

LONDON BOROUGH OF HILLINGDON



SUPERVISION FRAMEWORK FOR CHILDREN'S SOCIAL CARE

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1. Introduction

1.1 Hillingdon recognise our staff are our most important asset in fulfilling the Council's responsibility to provide a high quality service. Supervision and appraisal are how we ensure our staff are supported and motivated to deliver the best service to children and families, carry out their duties according to policy and procedures and meet statutory requirements.

1.2 This framework sets minimum standards for a consistent and effective approach to social care supervision.

1.3 We recognise:

- Effective supervision is essential to improving outcomes for children.
- Continual improvement of our services can only be achieved by recognising the value of each individual worker, being clear about the standards of practice required and by investing in their development.
- Supervision is key activity for staff throughout their career and has an important role to play in staff retention and in developing confident and competent practitioners.

2. Methods

2.1 The principal method of supervision within Hillingdon Social Care is one-to-one supervision. Staff Supervision contains two main elements Professional Supervision and Practice Supervision. In most occasions' professional supervision and case supervision will take place during the same session, but have separate elements and are recorded separately.

2.2 Practice supervision includes:

- **Formal, planned practice supervision as part of a regular supervisory pattern.** This aspect of supervision focuses discussions around each child or family the supervisee is allocated. It includes reflection on what work has been done, plans for future interventions and actions, and discussions on improvements in practice.
- **Ad Hoc Practice Supervision, at the point of need.** Ad Hoc discussions or decisions are likely to be needed between planned case supervision sessions on a case by case basis, and may result from unexpected changes of circumstances or new incidents.
- **Group supervision** as part of team meetings to encourage practitioners to reflect on practice and how attitudes, approaches and skills affect the relationships they have with both service users and colleagues. **This should be recorded as part of the Team Meeting minutes.**
- **Group reflective conversations: eg in the HARP arena, part of SG process, joint practice reflection across services to include the key working service.**
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3. Responsibilities

3.1 Supervision is a process not an event. It entails preparation, open discussion and the implementation of decisions. Both supervisors and supervisees have a responsibility to prepare for supervision.

3.2 Times and dates for supervision should be set for a calendar year to allow other commitments to be planned around these sessions.

- 3.3** Supervision should be prioritised by the supervisor as well as the supervisee. Supervision is only to be postponed in exceptional circumstances. If a session is cancelled then the supervisor should ensure that this is rearranged within 24 hours for a date not later than 5 days.
- 3.4** If a supervisor is away for an extended period their line manager should ensure alternative arrangements are put in place to ensure that a supervisee continues to receive supervision at the prescribed frequency;
- 3.5** Whilst supervision is a joint responsibility, it is ultimately the supervisor's responsibility to ensure that sessions take place at the prescribed times and are conducted according to this Framework.

4. Professional Supervision

4.1 Purpose of Professional Supervision:

Professional supervision is the opportunity for supervisors/managers and staff members to:

- Enable 1:1 focus on staff health and well being with a view to increasing resilience.
- Give and receive constructive feedback; including outcomes from audit and observations.
- Give and receive clear direction around tasks and work planning.
- Jointly review training and development needs and agree how these needs will be met.
- Provide a forum in which performance against organisational expectations is explicitly addressed and plans in place to improve, maintain and/or exceed current functioning.

- Provide a basis for the collection of evidence for the PADA.

4.2 Frequency of Professional Supervision

Supervision should be booked in as detailed below using electronic booking arrangements.

- Four weekly for any member of staff with case holding responsibilities and their line managers;
- Twelve weekly for full time staff without case holding responsibilities (IROS, CPAS);
- Twelve weekly for non-frontline staff (e.g. Business Support).

4.3 Newly appointed, newly qualified or staff with performance deficits

Staff in their probationary period or staff with identified performance deficits will require more frequent supervision:

- For those undergoing the assessed year in employment, staff will receive formal one to one supervision weekly for the first six weeks, fortnightly for the duration of the first six months and a minimum of monthly supervision thereafter for the rest of the year.
- During their probation period staff will receive supervision within their first week, fortnightly for the first three months and thereafter at a frequency that is no less than monthly.
- For those subject to performance improvement plans the frequency will be determined in the plan and proportionate to the identified concerns.

