Supervision Policy

for Children's Services Managers and Workers

(This policy includes supervision, PDRs/CPD and the Probation process)

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Lancashire
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Council

Version control

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1   What supervision means

Supervision is a dynamic, interpersonal, focused experience which enables all Social Workers (Supervisees) along with their Manager (Supervisor), to examine their practice, knowledge, skills and values in a safe learning environment. It enables them to jointly plan for meeting learning needs identified through critical reflection on experiences in practice. Supervision must take place within a supportive environment for a performance management, welfare and educative purpose. It is an opportunity for Managers to review operational caseloads and challenge any issues recognised within their management oversight on practice. It enables Managers to recognise areas of practice risk, operational and personal stressors on their staff. One of the primary reasons for all supervision is to ensure that the quality of practice is of a consistently high standard in relation to the service users' needs. Consequently, supervision must be acknowledged as the cornerstone of good Social Work practice.

Supervision is a priority for Lancashire County Council Children's Services employees to ensure that all Social Workers receive it whilst recognising the autonomous practice and professional accountability of each Social Worker.

Supervision is the mechanism to enable Social Workers to meet their Standards of Proficiency and associated professional obligations on which they are regulated by their professional regulator the Health and Care Professions Council (HCPC).

Since September 2012 the regulatory responsibility for governance i.e. assuring excellent standards of safety, quality, and performance of the social work profession, rested with the Health and Care Professions Council (HCPC). Equally OFSTED standards for inspection of Children's Services take into account the quality of practice facilitated by effective supervision.

HCPC Standards of proficiency

Standard 11, 12 and 14 of the HCPC Standards of proficiency link to critical elements of supervision and states that Social Workers:

11 - are able to reflect on and review practice
11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately
11.2 recognise the value of supervision, case reviews and other methods of reflection and review
12 - are able to assure the quality of their practice
12.1 are able to use supervision to support and enhance the quality of their social work practice
12.3 are able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures
14 - are able to draw on appropriate knowledge and skills to inform practice
14.1 are able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice

14.6 recognise the value of research and analysis and are able to evaluate such evidence to inform their own practice

Professional Capabilities Framework (PCF)

The PCF is the overarching professional standards framework which applies to all social workers in all roles or settings. It was originally developed by the Social Work Reform Board, and is now managed and delivered by the British Association of Social Workers (BASW).

The PCF:
- Sets out consistent expectations of social workers at every stage in their career.
- Provides details of the capabilities at each level and identifies expectations.
- Provides a backdrop to both initial social work education and continuing professional development after qualification.
- Informs the design and implementation of the national career structure.
- Gives social workers a framework around which to plan their careers and professional development.
- Can be used as a diagnostic tool to assist in identifying learning needs.

The PCF is divided into nine domains, details of which can be found on the BASW website.

Knowledge and skills statements (KSS) for child and family social work

These statements form the basis of the national accreditation system for child and family social workers. There are two documents, one for frontline practitioners and one for practice leaders and supervisors, which can be downloaded from the Department for Education.

The KSS will help you to understand the specific knowledge, skills and responsibilities that are required of every social worker working in a child and family setting. The statements place an emphasis on the development and demonstration of interpersonal, relationship building and empathic skills, but in the context of the social worker as the authoritative professional capable of using knowledge and evidence based practice.

It is important to remember that the PCF is the generic framework and provides the standards for social workers throughout their careers not just at qualifying and ASYE levels. The KSS support the use of the PCF as the generic standard for all social workers and are designed to strengthen and enhance the PCF. The KSS do not reiterate all of the PCF capabilities because they are intended to contextualise, not replicate, the PCF.

2   Scope of the policy

All registered Social Workers and Social Work students working within the Council's Children's Services fall within the scope of this supervision policy.

The delivery of all parts of this supervision policy applies across all services where Social Workers are employed within the Council. It strives to ensure Social Workers have access to a safe learning environment for critical reflection, challenge, and professional support. It should be recognised that supervision is also intrinsically linked to the mandatory annual Performance and Development Review (PDR), details of which can be found in Section 18: Supervision forms and templates.

As well as performance and practice management this policy ensures there is sufficient time for reflection on practice issues (reflective practice element) that arise in the course of the Social Workers every day practice.

Supervision should be always be led by a registered Social Worker who may or may not have direct line management responsibilities. However all Social Workers working within safeguarding must be supervised by their line manager, at least once a month, and more frequent if ASYE, in line with the ASYE Programme.

It is therefore recommended that the good practice enshrined within the policy and procedure will relate to Social Workers, newly qualified Social Workers, student Social Workers and all Social Work Managers.

Please note, the principles of supervision also apply to support workers who undertake direct work with children and families. They too should receive good quality supervision in the same way as social workers.

3   Supervision principles

Background

Supervision is central in safeguarding children. It is particularly important in cases where families are resistant on non-engaging, where it is easy for professionals to lose their objectivity.

Working Together 2015, the statutory guidance, states: "Organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including: Appropriate supervision and support for staff, including undertaking safeguarding training." (Working Together 2015:53)

All agencies which have operational responsibility for safeguarding / child protection services must have an agreed policy, which defines minimum levels of formal

supervision of those staff that are accountable for safeguarding and child protection cases.

Please note that there should always be opportunities for employees to raise any immediate issues or concerns that cannot wait for planned supervision meetings. It is important that team members inform and alert their line manager or supervisor to any serious concerns relating to their work. Any significant events or changes resulting from an informal discussion should be recorded on the service user's record.

