or not?	By considering if: <ul style="list-style-type: none"> - the child/young person's plan has a clear goal with clear actions, behaviours and outcomes to be achieved, - the actions in the plan have all been explained and understood by the child/young person, family/carers and network members, - the plan has been agreed and there is a network lead, and - the plan has been tested/fire drilled over time to know it works.
The worker's reflections on practice.	How confident is the worker with what they are doing and what tells us this, or not?	By considering if the worker: <ul style="list-style-type: none"> - knows where they are going with their work with the child/young person and family, - is grounded in making things better and safer for the child/young person in their situation, and - has the support they need to progress the child/young person's plan.
The identified actions.	What needs to happen and why, who will do it and by when?	By considering: <ul style="list-style-type: none"> - what needs to happen for the child/young person in the short/medium and long term, - how actions have progressed since they were first identified, and - what difference actions have made to the child/young person or their family/carers.

The questions that managers will ask workers will vary depending on the child/young person's circumstances and the service that is being provided.

RECORDING SUPERVISION

Any significant discussion or decision about a child or young person should be clearly recorded in the child/young person's record. This will evidence how and why decisions have been made and will ensure quality of practice standards are met.

Supervision should be recorded using the following headings.

Heading	Detail
Action review from the previous supervision.	This is a review of any outstanding actions from the previous supervision that will include an update and a clear timescale for completion.
What has worked well since the last supervision?	This is a reflection of any significant events, changes in the child's plan, successes and achievements, or identified drift and delay since the last supervision.
What are you worried about since the last supervision?	

Child/young person's views and presentation.	This is the child's views including the progress made with their plan, observations of their presentation and what they mean, since the last supervision.
Parent, carer and network views.	This is the parent, carer and network views, including the progress made and what this means to the child and their plan, since the last supervision.
Planned work.	This is any completed direct work with the child or adult, assessments or progress that has been made within the child's plan since the last supervision.
Reflections.	This is the worker and managers reflections.
Analysis of information.	This is the worker and managers scaling, rationale and what they need to see to increase their score, considering: <ul style="list-style-type: none"> - the child's lived experiences - the progress of the child's timeline and plan - links to other assessments/plans such as an EHCP - the child's school attendance/achievement - multi-agency working - any changes in scaling and the reasons - any challenges or barriers that need further action or to be escalated
Actions.	This is what needs to happen next and why, including any outstanding actions from previous supervisions, who will do it and by when.

Planned supervision

Managers responsible for the oversight of a child/young person's plan will always record planned supervision in the following situations.

Family Help Team	Social Work Team
<ul style="list-style-type: none"> <input type="checkbox"/> At the start of involvement to establish a baseline and to clearly identify what needs to happen. <input type="checkbox"/> If the progress of the child/young person's plan is not clear. <input type="checkbox"/> As preparation for a panel, like out of court disposal, inclusion, MSET etc. <input type="checkbox"/> After 6 months of family help involvement to consider the next steps. <input type="checkbox"/> If a step up to social work is being considered. 	<ul style="list-style-type: none"> <input type="checkbox"/> At the start of involvement to establish a baseline and to clearly identify what needs to happen. This will include any transfers between teams. <input type="checkbox"/> If the progress of the child/young person's plan is not clear. <input type="checkbox"/> After 6 months of involvement with a child in need plan. <input type="checkbox"/> If a child/young person has had a child in need or child protection plan¹ for more than 12 months. <input type="checkbox"/> If a child/young person is living in an unregulated placement. <input type="checkbox"/> If there are worries about a cared for child's placement stability. <input type="checkbox"/> To consider a change in threshold. For example, to consider a step down or closure, or if there are increasing worries that may require a child protection plan or legal proceedings, including pre-proceedings. <input type="checkbox"/> In preparation for a panel, like high level resource, legal gateway, transition, MSET, DCT resource panel etc.

¹ This does not include children who do not have an evolving plan, for example those that access a direct payment.

	<input type="checkbox"/> In preparation for a child/young person's decision-making meeting or in advance of authorising significant documents like child protection conference reports or legal bundles so decision making is aligned.
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All planned supervision will be recorded in EHM or LCS as below.

EHM/LCS note section	Information	By who?
Type of contact	Select 'planned supervision' note type from the picklist. Identify the relevant team from the team picklist.	<ul style="list-style-type: none"> • Senior family help workers/ managers responsible for the oversight of a child's plan. • Social work managers responsible for the oversight of a child's plan. • Social care managers where there is no evolving plan for the child.² • Social care supervisors of a worker that is not the lead for a child's plan. • Senior Managers.
Reason for contact	'Planned supervision between X and X'.	
Detailed notes	<input type="checkbox"/> Action review from the previous supervision. <input type="checkbox"/> What has worked well since the last supervision? <input type="checkbox"/> What are you worried about since the last supervision? <input type="checkbox"/> Child/young person's views and presentation. <input type="checkbox"/> Parent, carer and network views. <input type="checkbox"/> Planned work. <input type="checkbox"/> Reflection.	
Analysis of information		
Actions		

Unplanned supervision

Managers will record any decision made about a specific issue that was not discussed as part of planned supervision. For example, advice and guidance, to progress a step up to social work, to accommodate a child etc.