4.4 Recording of Professional Supervision

All individual supervision meetings will be recorded using the 'Electronic Supervision Record'. Supervision records should be saved by the Supervisor on their Google drive with shared access to their line manager and the supervisee. This record should be completed within 5 working days and in such a way that the content and decisions can be readily understood and audited. Case supervision should not be recorded within this record other than record of the ICS case number.

The records of supervision are owned by Hillingdon and maybe subject to internal or external inspection and audit.

4.5 Confidentiality and Retention

Supervision records should be shared with the supervisee. When the member of staff moves post or ceases employment, these records should be transferred to new manager or archived electronically. (Business Support will assist).

There are circumstances where it may be necessary for supervisors to discuss information gained from supervision with senior managers. Supervision records are therefore shared with the Supervisors direct line manager for the purpose of monitoring the quality of supervision, or used as documentation in disciplinary or legal proceedings. Supervision records are the property of Children's Services. Where issues of a personal nature, to the member of staff, are contained within a supervision record, the confidentiality of such material should be protected in line with the Data Protection Act.

The principle of confidentiality within supervision does not exclude the supervisor or supervisee from their responsibilities under Hillingdon Council's Code of Conduct. Should evidence of misconduct, unsafe or illegal practice arise, the supervisee is encouraged to report them to the operational manager, but if this does not occur, the supervisor should do so.

5. Practice Supervision

5.1 Purpose of Practice Supervision:

The purpose of practice supervision is to improve outcomes for children by:

- a) Enabling the organisation, through the supervisor, to ensure that practitioners are delivering services to children and families in line with organisation expectations.
- b) Identifying and enabling clear and effective management of risk. (Risks to child, family, staff member, and organisation).
- c) Enabling targets and objectives to be agreed and outcomes to be monitored in relation to specific cases or roles.
- d) Establishing a clear understanding of accountability.
- e) Being challenging and inquisitive as to the progress and management of the case, taking responsibility for ensuring progress is achieved in order to assist the child to reach his or her potential.
- f) Facilitating reflective practice.
- g) Ensuring that recording on the child's record is compliant with information governance and records management policy, procedure and guidance.
- h) Identifying how issues which impede the effectiveness of intervention and delivery of service can be resolved.
- i) Confirming that the welfare of the child is paramount and that their wishes, views and feelings have been ascertained, taken into consideration and recorded.
- j) Ensuring that the parent(s)/carer(s) views have been sought, taken into consideration and recorded.
- k) Evidencing that the child's voice has been heard and listened to, ensuring the child's journey has been tracked and wherever possible that the child has contributed to the assessment, planning, review and decision making.
- l) Ensuring that the provision of services promotes the ethnic, cultural, racial, gender, religious, identity and language needs of the child and family.
- m) Reviewing and monitoring workload management to identify if the supervisee has adequate time and knowledge to meet the needs of the case.

5.2 Frequency of Practice Supervision

In all cases it is the responsibility of the supervisee to bring to the attention of the supervisor any significant changes in circumstances or other concerns where the frequency of supervisions may need to be increased or an 'ad hoc practice supervision' may be required.

Practice Supervision should take place as a **minimum** as detailed below, however frequency can be increased at the supervisor's discretion or the request of the supervisee depending on complexity of the case, level of risk and experience of the worker involved:

- a) All cases should be discussed within supervision within four weeks of allocation or transfer of to the allocated worker.
- b) Where a child is the subject of a Child Protection plan the allocated worker should receive practice supervision on a four weekly basis (minimum frequency).
- c) Where a child is the subject to a Child in Need plan the allocated worker should receive practice supervision on an eight weekly basis (minimum frequency).
- d) Where a child is Looked After in a long term placement the allocated worker should receive practice supervision on a minimum of an eight weekly basis (four weekly until permanency plan is agreed).
- e) Where the child is a care leaver in a settled living situation with the pathway plan meeting the identified needs the allocated worker should receive practice supervision on a minimum of an eight weekly basis (four weekly).
- f) In any one year (April 1st - 31st March) the supervisor should arrange to undertake two practice observations for all case holding staff, some examples of which may include a home visit, presentation at conference / meeting, attendance at Court or direct work with families. At least one observation **MUST** be direct work with a child/children/ young people.
- g) In cases where more than one member of Local Authority staff is involved with the child, joint supervision can be considered where it is helpful and effective to do so.

5.3 Practice supervision for Independent reviewing officers (IROs) and child protection (CP) advisors.

Practice supervision discussions will cover cases that meet the following criteria.