Why it matters

Good quality supervision can help to:
- Keep a focus on the child.
- Manage risk.
- Avoid drift.
- Maintain a degree of objectivity and challenge fixed views.
- Test and assess the evidence base for assessment and decisions.
- Address the emotional impact of work and any health and wellbeing issues that arise from this.
- Clarify role expectations.
- Identify learning needs.
- Help to ensure that practice is soundly based and consistent with LSCB and organisational procedures.
- Enable performance management.

Information

Supervision is a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives which together promote the best outcomes for service users.

The four key functions of supervision are:
- Management (ensuring competent and accountable performance/practice).
- Development (continuing professional development).
- Support (supportive/restorative function).
- Engagement/mediation (engaging the individual with the organisation).

All child protection/complex cases **must** be regularly discussed in supervision and case files / LCS records audited systematically by the responsible manager (see Supervision Compliance Tool, which can be found in the <u>Supervision forms and templates</u>).

What to do

Ensure supervision is:
- Regular
- Recorded
- Based on a clear contract
- Conducted to an agreed agenda
- Of good quality

Questions to consider

- Which children are at risk and how are those risks managed?
- Do we always discuss hostile and uncooperative families in supervision?
- How can we improve supervision?
- Do we cover the four functions in our supervision?

The Social Work Employers and Supervision Standards clearly recognise the importance of effective supervision and include:

"Reflective practice is key to effective social work and high quality; regular supervision should be an integral part of social work practice."

"Supervision should be based on a rigorous understanding of the key elements of effective social work supervision, as well as the research and evidence which underpins good social work practice."

"Supervision should challenge practitioners to reflect critically on their practice and should foster an inquisitive approach to social work."

Within Lancashire we have agreed that reflective supervision on one case per month per social worker should be undertaken using the Reflective Supervision Template (see Supervision forms and templates).

Principles of supervision and effective support of social workers

- Supervision provides a safe environment for critical reflection, challenge and professional support that operates alongside an organisational appraisal process (the PDR process).
- Supervision should include time for reflection on everyday practice which can help social workers and their managers work more effectively.
- Supervision should enable social workers develop their capacity to use their experiences to review practice, receive feedback on their performance, build emotional resilience, and think reflectively about the relationships they have formed with children, young people adults and families.

Supervision should facilitate the process of reflecting on practice, interventions, decision making and outcomes openly and honestly and support the continual professional development of staff as part of a framework that ensures accountability and quality assurance.

The National Standards for Employers of Social Workers

The National Standards for Employers of Social Workers set out a number of important components that all employers of social workers should aim to incorporate into their policies and procedures and be able to quality assure through clear management audit.

The fifth of these standards is to "Ensure that social workers have regular and appropriate social work supervision." In order to accomplish this, employers are expected to meet the following criteria:

- Ensure that social work supervision is not treated as an isolated activity by incorporating it into the organisation's social work accountability framework.
- Promote continuous learning and knowledge sharing through which social workers are encouraged to draw out learning points by reflecting on their own cases in light of the experiences of peers.
- Provide regular supervision training for social work supervisors.
- Assign explicit responsibility for the oversight of appropriate supervision and for issues that arise during supervision.
- Provide additional professional supervision by a registered social worker for practitioners whose line manager is not a social worker.
- Ensure that supervision takes place regularly and consistently.
- **Make sure that supervision takes place at least weekly for the first six weeks of employment of a newly qualified social worker, at least fortnightly for the duration of the first six months, and a minimum of monthly supervision thereafter.**
- Ensure that supervision sessions last at least an hour and a half of uninterrupted time.
- Monitor actual frequency and quality of supervision against clear statements about what is expected.

The combination of effective supervision arrangements, a suitable working environment, manageable workloads, supportive management systems and access to continuous learning, will help to ensure that social workers are able to provide good and responsive services to children, adults and families. (SWRB 2012)

4   Frequency of supervision with different categories of worker

Newly Qualified Social Workers during their Assessed and Supported Year of Employment (ASYE)

- Newly Qualified Social Workers (NQSW) will all receive the appropriate professional support as set out in the Assessed and Supported Year in Employment (ASYE).

- This includes a commitment to regular high quality supervision including reflective practice initially weekly for the first six weeks, fortnightly for the next four and a half months and a minimum of monthly following after.
- For all cases held by ASYEs, supervision should take place and be recorded on LCS case notes at the same frequency as the worker's personal supervision; ie weekly/fortnightly/monthly in the first 6 months and monthly from 6-12 months as per the supervision guidance. This means that all cases will be discussed in each supervision in the first 12 months. After 12 months the normal supervision requirements apply.
- NQSW's caseloads should be carefully monitored by managers so that they and service users are not exposed to any associated additional risks.

All other Registered Social Workers (including student Social Workers)

- One to one supervision must take place monthly.
- This can be increased for Social Workers who are experiencing performance or practice issues.
- In high risk cases, supervision should be recorded on the case record monthly.
  High risk cases include:
  - Any cases with an active assessment
  - Any CLA without an up to date assessment
  - A new referral
  - CP case
  - Case in court
  - Complex child in need
- Other cases that are not high risk should be discussed at intervals of no more than 2 months, including:
  - CLA in a permanent and stable placement.
  - Cases awaiting transfer to other teams
  - Cases closing
- It is the responsibility of the worker, however, to raise concerns about any case in supervision when required.
- Group supervision is advised either as part of a monthly team meeting or as a separate meeting, both at the discretion of Team Managers. Peer supervision should not replace monthly 1-1 supervision sessions but should complement it.

Non-active social worker

Any social worker or practitioner involved with a case to which they are not the allocated worker should still discuss any concerns about such cases with their line manager or supervisor. The supervisor should then liaise with the allocated case worker's supervisor.

Supervising students on placement

Any manager or social worker supervising a social work student on placement must hold the appropriate award/qualification and have demonstrated their competencies against the PCF and KSS. The placement arrangements and agreement should clearly state a supervision frequency and timeline over the period that the student is placed with them.

