



**Care Wellbeing and Learning**

**CHILDREN & FAMILIES SERVICE**

**SUPERVISION/STAFF DEVELOPMENT POLICY**

For qualified social work staff & staff working directly with children young people and their families

Document control and record of amendments

<b>Version</b>	<b>Reason for amendment</b>	<b>Amended by/date</b>
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**Gateshead Council is committed to promoting the development of its staff through supervision in order to ensure that Service Users receive a quality service which is safe and efficient and staff are enabled to develop their skills and knowledge.**

## **SUPERVISION**

### **1. Introduction**

The following guidance and framework has been developed for all staff working within Children's Families and Young Offenders Service. The focus throughout the supervision process is to support and enable the delivery of a safe, high quality service for children and families, as well as identifying and providing opportunities for Continuous Professional Development (CPD).

### **2. Policy Context:**

The Standards for Employers of social workers in England apply to all employers of social workers and describe the joint expectation on employers and social workers to ensure that CPD is ongoing. They also outline the entitlement each social worker has to CPD and the expectation that all social workers will have access to reflective supervision, provided by a registered social worker.

The professional capabilities framework (PCF) provides the standards and expectations for all social workers as they progress through their professional development.

HCPC standards of conduct performance and ethics (SCPE) The SCPE are the standards set for all the professionals on the HCPC Register, stating in broad terms expectations of behaviour and conduct.

### **3. Legal Context:**

- a) Equality Act 2010
- b) Health and Safety at Work Act 1974
- c) Employment Rights Act 1996
- d) Employment Act 2002 (Dispute Regulations) 2004
- e) Data Protection Act 1998
- f) Access to Medical Reports Act 1988
- g) Human Rights Act 1998
- h) Children's Homes Regulations 2015.
- i) Fostering Services: National Minimum Standards 2011.
- j) Adoption: National Minimum Standards 2013.
- k) The Assessed and Supported Year in Employment 2015 guidance
- l) Children Act 1989;

*"Supervision must enable and support workers to build effective professional relationships, develop good practice, and exercise both professional judgement and discretion in decision-making. For supervision to be effective it needs to combine a performance management approach with a dynamic, empowering and enabling supervisory relationship. Supervision should improve the quality of practice, support the development of integrated working and ensure continuing professional development. Supervision should contribute to the development of a learning culture by promoting an approach that develops the confidence and competence of managers in their supervision skills. It is therefore at the core of individual and group continuing professional development", (Skills for Care 2007).*

We recognise that services can only be delivered by competent staff who:

- Know what is expected of them, understand their role and their responsibilities;
- Have sufficient capacity.
- Have the skills, knowledge and qualifications needed to do their job;
- Have access to training and development opportunities;
- Are supported and managed effectively.
- Are enabled to reflect critically on their practice in a safe and trusting environment.

#### **4. Principles of Supervision**

The purpose of supervision is to ensure our service meets its statutory requirements by focusing on developing and motivating staff for the benefit of the individual, the organisation as a whole and the families we work with. We aim to achieve this through the following principles:

- Supporting and developing a strong culture of reflective practice and adaptive learning
- Seeing social work supervision and consultation as an activity that is not isolated or limited to a monthly meeting.
- Ensure that formal supervision takes place regularly and consistently and when cancelled is rearranged within 5 working days.
- Ensuring manager/supervisor presence and availability where the social Work activity is taking place
- Promoting and encouraging continuous learning and knowledge sharing.
- Providing regular supervision training for social work supervisors.
- Providing professional supervision by a registered social worker for Social Workers whose line manager is not a social worker.
- Ensure that supervision time is protected and uninterrupted.
- The best interests of children and young people are paramount.
- Supervision promotes and models anti-discriminatory practice.
- Supervision is cognisant of adult learning theory.

#### **5. The functions of supervision include:** (Based on Tony Morrison's work , 2005)

##### **5.1. Management-Ensuring competent/accountable practice and performance**

The purpose of this function is to ensure that work for which staff may be held accountable is carried out to a satisfactory standard within the Council's Policies and Procedures. This function will be achieved through:

- Managing the staff member's workload.
- Ensuring plans, interventions and objectives are progressing in a timely way.
- Ensuring that records and administration are complete.
- Conducting regular appraisal and development.

- Evaluating the effectiveness of practice and outcomes through reflection and professional challenge
- Celebrating success and acknowledging work done well.