Independent Reviewing Officers:

- All new cases.
- All cases in drift or where an escalation may be required.
- Cases of particular complex need.
- Cases where there is disagreement about the care plan or its implementation.
- Cases which do not have a permanency plan by the second review.
- Cases where the plan is rehabilitation home to parent/s.
- All cases where concerns have been escalated following the escalation process.

Child Protection Advisors:

- Cases where children were newly added to a CP plan.
- Cases where there are concerns that the child protection plan is insufficient to protect the child or leaves the child in an unsafe situation.
- Cases where a child has been subject to a CP plan for over 12 months and there is evident drift.
- Complex and challenging cases or conferences.
- Cases where there is disagreement with the team managing the case.
- All cases where concerns have been escalated following the escalation process.
- All cases where a HOS expresses concerns regarding the decision making at the conference.

5.4 Recording of Practice Supervision

The practice supervision provides the evidence that there has been supervisory oversight and endorsement of the practice, quality, decisions and service. This is important for case audits, serious case reviews, management performance information, caseload management, appraisals and service user access to records.

Practice supervision must be recorded on ICS (the electronic integrated children's system). The expected standard is that the case supervision is recorded on ICS at the time of the supervision meeting. If this is impossible the supervisor should record on ICS within 72 hours (three working days).

At the subsequent practice supervision meetings the supervisor will check the contents of the last 'practice supervision' on ICS and review with the practitioner, confirming if the tasks were completed and cross referencing with evidence on the child's case file.

All Practice Supervision should be written up and recorded by the supervisor on the child's case file under Case notes on ICS Liquid Logic. This should be recorded as 'Practice Supervision' and the following areas to be considered:

- **Where were we last time?** Reflection on the actions from previous practice supervision, anything outstanding why? If still relevant timescales to complete.
- **Where are we now?** Overview of 'significant' changes in circumstances, reflection of impact of change (what is different since the last conversation, practice supervision?) last time the child was seen, whether it was seen alone? What has changed for the child? What has changed? How does that impact upon the assessed risks and therefore what is the impact on the plan? Are things better? What have we done and what is the impact of our intervention?
- **Where next?** Is the plan still suitable to meet identified risks and needs? SMART action planning, do we need to step up or step down? Are we making expected progress to meet the child/en timescales If not what we need to do to change the plan, do we require to step up or down? Do we require to inform a HOS? Do we need to seek HARP input/ oversight?

- **Any immediate safeguarding actions required?**
- **Any actions from the monthly audit to be followed up?**
- **Is case recording up to date and contemporaneous, child's placement details, any budgetary information correct.**

6. Performance and Development Appraisal

All staff are required to contribute to a Performance And Development Appraisal (PADA) on an annual basis, reviewed 6 monthly.

The PADA provides an opportunity for the staff member, to reflect on their knowledge, skills and values in a structured way, focusing on the knowledge and skills required for their job whilst assimilating the feedback they receive from their manager.

PADA reviews and Supervision are linked. The PADA appraisal provides an overview of the work plan, expected achievements and development for the year; whereas Supervision provides the detail of the work undertaken. Evidence of performance contained in supervision records should be used towards PADA appraisals.

The PADA appraisal review and supervision records may be used towards social work registration and renewal. Staff should keep a copy of their PADA, Personal Development Plan and any evidence of achievements in their Career Pathway folder as they may be asked to present this as confirmation of their continuing professional development.

7. The supervision standards include as a minimum:

- Standard 1:** All staff will receive formal and regular supervision.
- Standard 2:** Supervision is arranged and conducted in such a way as to permit proper reflection and discussion.
- Standard 3:** Supervision is a planned and purposeful activity.
- Standard 4:** All supervision sessions should be recorded promptly, competently and stored properly.
- Standard 5:** Supervisors and supervisees are trained to carry out their role.
- Standard 6:** The supervisor ensures that the management (competent, accountable performance) function is met.
- Standard 7:** The supervisor ensures that the continuing professional development function (including the CPD requirement set by the HCPC) is met.
- Standard 8:** The supervisor ensures the support function is met.
- Standard 9:** The supervisor ensures the engagement (of the individual with the organisation) function is met.
- Standard 10:** Supervision promotes a commitment to diversity in all aspects of work (i.e. that all children, young people, their families and adults are entitled to the same quality of service irrespective of ethnicity, religion, language, gender, age, disability or sexual orientation).