5   As Employers of Social Workers, Lancashire County Council will:

- Ensure that social work supervision is not treated as an isolated activity but is intrinsically linked to the Performance and Development Review process.
- Consider the results of supervision within the team Health Check.
- Audit the quality and frequency of supervision against clear statements about what is expected detailed within this policy (see Supervision Case Audit Tool in the <u>Supervision forms and templates</u>).
- Promote and encourage group / team supervision/ action learning as a separate meeting in addition to 1-1 supervision to support continuous learning and knowledge sharing, through which social workers will be encouraged to draw out learning points by reflecting on their own cases in light of the experiences of peers.
- Provide regular supervision and coach training for those responsible for delivering effective supervision.
- Assign explicit responsibility for the oversight of appropriate supervision and for issues that arise during supervision to the Principal Social Worker and Directors within the Council.
- Provide additional professional supervision by a registered social worker for practitioners whose line manager is not a social worker or for social workers located in multi professional teams or project groups with a manager from another professional experience and background.

6   What should be covered in supervision and the different types of supervision

- Supervision must be a high priority for all Social Workers. All the dates for supervision sessions should be planned twelve months in advance and placed in calendars.
- An agreed supervision contract should be in place for all workers and should be reviewed when line management changes. **Our Employee Supervision Agreement** template can be found in the <u>Supervision forms and templates</u>.
- Supervision sessions should be planned and prepared for in advance of the session.
- All social workers should have their individual supervisions dates planned on yearly basis, ensuring that supervisees can prepare for supervision in advance.

- All supervision sessions should be delivered in a quiet, confidential area with no interruptions.
- Supervision is an opportunity for the supervisee and supervisor to give and receive appreciative and constructive feedback
- Supervision should take into account the expectations of the Professional Capability Framework as a benchmark to demonstrate capability in practice at the career level of the individual Social Worker.
- Failure to provide or take part in supervision can lead to a formal disciplinary process.

There are three main elements to supervision:

Personal – where the worker's own situation and life at present are discussed including any stresses, work/life balance, workload responsibilities and health and safety. Generally personal supervision should address issues relating to time available to work directly with children and families as well as meeting other demands.
- There should be a focus on protecting the public, delivering effective services and identifying barriers to effective practice.
- Personal supervision should be about ensuring work-life balance is manageable, annual leave and TOIL are discussed as is general health and wellbeing. Staff should be encouraged to take regular breaks and take annual leave and TOIL where appropriate.
- There should be a focus on developing personal emotional resilience. Links should be made with the Employee Support Team and Occupational Health where appropriate. Stress risk assessments should be completed when stress is identified as an issue.
- The Employee Supervision Record template is in the Supervision forms and templates and should be completed for every supervision and placed on the supervisee's supervision file. These should now be electronic files. The supervisee should be given a copy and asked to sign with an electronic signature.

Case supervision – where individual cases are discussed and actions recorded. The LCS Case Discussion Supervision template is in the Supervision forms and templates, and is now stored on LCS. These should be completed for every case discussed, with clear actions.

Reflective supervision – the **Reflective** element of supervision should take place once a month and last for at least an hour and a half (Munro 2011). Reflective supervision can be on cases or on carers (fostering/adoption) or any area of Social Work practice as defined by the supervisor or supervisee. It is how the supervisee is critically reflecting on their practice within *ANY* social work team and how they are applying evidence to underpin their practice. It is where the supervisee leads the practice conversation/issue and explores their own thinking and rationale on decision making in a learning environment where the supervisor offers challenge and constructive feedback to the

supervisee. The **Reflective Supervision** section (see below, Section 10), offers guidance on conducting reflective supervision and a Reflective Supervision Template can be found in the <u>Supervision forms and templates</u>.

Therefore, these three elements of supervision will cover role responsibilities, values and ethics of the supervisee, work and case load management, accountability of professional practice to people, quality of recording, management of resources, managing stress, safeguarding issues and management of risk in line with HCPC regulations and relevant standards (this list is not exhaustive).

If any concern over capability or registration status is raised during supervision, the member of staff can expect to be treated fairly in line with Lancashire County Council's Capability Procedure.

Any breach of regulations or Council policy may also be communicated to the HCPC in line with their Fitness to Practice Process.

7   Recording of supervision

- All supervision meetings should be recorded and signed by both supervisor and supervisee on the template forms provided on the appropriate recording system. Supervisors should be satisfied that written records meet acceptable standards and sign and date records they have monitored.
- There should be a formal contract and agreement drawn up between the supervisor and supervisee, which is placed on the worker's supervision file (see Employee Supervision Agreement in the <u>Supervision forms and templates</u>).
- The supervisor should ensure that all significant events that have occurred since the previous supervision are recorded.
- The case supervision record on LCS should include an analysis of risk in respect of a child subject to a Child Protection Plan or legal proceedings. Any decisions made and actions to be taken within appropriate time scales should be clearly recorded (see LCS Case Discussion Supervision Template in the <u>Supervision forms and templates</u>).
- The supervisor and supervisee should read, review, agree and sign off supervision records as soon after the end of the supervision meeting as is practicable. Where there is any disagreement then this should be taken up with the appropriate senior manager.

8   Supervision responsibilities

Supervisees will:

- Attend supervision training and refresh every 5 years minimum.