EHM/LCS note	Information	By who?
Type of contact	Select 'unplanned supervision' note type from the picklist. Identify the relevant team from the team picklist.	<ul style="list-style-type: none"> • Senior family help workers/ managers responsible for the oversight of a child's plan. • Social work managers responsible for the
Reason for contact	'Unplanned supervision between X and X'.	
Detailed notes	<input type="checkbox"/> Situation <input type="checkbox"/> Strengths and safety <input type="checkbox"/> Worries, danger and complicating factors	
Analysis of information		

² For example, a child accessing a direct payment or short break services.

Actions		<p>oversight of a child's plan.</p> <ul style="list-style-type: none"> • Social care managers where there is no evolving plan for the child.³ • Social care supervisors of a worker that is not the lead for a child's plan. • Senior Managers.
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There will be no change to recording supervision for areas of the services that use the HR 1-1 template with workers that are not the lead of a child/young person's social care plan. For example, the Safeguarding Unit, Northumberland Families First, Family Time and the EDT.

There will be no changes to recording supervision in specific modules or workflows within the recording system, for example the fostering or adoption modules.

RECORDING THAT IS NOT SUPERVISION

EHM/LCS note	Why and when?	By who?
<p>'Discussion with another professional' note type.</p>	<p>For workers and managers to record any discussion with another professional about an individual child/young person, that was not supervision, and its outcome.</p> <p>This will include when family help managers may provide guidance to a lead professional such as a health visitor or school as and when required.</p>	<ul style="list-style-type: none"> • Family help worker/managers, social worker/managers responsible for the oversight of a child's plan. • Social care worker/managers that is not the lead for a child's plan or where there is no evolving plan for the child. • Senior Managers.
<p>'Management action' note type.</p>	<p>Managers to record an action they take, what happened and why, and its outcome. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> when a child/young person is allocated to a worker for an assessment, <input type="checkbox"/> if a document is added to the child/young person's record, <input type="checkbox"/> if an assessment or important document has been reviewed or authorised, 	<ul style="list-style-type: none"> • Senior family help worker/managers or social work managers responsible for the oversight of a child's plan.

³ For example, a child accessing a direct payment or short break services.

	<ul style="list-style-type: none"> <input type="checkbox"/> if a child/young person is transferred to a different worker, <input type="checkbox"/> if a record was reviewed at any point during involvement, or <input type="checkbox"/> when a manger completes a closure checklist. 	<ul style="list-style-type: none"> • Social care managers that are not the lead for a child’s plan or where there is no evolving plan for the child. • Senior Managers.
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PRACTICE EXPECTATIONS

A good supervision record would demonstrate the following:

- Supervision being prioritised and taking place regularly.
- Managers using the agreed headings.
- Previously agreed actions being reviewed and carried forward until they are completed.
- What has happened since the last supervision, what it means and what still needs to happen to reach a point of closure successfully and safely.
- Each child/young person’s circumstance being considered as strengths and worries and what that means to the child.
- The views of the child/young person, important adults and network members and what they mean to the child and their plan.
- An understanding of how the child/young person’s plan is progressing and what difference it is making.
 - The identification of delay or significant changes and explanation.
 - The identification of transition points and evidence of what needs to happen being identified and completed.
 - Making sure medium and long term goals have also been identified to provide a trajectory.
- Managers and senior managers authorising key documents with their oversight recorded, which are accessible on the child/young person’s record.
- Managers asking the best questions of workers to understand how the child/young person is doing, how their plan is progressing, what difference it has made or identifying the next steps and actions to support this.
- New actions that explain what needs to happen, who will do it and by when.

Supervision records should not contain the following:

- Blank notes.
- Incomplete sentences, a list of bullet points or a list of dates that do not explain what they mean to the child.
- A copy of previous supervision discussions.
- The child’s statement(s) and goal(s) because they are accessible in the Signs of Safety hub tab within the child's record.

SUPPORT FOR SUPERVISORS

Support will be available to people that complete supervision with workers.

There will be a mandatory learning and development event for 1-1.5 hours. There will be separate events for family help and social work teams to support specific conversations within each aspect of children’s social care.