## **5.2. Staff Development-Facilitating continuous professional development**

The purpose of this function is to enable staff to reflect on their own competence and to facilitate their development through the identification of learning opportunities. This will be achieved through:

- Identifying preferred learning styles and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Constructing, implementing and reviewing personal development plans.
- Giving constructive feedback on all aspects of performance.
- Developing a 'culture of learning'
- Compliance with anti-discriminatory practice

## **5.3. Support-Providing personal and emotional support**

The purpose of this is to ensure that all staff are given the opportunity to reflect on the impact of the work on them, and prevent issues adversely affecting their work with Service Users. This will be achieved through:

- Creating a safe environment within supervision.
- Clarifying the boundaries between support, counselling, consultation and confidentiality.
- Enabling and empowering expression of feelings.
- Monitoring the health and emotional functioning of the staff member, especially with regards to the effect of stress.

## **5.4. Mediation-Engaging the individual with the organisation**

The purpose of this function is to ensure that issues arising from the interface between the staff member, team and the organisation are dealt with satisfactorily.

This will be achieved through:

- Clarifying the team's role and function.
- Briefing senior management about key issues.
- Managing concerns and complaints about colleagues.
- Consulting and briefing staff on organisational developments.
- Contributing to policy and procedures.

## **6. Supervision Methods**

- 6.1. **Individual** – Formal, regular one to one supervision which takes place in private at a pre-arranged time, at the beginning of which an agenda is agreed. This method of supervision will be in place for all staff.
- 6.2. **Responsive Supervision** – Supervision which takes place either individually, or in a group, in response to a particular set of circumstances. This may take the form of a member of staff ‘checking out’ a particular decision that needs to be made immediately, or debriefing a staff member following an incident or crisis.
- 6.3. **Group Supervision** – This will involve a group of staff, who are all involved in the same task, meeting with a Supervisor to discuss issues about the work they are doing and the way they work together as a team. This may form part of a staff meeting and will include case discussion focusing on care planning with individual children and/or families.
- 6.4. **Peer Support Groups** – Regularly arranged sessions with agreed themes that can be feedback to Management.

**6.5 Unit Meetings** - The ‘unit meeting’ is a model of practice that supports group supervision. The ‘unit meeting model’ is where social workers, family advocates and their line manager meet to discuss different cases they are managing. The unit meeting is underpinned by systemic practice: the whole family system is mapped out, difficulties in the family are viewed relationally and intergenerational patterns and family scripts are explored. Considering the family circumstances in this way discourages blame and prevents the problem being located within individuals. Any intervention takes a family approach and aims to support change within the system through offering ideas to establish different patterns of behaviour and ways of relating.

7. **Observation of practice:** As a minimum Practice Supervisors should observe their supervisee in practice once a year. See attached template at [appendix 5](#)

8. **Quality Assurance:**

- 8.1. The quality of case supervision will be audited as part of the Councils regular schedule of case file audits. The outcomes of these audits will be reported to senior leaders and staff throughout CWL. These will inform any necessary training and development opportunities for both supervisors and supervisees.
- 8.2. Supervision files will be audited on an annual basis by the Senior Practice Supervisor where they manage Practice supervisors and the Service Manager for their Senior Practice Supervisors. The findings should be discussed with their Service Manager. The supervisee will have the right to remove any sensitive personal information prior to any audit. See attached template at [appendix 4](#)

9. **Procedures**

9.1. **The frequency of supervision in Children & Families Service is as follows:**

<b>ASYE's</b>	Weekly for first six weeks then Fortnightly until six months and then monthly after the probationary period
<b>Social Workers Level 2, 3,</b>	Monthly

<b>Practice Supervisors and Senior Practice Supervisors</b>	Monthly
<b>Residential Home Managers</b>	Monthly
<b>Residential Child Care staff</b>	Monthly
<b>Independent Reviewing Officers</b>	Monthly
<b>LADO</b>	Monthly
<b>Service Managers</b>	Monthly
<b>SMT</b>	Monthly
<b>All other staff groups including business support</b>	Monthly

Part time staff should receive adequate and appropriate supervision. The frequency of supervision should be agreed with the staff member, taking into account the individual's working arrangements and the standard set out above.