- Be proactive by ensuring supervision is diarised and planned regularly. Avoid cancellations whenever possible.
- Demonstrate during sessions that we are able to critically reflect on our practice and through this promote greater self-awareness and understanding of service user and work issues.
- Ensure we are clear on our boundaries and roles and responsibilities by agreeing this within the Employee Supervision Agreement (see <u>Supervision forms and templates</u>).
- Be proactive and contribute to the agenda for the session, highlighting and providing the supervisor with narrative on the cases they wish to discuss.
- Ensure that we are continuing to meet our practice objectives found within our PDR Learning and Development Plan (see <u>Supervision forms and templates</u>).
- Be prepared to discuss learning and development and how it has affected our practice. Discuss any opportunities for progression.
- Recognise and report any stress (workplace or personal stressors) and record this within personal supervision.
- Recognise and share best practice.
- Understand how the performance management framework is relevant to their individual work within the context of the overall service.

9   Supervisor responsibilities

Supervisors will:

- Attend supervision training for Managers and refresh at least every 5 years and ensure compliance with this Supervision Policy.
- Ensure supervision sessions are planned twelve months in advance and endeavour to keep the date without cancellations whenever possible. If a session has to be cancelled, plan another date within 5 days or sooner.
- Ensure an agreed supervision contract is in place.
- Prepare an agenda which is shared with the supervisee prior to the session. a
- Deliver supervision that is an appropriate balance of management oversight of cases, performance, reflection and health and wellbeing, which also meets HCPC Social Work Standards of conduct, performance and ethics.
- Discuss any learning and development opportunities and how it has affected the practice of the supervisee. This is important to ensure learning and development is planned to meet organisational and professional effectiveness and objectives. Discuss any progression opportunities.
- Recognise, acknowledge and value good practice.
- Ensure the Social Worker updates any agreed goals, timescales and outcomes/actions relating to the service user onto the electronic case management files (LCS).

- Ensure a record of the personal outcomes for the supervisee from the session is placed on the supervisee's file. Enable the Social Worker to contribute and agree to the record.
- Refer to the performance management framework and use performance management information to discuss the social worker's individual work.

10 Reflective Supervision and the development of Critical Thinking

Reflection means stepping back from the immediate, intense experience of hands-on work and taking time to wonder what the experience really means. It provides the opportunity for workers to think, explore and confront issues that are pertinent to their ability to perform their role to the expected standard.

Reflective supervision and reflective practice are key to effective social work, and high quality regular supervision should be an integral part of social work practice. Supervision should be based on a rigorous understanding of the key elements of effective social work supervision, as well as the research and evidence which underpins good social work practice. Supervision should challenge practitioners to reflect critically on their cases and should foster an inquisitive approach to social work.

Reflection in a supervisory relationship requires a foundation of honesty and trust. The goal is to create an environment in which people do their best thinking – one characterised by safety, calmness and support. Reflective supervision is further characterised by active listening and thoughtful questioning on both parts.

Case reflective supervision placed on the child's record on LCS, which this guidance relates to, should be recorded succinctly, pick out the main issues of the case and what the challenges are for the worker/organisation. It should also explore what the dilemmas are, options available and why those options were chosen over others.

Therefore the supervisor should:
- Promote reflective practice regarding the supervisee's case files and future planning.
- Periodically review and reflect on the supervision experience with the supervisee.
- Together with the supervisee identify any learning and development needs.

Therefore the supervisee will:
- To be ready to review and reflect on practice with individual cases and in planning future casework.
- Review and reflect on your supervision experience with the supervisor.
- Use reflective practice to identify any learning and development needs.

All casework reflective supervision sessions must be recorded. A template for recording follows at the end of this guidance. Once completed a copy should be saved to the electronic supervision folder with a copy being held on the supervision file.

In addition to this the completed record should be copied and pasted to the LCS record under case note, supervision, relating to the individual service user. The completed document should also be placed on Documentum.

Useful questions to guide reflective supervision

Experience
- What was your role and aim?
- What planning did you do?
- What happened?
- What were the key moments and what stuck out?
- What went according to plan and what didn't?

Reflection
- What did you feel at the start of the visit/interview?
- Describe your feelings.
- What feelings/thoughts/ideas did you feel during?
- Were there any factors that influenced your feelings for example gender or race?
- Where and when did you feel least/most comfortable?
- What did you think the service user was feeling?
- What patterns did you see? Any links to historical information you have seen, any new information?
- Are there any change/similarities since last encounter with service user?
- What did you learn from this experience and what do you see as your learning/training needs from this?

Analysis
- Define your role/agency role.
- How do the service users define your role?
- What went well, or not well and why?
- What aims/outcomes were not achieved?
- What do you need to revisit or feel is not known?
- What areas of further assessment/resources are required?
- What bits of theory, training, research, policy or values might help you make sense of what happened?

Action
- What are the current strengths, needs and risks for the different service users?

- What is urgent/essential/desirable?
- What are the best or worse responses from the service user?
- What contingency plans are needed?
- Any safety issues for you or others?
- Who needs to be involved from the further actions and what would you like from them?

Critical thinking

This is about being able to think critically about information as this is an essential component of successful supervision. Critical thinking requires staff to understand their cases holistically, complete analytic assessment and weigh up interacting risk and protective factors without being side-tracked into thinking that the procedural tasks are the job.

Staff should be familiar with the principals behind critical thinking, which include evaluating alternatives and forming sound judgements, as their main focus. Staff should understand that critical thinking involves identifying problems, obtaining and evaluating information from multiple sources, considering problems from multiple perspectives, and generating, analysing and evaluating solutions. The impact of jumping to conclusions must not be underestimated: where/what is the evidence for your statements? Are they fact or opinion?

Therefore the supervisor should:
- Facilitate in the evaluation of interventions, consideration of alternatives and reaching sound decisions that support best practice.

Therefore the supervisee will:
- Be prepared to analyse your work and evaluate your current practice as well as considering different options.