All events will cover:

- The learning from the first phase of the pilot.
- Service expectations of supervision including how to record information and decisions with a focus on establishing meaning and impact.
- How to use the individual supervision form and explain the four elements of discussion.
- An outline of the available note types and when to use them.
- How the information can be aligned with the Meaningful Measures.

Supervision learning and development information will be included in the induction of new managers.

There will be a bi-annual audit of supervision records by each manager/supervisor. This will identify areas of celebration, learning and any areas for improvement. Feedback about the quality will be shared with individual managers/supervisors.

There will be an annual managers group reflection session to challenge our learning and understand the impact of supervision, but to also consider any areas of focus for the next 12-month period.

Themes across the service will be shared with the quality of practice activity group (QPAG) as an annual supervision report written by the Quality Assurance Head of Service.

SUPPORT FOR WORKERS

The purpose and responsibility of supervision will be a part of the ASYE Academy learning programme and the induction of new workers. This will specifically focus on the four elements of supervision.

Workers will have regular opportunities to share feedback about their experiences of supervision. This will help to identify areas of celebration, learning and any areas for improvement. Feedback themes will be shared with workers bi-annually.

Themes across the service will be shared with the managers annual group and the quality of practice activity group (QPAG) as an annual supervision report written by the Quality Assurance Head of Service.

REVIEWING THE QUALITY OF SUPERVISION

The record of supervision will be considered as part of children's services quality of practice activity.

Dimensions that might be reviewed within an audit could include:

Dimension	Meaning	Questions the auditor might consider or ask
Purpose	Evidence that there is a clear purpose, that supervision follows the agreed process and that discussions have a clear link to the addressing the identified concerns, whilst maintaining and developing the strengths and safety.	<ul style="list-style-type: none"> <input type="checkbox"/> What are the child's circumstances and what has changed since the last supervision? <input type="checkbox"/> How clear is the purpose of supervision and was this achieved? <input type="checkbox"/> Was there evidence of reflective discussions, support and constructive challenge? <input type="checkbox"/> How clear is the link between what was recorded, the child's plan and the

		reason children's social care are involved?
Language	Evidence that the capabilities, capacity, education and culture of the child(ren) and family members were considered, and that the language used is likely to be understandable to everyone.	<input type="checkbox"/> How well does the record reflect language that is plain and easy to understand, that explains what it means?
Behavioural	Evidence of specific observable behaviours (in the worries, strengths and goals) which keep generalised language to a minimum and judgements are always connected to facts and behaviours.	<input type="checkbox"/> How well does the information explain factual, specific and observable behaviours, either as things that are working well, worries or what needs to happen next?
Working well focus	Evidence that every effort has been put in to exploring every possible about what's positive in the child and family's life. Priority has been given to actions that directly improve the life and safety of the child. There is a clear distinction made between existing strengths and existing safety based on worry/danger statements.	<input type="checkbox"/> How have the positives in the child's life been explored to know their life is improving, the plan is progressing and how confident the worker feels about what they need to do next?
Planning and review	Evidence that the plan spells out clear behaviours and/or tasks that will be done, who by and when. We will understand the progress of the plan because there will be evidence that it has been reviewed.	<input type="checkbox"/> How clearly does the child's plan explain what needs to happen, why, by who and by when? <input type="checkbox"/> How well does the plan link to the key issues for a worker to be involved? <input type="checkbox"/> How have previous actions progressed since the last supervision? <input type="checkbox"/> How has the child's plan been reviewed, how often and by who? What difference has this made? <input type="checkbox"/> How do you know the child understands their plan and what did they say/do to know this? <input type="checkbox"/> What is working about the plan and how do you know?
Childs lived experience	Evidence that the child(ren) have been involved or invited to share their views and experiences in an age-appropriate way.	<input type="checkbox"/> What did the child say about their wellbeing, their plan and how do you know what that means to them? <input type="checkbox"/> How have all the siblings in the family been considered?
Parent/carer involvement	Evidence that parents and carers have been involved, and that their views and experiences have been consider in any decision making.	<input type="checkbox"/> What do the parent/carer/other important people say about the child's wellbeing, the plan etc. and what does it mean to the child or their plan?
Professional collaboration	Evidence that professionals involved with the family have worked together, across different processes, and decisions made have been made based on multi-agency information.	<input type="checkbox"/> What do other professionals say and do, and what does their actions mean to the child or their plan?

Impact	Evidence that the supervision has made a positive difference to the child(ren).	<input type="checkbox"/> What difference has been made to the child’s circumstances because of their plan and any actions taken or identified?
Local policies and procedures	Evidence that local policies and procedures have been followed.	<input type="checkbox"/> Is planned supervision taking place at the expected frequency? ⁴ <input type="checkbox"/> Is supervision recorded in EHM/LCS in the expected way?

⁴ See the supervision policy for more details.