**The supervision of students will be at the discretion of the manager and Practice Educator and will take place on either a weekly or fortnightly basis as agreed in the Practice Learning Agreement.**

#### **9.2. Frequency of case discussion:**

It is the Supervisors responsibility to determine the frequency of case supervision but it must meet the following minimum requirements. Supervisors can determine more regular case supervision and in doing so should consider the complexity of the case and the confidence and experience of the allocated worker. **Minimum standards** are set out below:

Child Protection	Monthly
Complex Children in Need	Monthly
Child in Care (pre permanence)	Monthly
Child in Care ( stable permanence)	Every three months
Child in Need	Every two months
Care Leaver 18+	Bi-Monthly and quarterly for care leavers over the age of 21
Early Help	Bi-Monthly
YOS/ EPIC cases	Monthly
Fostering	Monthly
Adoption	Monthly

#### **10. Supervision Agreements**

The Supervision Agreement (see [appendix 1](#)) will capture the foundation of the relationship between each individual worker and their supervisor. It must be negotiated and agreed on an individual basis and reviewed on an annual basis or earlier if necessary.

#### **11. Confidentiality**

Supervision is a private but not necessarily a confidential process. Supervisors will maintain confidentiality with regard to personal information about their supervisees unless it is relevant to:

- i) Make recommendations for action concerning that worker's professional performance.
- ii) The pursuit of disciplinary action involving that worker
- iii) If the Supervisor feels it is necessary to disclose confidential information to their Line Manager, this will only be done with the full knowledge of the Supervisee.

Supervision records are the property of the organisation, although, personal information not relevant to work issues should not be recorded in formal supervision records.

## **12. The complaint and review process**

Supervisees should be clear about whom they can contact if they feel that the terms of their Supervision Agreement are not being met and this cannot be resolved within the supervision and review process. If supervisees have concerns in relation to their Supervision Agreement this should be discussed with the appropriate Service Manager.

A review of the Supervision Agreement should be undertaken six monthly.

## **13. Supervision Records**

Supervision records should demonstrate that the following minimum standards and objectives are met.

### **Objectives**

- Those operations of the unit/team are consistent with the objectives of the Children & Families Service.
- Those workers are clear about their roles and responsibilities.
- That an appropriate climate/culture exists in which to promote good practice.
- To assist professional development.
- To reduce problems likely to affect worker's abilities to deliver services.

### **Staff receiving supervision are responsible for:**

- Preparing for supervision by contributing to an agenda;
- Providing feedback on plans and progress;
- Identifying their own planning and development needs;
- Contributing to the development of a personal Development Plan.
- An example of the issues to be covered in a Supervision Agreement can be found on page10

## **14. Supervision Records.**

### **14.1. Record Keeping:**

- The recording of personal supervision sessions is the responsibility of both parties with one taking ownership of drafting the supervision record.

- Formal case supervision and discussions on individual children will be recorded and stored within the child's electronic case record using the standard case supervision record. These should be recorded by the supervisor and appear on the child's file within two working days of the supervision taking place.
- Informal or ad hoc case discussions outside of the formal supervision session that relate to significant decisions about case planning, will also be recorded on the child's record using the standard case supervision record.
- Less significant consultations will be recorded in the child's case notes by the worker. The supervisor will be responsible for judging where the record should be held.
- Personal and workload related supervision not required to be recorded on a child's file will be stored in an electronic Supervision File. These should only be accessible by the supervisee, supervisor and their direct line managers.

14.2. **Access** – Supervision records and contracts of supervision are the property of the Children's Services Directorate, and not the individual. They are private documents, but not confidential, and may be viewed by line managers, and inspectors as and when appropriate. .

14.3. **Storage** – The completed contract, and supervision notes, will be kept on the supervisee's Supervision Record for future reference upon leaving the council.

14.4. **Training Profile** – The supervisor should maintain a record on the supervision file of all formal training courses attended, and other training development opportunities offered to the supervisee.

## 15. Brief guidance for Supervisors

**It may be helpful for supervisors to reflect on the following points:**

- How does the supervisee best learn? Are there any blocks to their learning which need to be worked upon?
- Have I been clear on any aspects of performance which need to be developed, improved and expanded?
- Have I provided constructive feedback which is fair and well evidenced?
- Have I acknowledged their successes and validated them as a professional?
- Am I clear about the boundaries between support, counselling, consultation and confidentiality in supervision?
- How have I enabled the supervisee to feel safe in evaluating their practice and how might this impact on their perception of themselves?
- Have I provided an environment that encourages honesty, reflection and openness?
- Is the worker clear about their roles and responsibilities?
- Have I been clear of what is expected?
- Have I got the balance of time spent discussing cases and other activities appropriate?