Personal awareness

As part of reflective supervision and practice it is important to have personal awareness and to be aware of how your own work and personal experiences can impact on your performance:
- Understand your own limits with regards to your area of work.
- Be aware of, know how to access and use appropriately, the support systems that are used in your workplace, including supervision and staff care teams, if available.
- Be aware of the need to develop your own skills in new areas of work.

Reflective Practice Supervisory Cycle

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Reflective Practice Supervisory Cycle

1 Effective supervision: clear, safe, enabling

2 Worker clear on role and task

3 User confident in the worker

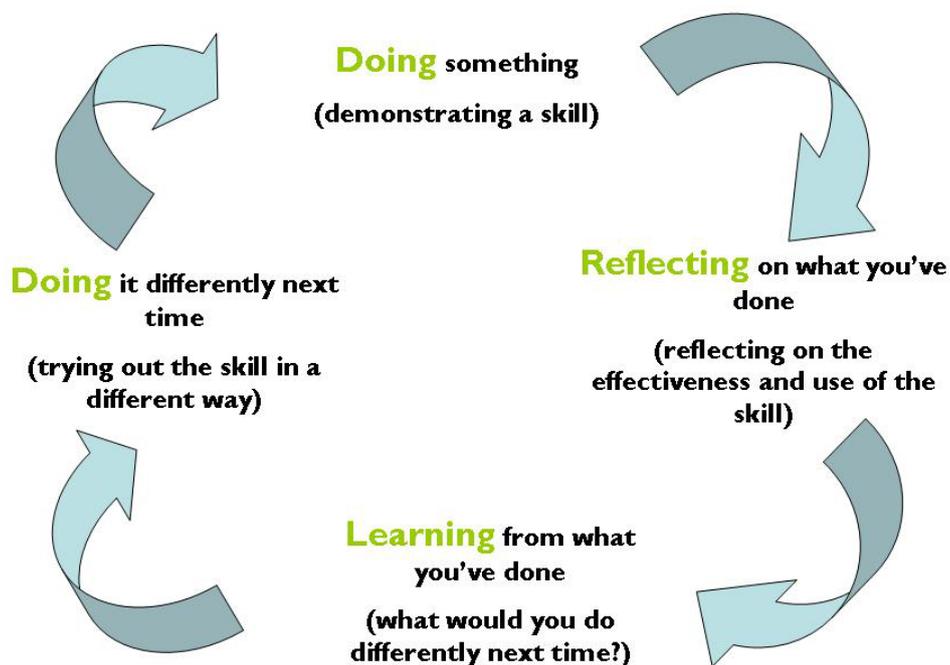4 Increased clarity, trust, openness, sharing of information, reduced anxiety, stronger partnership base

5 Clearer assessment, more evidence-based. Worker and user clearer on next steps and mutual expectations

6 Better and more shared

7 Worker more rewarded and confident

8 More open in supervision

The Kolb experiential learning cycle

Kolb's experiential learning cycle can be used as a reflective model to explore practice during supervision. This can be used during individual and group supervision practice.

Doing something (demonstrating a skill)

Reflecting on what you've done (reflecting on the effectiveness and use of the skill)

Learning from what you've done (what would you do differently next time?)

Doing it differently next time (trying out the skill in a different way)

11 Professional Development Review and Continuous Professional Development

Supervision should monitor and promote Continuing Professional Development (CPD) including checking on how the Social Worker plans to submit evidence of CPD as part of their professional registration.

This could include discussions on career development, giving career advice and time to explore professional development opportunities such as further qualifications. It is the time to examine recent learning and development experiences and how they have impacted (or not) on social work practice and the quality and outcomes of the service provided to service users. The CPD template can be found in the Supervision forms and templates; this should be kept up to date with any recent learning or training undertaken.

This element of supervision provides mutual organisational accountability between the supervisee and supervisor on behalf of the public. It is a tool for monitoring the quantity and quality of the work being done. It involves the evaluation of the job and the organisational effectiveness of the supervisee, and feeds into their annual Performance and Development Review meeting.

Within supervision a PDR should be completed for every staff member within 6 months of starting with us.

The PDR evaluates and benchmarks a staff member's performance and development needs. It can highlight performance issues and these should be discussed and addressed unless more formal processes are required.

The PDR should be undertaken annually and will feed into and inform a staff member's CPD and Learning Analysis and Development Plan (the LAD Plan template is at the end of the PDR Tool in Supervision forms and templates).

Individual PDRs should be able to inform managers of a team's development needs and can highlight any unmet training needs which can be highlighted with the PSW and learning and development regarding the commissioning of training.

PDRs should be informed by a person's own self-reflection and evaluation of their performance and also the manager's knowledge from supervision, from undertaking line management responsibilities and from direct observation of practice (see PDR Tool and Practice Observation Tools in the Supervision forms and templates).

Direct practice observation and PDRs

PDRs should be informed by direct observation of a worker's practice. Direct observation should be undertaken by their line manager at least 3 times a year and direct observation templates are contained within the <u>Supervision forms and templates</u> for completion. This could be within a range of environments and should be varied enough to observe skills in a range of different situations and challenges.

For example:
- Home visits to service users homes.
- Formal meetings such as conferences, child in need meetings, CLA reviews, core groups.
- This could be in a court setting, such as giving evidence or being cross-examined.

These direct observations along with findings from audits, casework and reflective supervision, should enable a holistic understanding of staff performance. This will also enhance a staff member's understanding of their own development needs and allows for training and learning that is bespoke to that person's skill level.

Performance management and PDRs

With the range of information above to analyse, the PDR provides a forum where obstacles, challenges to effective performance can be discussed. Good practice and areas of strength should also be identified and any good practice shared.

The PDR should identify within the course of the meeting a range of development opportunities for staff.

For example:
- Shadowing
- Keeping a case longer for professional development reasons
- Training
- eLearning
- Co-working
- Allocation of certain types for cases for development

This should be recorded on the Learning Analysis and Development Plan (the LAD Plan template is at the end of the PDR Tool in <u>Supervision forms and templates</u>).

PDR and Career Progression

Within a PDR, staff who are ready for career progression should be identified. For staff who are wanting to progress but not ready, managers should discuss and record what they need to do, during PDR. Staff with potential for career progression

should be identified and developed: this is termed 'talent spotting'; good staff should be identified early on.

The PDR needs to make it clear when a staff member has been identified as capable of progression. They should have a training and learning plan that reflects this ambition and there should be discussions taking place with management around early progression, for example, to senior practitioner or manager, where this is appropriate.

There is now a streamlined process for progressing staff to grade 9, Senior Practitioner role, where appropriate, (see the Process for Grade 9 Applications and Approval document in the Supervision forms and templates).

The role and use of the Management Style Questionnaire

Within the PDR process managers are expected to engage in 360 degree appraisals. This involves the manager sending out a Management Style Questionnaire (MSQ) to their team in order to ascertain their strengths and development areas from the perspective of the team.

This is important in understanding the impact of your management style on staff, enabling self-reflection and development. This is about understanding the shadow you cast within a team and the culture developed.

The results of MSQs should be discussed with the team in general terms and with your own line manager as part of your PDR.
The PDR materials can be found within the PDR templates in Supervision forms and templates.

12   Probationary Guidance and forms

The probation process for social workers is detailed in our Children's Services Probationary Guidance, which can be found in the Supervision forms and templates.

When all new staff begin with Lancashire County Council they are subject to a 6 months probationary period (12 months for ASYE), which is outlined within the Council's Probation Arrangements, as follows:

- The permanent appointment of every new entrant to the service of the County Council shall be subject to a term of probation up to six months. The employee's performance will be monitored and reviewed in consultation with the employee at two months and four months and the appointment will only be confirmed by management as established where the probationary period has been satisfactorily completed. In relation to any inadequacy in performance (or conduct) identified at the review stages, the required level of improvement

must be identified and an appropriate timetable for its achievement must be established. In instances where, at the time of the permanent appointment, the employee was already occupying the particular post on a temporary basis and undertaking the full range of duties, management will recognise the temporary service in the post as contributing towards the probationary period. In exceptional circumstances where any doubts remain concerning an employee's suitability for confirmation of appointment the probationary period may be extended by mutual agreement.

- All temporary appointments offered to applicants who are not existing permanent established employees of the County Council shall themselves be subject to probationary arrangements with monitoring and review throughout the period of their duration, or during the first six months, whichever is the shorter.

- In circumstances where a decision not to confirm appointment is a likely outcome either during or at the end of a probationary period, the Standard 3 Step Dismissal procedure must be followed

For all social workers who are new to Lancashire, their performance and progress will be monitored through supervision and recorded on the Probation section of the Employee Supervision Record form (in the Supervision forms and templates). At the end of the six month probation period (12 months for ASYE), the Supervisor will complete the Probationary Report form (Supervision forms and templates).

For newly qualified social workers, the requirements of the Assessed and Supported Year in Employment (ASYE) will also apply for the first 12 months of their employment. Newly qualified social workers are required to demonstrate their capability against the KSS and PCF at the ASYE level. The ASYE is a 12 month programme prescribed for all new Social Workers to help them to develop their skills and confidence. Employers will provide support with the allocation of less complex cases, additional supervision and mentoring and the provision of learning and development opportunities.

By the end of their probationary period (and ASYE if applicable), social workers should have consistently demonstrated practice in a wider range of tasks and roles, and have become more effective in their interventions, thus building their own confidence, and earning the confidence of others. They will have more experience and skills in relation to a particular setting and user group, and have demonstrated the ability to work effectively on more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice.

13   Registration and additional related policies and guides

Supervision and continuing professional development (CPD) is linked to a Social Worker's continued registration with the Health and Care Professions Council (HCPC).

Other helpful policies and guides include:
      HCPC Standards of performance and ethics
      HCPC Social Work standards of proficiency
      HCPC Continuing Professional Development and your registration.
      Lancashire County Council Capability procedure
      Lancashire County Council Manage sickness absence guidance
      Lancashire County Council Children's Services Management Tools
      Practice Educator professional Standards
      Professional Capability Framework

All these sources of information should be treated as complementary and should link closely with the Social Workers Supervision Policy and practice and the Performance and Development Review process.

14   Additional information

Student placements

Student placements for both internal and external students are a period of practice learning and support offered to student practitioners and they should also be covered within the scope of this policy. Practice Educators are the primary mentor for all student social workers and should ensure reflective supervision take places for their named student.

Assessed and supported year in employment (ASYE)

The Assessed and Supported Year in Employment (ASYE) for newly qualified social workers will be managed both regionally and locally to effectively assess and support the newly qualified social worker in their initial post registration year. All NQSWs have additional mentoring and supervision during this year and are covered within the scope of this policy. Internal ASYE's and from the Private Voluntary and Independent (PVI) sector are also covered within the scope of this policy.

Supervision Policy

The Supervision Policy will be regularly reviewed and kept current by the Principal Social Worker.

Supervision Governance and Survey (Supervision Audits)

The Supervision, Inspection and Audit Team records and monitors the frequency of supervision taking place across the safeguarding teams on a monthly basis. Team

and Senior Managers should internally audit supervision files at least annually to ensure they are of good quality and the right frequency (see <u>Supervision forms and templates</u>).

Confidentiality

Supervision is a confidential process and this must be clearly respected by the staff involved.