### **For overall workload:**

- Does the worker understand the administrative and procedural requirements of their role? Do they know where to obtain relevant information or whom to consult?
- Have relevant 'practice' issues been considered, e.g. alternative ways of working; different approaches and techniques; has consideration been given to relevant literature or research which may inform practice? Are there any personnel with skills/knowledge it may be useful to consult?
- Does the worker have sufficient capacity perform their role safely?
- What type of work would be most suitable to consolidate or expand skills/knowledge?

### **Supervising Residential Workers**

The following points are suggested as the agenda for managing the workload of residential workers:

- Is the worker clear about the purpose and functions of the home and her/his role as part of a team to meet the individual needs of all the residents?
- Does the worker follow and implement the policies, procedures or guidelines and associated regulations and/or minimum standards?
- Does the worker know and understand the role of residential and day care key workers?
- If the lead social worker, is the worker working within an individual care plan for the child? Are accurate records being kept? Are other relevant people being kept informed?
- Does the worker know where to go/who to speak to for support and advice about the child/adult?





**CHILDREN & FAMILIES SERVICE**

**SUPERVISION AGREEMENT**

**Between:** \_\_\_\_\_ **and** \_\_\_\_\_

**Frequency:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Duration of session:** \_\_\_\_\_

All information between supervisor and supervisee will be treated with respect and in a professional manner. Supervision can be individual or as part of a group.

**Agenda and structure**

Formal supervision sessions should be structured. An agenda will be agreed at the beginning of the supervision session between the supervisor and supervisee in order to make the most effective use of time. Formal supervision sessions should ordinarily last for about and probably no more than, one to one and a half hours.

**Content**

Supervision will cover:

- Review of last supervision and actions
- Case discussion and plans
- Performance management
- Training and development
- Other support.

**Anti-oppressive**

Supervision should be based on anti-oppressive principles and should be sensitive to race, gender, disability, impairment, age, religion and sexuality.

**Record keeping**

All supervision sessions should be recorded including areas covered discussion points, agreed action plans, timescales and who the action is to undertaken by.

**Roles of Supervisor & Supervisee**

Copies of the record should be available to both supervisor and the supervisee and can be accessed by the supervisor's manager or any other person with a reason to access the supervision record as deemed necessary by the authority's code of conduct.

**Cancellations**

In the event that a scheduled supervision session has to be cancelled by either party, it will be re-scheduled at the point of cancellation proving to be unavoidable. The session should be re-scheduled to take place within 5 working days of the date of the original booked session. If the cause of the cancellation is the sickness absence of either party then another supervision session will be booked within 5 working days of the person's return to work. In the event that the supervisor is absent from work for more than two weeks unplanned leave, it is the responsibility of the supervisee to report to the supervisor's line manager for alternative supervision arrangements to be made. The reason for supervision not taking place must be recorded by the supervisor in the supervisee supervision record.

**Disagreements**

Areas of disagreement between supervisor and supervisees will be recorded on the supervision records. Areas of disagreement that cannot be resolved may be referred to the line manager.

**Review of Supervision**

Supervision session – process, content, length, frequency, format and style should be reviewed by the supervisor and the supervisee at least annually.

**Agreement**

We agree that supervision will be given and received in accordance with the Supervision/staff policy for qualified social work staff and staff working directly with children young people and their families

**Supervision dates for the Year.**

**Achievement and Development dates for the Year.**



**GATESHEAD CHILDREN AND FAMILIES SERVICE  
SUPERVISION RECORD**

<b>Person supervised</b>	
<b>Supervisor</b>	
<b>Line Manager (if different from supervisor)</b>	
<b>Date and time</b>	

**Agenda**

1. Review of last supervision and actions
2. Case discussion to include:
  - Progress of care plan
  - Hypothesis
  - Critical reflection and challenge on case
  - New actions to progress care plan
3. Performance management:
  - Issues arising from case file audits
  - Work plan & priorities (current workload/new work)
  - Review of targets and individual/team objectives
4. Training & development:
  - Review of training activities
  - Discussion of training needs
5. Other support:
  - Caseload points weighting
  - Annual leave, flexi, sickness
  - Health and safety
6. Any other business