All information (relating to people or agencies) that is disclosed during supervision must be treated as strictly confidential and not be discussed with anyone outside of the session. When circumstances require advice to be sought from others (for example other agencies, management, Human Resources or Occupational Health) both parties must agree that information can be shared. However, in exceptional circumstances, the supervisor may be required to submit access to or provide disclosure of information from the session. These circumstances could include:

- Information required by regulators (e.g. OFSTED, CQC) or Directors/Heads of service for audit purposes;
- A disciplinary, capability or fitness to practice matter;
- A staff grievance;
- A safeguarding matter.

The supervisee would, in all circumstances, be informed that information was to be shared in this way.

Safeguarding in supervision

Where Social Workers have safeguarding and protection work as a core part of their role then lines of professional accountability should be clearly identified within the supervision contract. All supervision must be undertaken by the Line Manager who would be a registered social worker. If a safeguarding children issue is raised or identified within general 1-to-1 or group supervision, then the appropriate child protection procedures should be initiated.

15   Performance Management Information and Supervision

Performance management in supervision and the importance of checking the accuracy of information recorded on LCS is essential. The performance handbook sets out what performance management is and how we can use it; the handbook is included in the <u>Supervision forms and templates</u>.

Performance management is taking action to improve outcomes. It means taking action in response to actual performance data, which might be at an individual, team, service, corporate, or community level. To ensure performance management is fully embedded within services, it is essential to have an effective process in place and staff must understand their role within the process:

- To understand where action needs to be taken, performance has to be monitored;
- In order to judge performance, it is important to understand what 'good' looks like and what we are aiming to achieve;
- There has to be a method of assessing performance (for example performance indicators, management reports, etc);
- To make sure Performance Management is embedded within the Council, there needs to be a systematic approach, including scheduled meetings, regular reports, and effective monitoring of actions.

Performance management is more than the monitoring of key performance indicators. It embraces all activities that are designed to support the effective delivery of services, the timeliness of recording, the accuracy of recording, the use of reports to plot progress and make management decisions about cases in practice.

Performance information tells you what the risks are for your team/service or organisation. It will identify what the strengths are within your team. It will give you the information you need in order to manage your teams effectively and plan your services.

Performance management can influence service/team structures, for example, it will highlight when teams are struggling to meet service standards and indicate whether teams are resourced appropriately.

Performance management is about good management practice, ensuring that your community, organisation and team goals are achieved. It helps to:

- Ensure children, young people, their families and carers have access to high quality services that improve their quality of life;
- Prioritise what gets done and ensure there are sufficient resources to do it;
- Ensure value for money;
- Motivate and manage staff;
- Identify and rectify poor performance at an early stage;
- Learn from past performance and improve future performance;
- Increase user and public satisfaction.

An essential component of a Performance Management Framework is having accurate data in the systems which are used to generate reports that managers can have confidence in.

For further information, please refer to the Management Information and Performance Management Handbook.

Management Information and Per

Accurate data

Children's Services requires reliable, accurate and timely information. To be confident that their efforts are being focused in the right place, Children's Services need to be assured that reported information reflects actual performance. The risk in not identifying and addressing weaknesses in data quality is that information may be misleading. This in turn may mean that decision-making is flawed, and resources potentially misdirected. There is also a possibility that poor services and performance are not correctly identified preventing additional support from being delivered to aid service improvement.

External users of Children's Services data also require assurance that this data they are provided with is accurate before making judgements about the Authority's performance and governance.

To help you ensure data is accurate please utilise the Supervision Compliance Tool included within the Supervision forms and templates.

16   Learning through supervision

Supervisees should demonstrate:

- their capability as autonomous professionals within their role;
- where appropriate how to relate theory to their practice and how to transfer any skills and knowledge acquired through supervision, to contribute to their practice;
- how they prefer to learn and any known barriers to learning and development;
- any gaps in their learning and development needs and how they can be met;
- their capacity to set goals and subsequent actions;
- their ability with support from their supervisor to seek out any additional skills within the organisation which may be required to address any learning needs outside the supervisor's or supervision group knowledge/experience;
- their ability to critically analyse and reflect on their practice e.g. interaction with clients, colleagues and other agencies;
- that they receive regular and constructive feedback on aspects of their practice and that they take ownership of their professional learning but jointly share learning from their own practice experiences with their supervisor;
- that they feel valued.

17   Support through Supervision

Supervisors should demonstrate how:

- they encourage, value and praise their supervisee. Also how they achieve an effective learning environment for their supervisee through the use of critical reflection on practice and effective feedback;
- they are able to clarify the boundary between what supervision is and what supervision is not;
- they ensure confidentiality in a supervision session and create a safe learning environment for supervisees to look at their practice and its impact on them;
- they use a coaching approach to supervision and encourage the supervisee to talk about how their feelings/emotions may have an impact on them eg happiness, sadness, conflict, abusive behaviours they may encounter. To help the supervisee to explore emotional barriers to their work to increase their personal resilience;
- they explore in a safe setting any issues surrounding discrimination in line with Single Equality Act and local Safeguarding policies and procedures;
- they support supervisees who are subject to any form of abuse either from service users or from colleagues, whether this be physical or psychological;
- they monitor the overall health and wellbeing of the supervisee especially with regard to the effect of stress;
- they enable the supervisee to reflect on difficulties with professional relationships to assist the supervisee in resolving these issues;
- they clarify when the supervisee should be advised to seek external counselling and its relationship with monitoring performance.

And finally:

Managers are responsible for ensuring that supervision is taking place in line with the supervision policy. They should ensure supervision is regular, is of good quality, that staff have a PDR a learning and development plan, MSQs are being utilised and staff are accessing a range of training and development.