<b>Summary of case discussion including: Decision making, Hypotheses, interventions and challenge to practitioners to critically reflect on their cases</b>	<b>Agreed actions with timescales for completion</b>

<b>Performance Management</b>	<b>Agreed actions</b>
<b>Training and Development</b>	<b>Agreed actions</b>
<b>Other support</b>	<b>Agreed actions</b>
<b>Any other Business</b>	<b>Agreed actions</b>

<b>Manager signature</b>		<b>Date</b>	
<b>Staff signature</b>		<b>Date</b>	

## CHILDREN & FAMILIES SERVICE

### SUPERVISION AGENDA

The following agenda provides a framework to help managers and employees to structure their discussions.

- Agree agenda items at the beginning of the meeting
- Check how the member of staff is feeling.
- Review the previous supervision notes, tasks and actions and update previous supervision record, as required.
- Reflective case discussion
- Managing performance and work update – review tasks, goals and targets. Revise and agree new targets, as required.
- Development and training.
- Annual leave/TOIL/Flexi.
- Personnel or employment issues including: sickness, disciplinary, grievance, capability.
- Equality issues.
- Health and safety.
- Budgets and finances issues relevant to the service/team or unit/tasks e.g. more cost effective ways of delivering a service.
- Any other business.
- Date of next meeting.

**For some supervisees, particularly managers, the following may also be relevant areas for discussion.**

- Corporate and departmental strategic plans.
- Business plans.
- Budget/finance (if relevant)
- Delivery & Improvement Statement – performance indicators.
- Cases – recordings to be on a separate form and placed on service users case file.
- Staffing or rota issues.
- Complaints and investigations.

- Recruitment.
- Staff performance and appraisals.
- Agree/setting targets and timescales for completion of work.
- Monitoring work performance.
- Individual and team morale and motivation.
- Discussion re-projects or task groups.
- Stakeholders and partnership issues.

**GATESHEAD SOCIAL WORK CHILDREN AND FAMILIES SERVICE**
**Senior Practice Supervisor**
**SUPERVISION RECORD**
**AUDIT CHECKLIST**

<b>Name of manager conducting audit:</b>	
<b>Name of supervisee:</b>	
<b>Date of supervision audit:</b>	
<b>NB: The supervision audit should look at supervision records over a 12 month period</b>	

Checklists					Action Required and Timescales
1.	Have supervisions been conducted regularly every month?	YES		NO	
	If not, why not?				
2.	Is the supervision record typed or legible?	YES		NO	
3.	Is there evidence the following has been discussed (if relevant):	YES		NO	
	a) Case discussion. ( Have all cases been discussed)	YES		NO	
	b) Performance management	YES		NO	
	c) Professional Development	YES		NO	
	Staff Care	YES		NO	
	Health and Safety	YES		NO	
	Absence Management	YES		NO	

Checklists					Action Required and Timescales
4.	Is there evidence that observations of staff practice have been carried out in the last 12 months?	YES		NO	
5.	Is there evidence of appraisal and development carried out by the supervisee over the 12 month period and a copy placed on file?	YES		NO	
6.	Is there evidence that the supervisee's personal development plan has been reviewed?	YES		NO	
7.	Have the supervisions been recorded?	YES		NO	
8.	Are the supervisions records signed by both parties?	YES		NO	
9.	Have any disagreements been addressed and recorded?	YES		NO	
10.	Is there a supervision agreement on file?	YES		NO	
11.	Is there evidence of managing workload?	YES		NO	
12.	Is there evidence file audits have been discussed and actioned?	YES		NO	
13.	Is there evidence of tasks and actions being reviewed from previous supervision?	YES		NO	

**Record of Direct Observation of Practice**

Name of worker

.....

Name and role of observer

.....

Date of observation

.....

Duration

.....

Venue

.....

**Summary of Work Observed**

Analytical commentary about the standard of work - (i.e. make direct reference to knowledge, skills and overall performance of interventions observed)

**Other comments if applicable**

Signature of Observer.....

Summary of social workers reflection on the observed practice

Agreed actions:		Timescale for completion:
1		
2		
3		
4		
5		

Signature observer.....

Signature worker .....