These documents should all be placed on a staff member's supervision record. Supervision files should be electronic; this could be through scanning paper documents onto the file or by utilising the electronic records.

Managers should ensure that staff are taking annual leave, and have access to fair and equitable TOIL arrangements in line with the Council's policy.

Appropriate car insurance and vehicle documents should be stored on electronic supervision files and next of kin and emergency contact details recorded and stored.

Supervision files should be regularly audited to ensure compliance with this policy and in ensuring good practice. Managers should audit all supervision files at least once a year.

18   Supervision forms, templates and tools
   – and where to store them

Form/Template/Tool		Function	Where to store
Employee Supervision Agreement	Employee Supervision Agreem	Formalises supervision arrangements	Personal electronic supervision file
Employee Supervision Record (including Supervision Actions Agreed)	Employee Supervision Record	Personal: looks at workload and health and wellbeing	Personal electronic supervision file
LCS Case Discussion Supervision Template	LCS Case Discussion Supervisi	Case decisions	LCS
Casework Reflective Supervision Template	Casework Reflective Supervision Templat	To be used once a month, choosing at least one case to discuss, to develop critical thinking	LCS
Example of completed Casework Reflective Supervision Template	Casework Reflective Supervision - compl	N/A	N/A
Risk Management Prompt Tool	Risk Management Prompt Tool.docx	To evidence risk sensible decision making	LCS
Supervision Compliance Tool	Supervision Compliance Tool 9Ju	To check compliance and also that care planning is progressive	LCS
Practice Observations Tool – Home Visits	Practice Observation Tool - H	To be used as part of PDR; to record evidence during observations against the KSS	Personal electronic supervision file
Practice Observations Tool – Formal Meetings	Practice Observation Tool - F	To be used as part of CPD and PDR in a range of formal settings	Personal electronic supervision file
PDR Guidance Notes	PDR Guidance Notes for CS 20June	Guidance on using PDR and associated tools with staff in Children's Services	N/A
PDR Manager Self-awareness (including MSQ process)	PDR Manager Self-awareness 20Ju	Guidance and tools to help managers assess and develop their management style	N/A

Form/Template/Tool		Function	Where to store
PDR Tool (including Learning Analysis and Development Plan)	PDR Tool incl LAD Plan 23June2017.do	Appraisal, focussing on performance and learning and development needs	Personal electronic supervision file
Continuing Professional Development Template	CPD Template 20June2017.docx	To record CPD for Social Workers and Support Workers	Personal electronic supervision file
Supervision Case Audit Tool	Supervision Case Audit Tool 20June20	To check supervision is being conducted and recorded correctly	Personal electronic supervision file
Probationary Guidance	Probationary Guidance - Social W	Guidance on the probation process for ASYE and other Social Workers new to LCC	N/A
Probationary Report form	Probationary Report - Summary a	To be completed at 12 months for ASYE and 6 months for other Social Workers new to LCC	Personal electronic supervision file
Process for Grade 9 Applications and Approval	Process for Grade 9 Applications and Ap	Guidance and forms for applying to be a Grade 9 Senior Practitioner	Personal electronic supervision file
Performance Management Handbook	2.1 Management Information and Per	To explain Performance Management roles, responsibilities and processes in CSC	N/A

19   References

Morrison T, (2001) *Staff Supervision in Social Care; Making a real difference for staff and service users.* Pavilion Publishing: Brighton

Standards for Employers and Supervision Framework 2012

HCPC Standards of Proficiency for Social Workers in England 2012

Munro review of child protection: final report - a child-centred system. Department for Education 2011

20   Useful guidance

LSCB 7 Minute Briefing: Supervision Principles

This briefing from the LSCB emphasises the importance of supervision in safeguarding children, a message which is coming from many of our Serious Case Reviews.

LSCB 7 Minute
Briefing May 2017 S

North West Protocol for Standards in Supervision of Children and Families Social Workers

This protocol has been developed to support social work practice across the region. Its purpose is to provide social workers and social work managers with guidance and practice tools to support effective supervision and critical reflection.

NW Protocol for
Standards in Superv

Team Health Check Self-Assessment Tool

Healthcheck
Document March 20

The Team Health Check is designed to help you understand how well your team is working. It will support you to explore the culture within the team.

The Team Health Check will give you a quick understanding of some underlying issues that may be impacting on the team's effectiveness. It supports you to work out the issues and identify collectively areas where further work is needed. The key to the success of this tool is the dialogue it enables you to have with your colleagues.

The tool and text above are reproduced courtesy of A Listening Space, Sonia Mayor.

The tool assesses eight commonly occurring issues that impact on team effectiveness:

- Empathy and Trust
- Questions and Inquiry
- Creative Conflict
- Valuing Differences
- Appreciation
- Teamwork and Results
- Cycle of Change
- Authority and Responsibility

In terms of Lancashire's formal health check process the Principal Social Worker undertakes an annual health check of all children's services using the employer standards. This checks how teams, services, localities and functions feel about their working environment.

Guide to Developing Emotional Resilience

CC Inform -
Emotional Resilience

This is an edited version of our Guide to developing social workers' emotional resilience, one of a number of Community Care Inform resources that support professional safety and wellbeing.

We encourage you to use this guide to build your own "emotional resilience toolbox" by reflecting on the competencies that can help you cope well in stressful situations, adapting your "thinking style" when it comes to difficulties or perceived failures and identifying techniques that can help in the moment. The guide also discusses how to get the most out of supervision so that it can enhance both practice expertise and emotional wellbeing. This guide focuses on what individuals can do to help themselves and managers can use it to support teams.

The guide (and the text extract above), written by Louise Grant and Gail Kinman, is a resource from Community Care Inform; part of their Stand up for Social Work campaign.