



Centre for Professional Practice

Supervision Policy & Procedure

For Social Care Professionals

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Supervision Policy & Procedure

1. Why we use supervision

“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”.

2. Aims and Key Elements of Supervision

Supervision is a recorded process through which the professional actions of staff are rigorously examined and regularly reviewed and audited. The supervision process should be integral to social work/social care practice and offer the opportunity for ‘reflective practice’; an essential component for ensuring good practice and effective outcomes. ‘Reflective practice’ is referred to in more detail in section 8 - ‘The Supervision Session’.

The Social Work Reform Board (SWRB) describes the aims of supervision as being to:

- Improve the quality of decision making and interventions.
- Enable effective line management and organisational and individual accountability.
- Identify and address issues related to caseloads and workload management.
- Help to identify and achieve personal learning, career and other development opportunities.

The key elements of supervision are:

- Ensuring workloads are effectively allocated, managed and reviewed.
- Monitoring and enabling workers’ competence to assess, plan, implement and review their work.
- Ensuring supervisor and supervisee are clear about accountability and the limits of their individual and organisational authority and duties.
- Ensuring workers understand and demonstrate anti-oppressive and anti-discriminatory practice.
- Ensuring work with people who use services is outcome-focused and that their views are taken account of in service design and delivery.
- Identifying risks to users of services and workers and take appropriate action.
- Obtaining and giving timely feedback on workers’ practice, including feedback from people who use services.

- Identifying learning needs and integrate them within development plans by contributing to the Performance, Review & Development (PRD) process.
- Creating opportunities for learning and development.
- Assessing and reviewing performance, challenge poor practice and ensuring improvements in standards.
- Enabling multi-disciplinary, integrated and collaborative working.

Dudley MBC is committed to fulfilling its duty of care to its staff whilst safeguarding its service users and the public. The Council therefore recognises the need for all of its staff members to receive good quality supervision which is of an equitable standard across services. This document provides a framework for the supervision of all social care employees working for the People Directorate. **‘Social care employees’ are defined as staff members who primarily work with, or manage staff members who work with, service users in a social work or social care role.** This document is accompanied by a set of procedures, guidance and tools specific to service needs.

3. The Council’s commitment

Good quality supervision arrangements must be in place to support staff in carrying out their complex and often challenging roles. Good supervision should ensure safe, high quality social care practice across Children’s and Adults’ Services.

The Employer Standards identifies the need for employers to implement transparent systems, including supervision, to manage workload and case allocation in order to protect service users and practitioners.

Supervision should be the principle means by which social care managers ensure that the Local Authority’s accountability is met. Under the Social Work Reform Board’s (SWRB’s) regulations and standards for employers and Social Workers, there is a need to provide good quality services, and these are properly exercised in accordance with the local authority’s legal obligations and quality standards. The Council’s Values and Behaviours framework identifies accountability as top line value which should be evidenced through the supervision process and practices. Full details of standards and regulations which underpin this document can be found in **Appendix 1**.

All social care staff must have access to a professionally qualified supervisor for case work or professional supervision. Where social care staff are located in multi-disciplinary teams or project groups with a line manager from another discipline or professional background, the various elements of supervision may be split between more than one person. Super-visors and supervisees are expected to have the appropriate knowledge and skills to enable them to carry out their role effectively. When necessary or required, they may seek or be asked to undertake appropriate training.

4. Format of Supervision

Formal supervision is a 1:1 meeting between a member of staff and their line manager or supervisor, but the detail of the arrangements may vary to meet the needs of individuals and their respective responsibilities. Arrangements should be agreed in advance and recorded within the supervision agreement. The supervision agreement should be completed jointly between the supervisor and supervisee prior to the first session of 1:1 supervision and recorded within the staff supervision file. The staff supervision file should be able to be located by both supervisor and supervisee at any time.

Whilst the supervision agreement document focuses upon 1:1 supervision, other forms of supervision exist which are detailed in **Appendix 4**.

5. Supervisor and Supervisee Responsibilities

Supervisor

- Sign and adhere to the supervision agreement
- Prepare for each supervision meeting by reviewing notes from the previous meeting and reflect upon the items they want to raise and discuss.
- Be accountable for their practice and ensure quality of service for people using services within relevant legislation, standards & ethics.
- Uphold professional standards.
- Build purposeful, professional relationships and communicate effectively.
- Make sound professional judgements based on good practice.
- Manage risk and protection alongside their duty to respect rights and address needs of users of social care services.
- Reflect on, analyse and evaluate their social care practice.
- Manage the emotional impact of supervisee's work by identifying and managing stress factors that may impinge on the worker, service user or the agency.
- Share, debrief and identify any further required resources to address responses to stressful situations.
- Challenge constructively in the interests of the service user, worker and agency.
- Develop the knowledge, skills and values required for their own role, professional development and as part of an integrated, multi-professional or multi agency team or service.
- Contribute to research and use knowledge and experience to explore new ways of working.
- Ensure peer and management review of professional decisions and to encourage mutual learning and development.
- Communicate with their line management on organisational issues.
- Identify and manage realistic workloads and caseloads.

Supervisee

- Sign and adhere to the supervision agreement.
- Prepare for each supervision meeting by reviewing notes from the previous meeting and reflect upon the items they want to raise and discuss. This includes completion of Supervision Case Note section 1 per family unit (further details later in policy) at latest of 1 working day ahead of planned supervision
- Notify their supervisor, in good time, of any agenda items which require preparation in advance of the session.
- Adopt a reflective approach and be prepared to critically analyse their own practice and its impact on service users and the organisation.
- Be ready to identify professional development needs, plan and undertake training and other development activities, as agreed with their supervisor.
- Be aware of professional standards, organisational priorities, policies and procedures and how these relate to the supervisee's own performance.
- Check and agree the supervision notes and follow through and complete any agreed actions against timescales.
- Be able and ready to be open, honest and able to engage in discussions around their wellbeing and case work.

6. Establish the Supervision Agreement

A Supervision Agreement (**Appendix 2**) should be completed and signed by all parties within four weeks of a new member of staff joining the Directorate or starting a new role, this being prior to any supervision session. For staff being supervised by more than one manager (eg within multi-disciplinary teams), a separate written supervision agreement will be required to clarify the respective roles and responsibilities of all parties. The Supervision Agreement sets out the framework for supervision sessions and includes:

- Expectations (including recording)
- Accountability
- How the agenda will be agreed
- Duration and review
- Location
- Frequency

The completed supervision agreement should be stored within the supervisee supervision file record and accessed by both supervisor and supervisee at any time.

7. Preparing for Supervision

After familiarising themselves with the responsibilities outlined in Section 5 above, the parties should prepare for a session by reading any relevant information (for example case records) before the meeting. Supervisee will need to complete one Supervision Case note on the child's electronic file per family unit they are allocated. These should be completed no later than one working day prior to the planned supervision session.

Supervision Case Notes located on the child's electronic file, are required to be completed evidencing relevant information necessary for each case that can be reviewed in supervision sessions. These are located within the drop down selection box within case note section of CCM and EIS. Upon completing these, the supervisee needs to complete section 1 and 2 of the case note and section 3 and 4 are completed during the supervision session with the supervisor. Please note that should individual cases not need to be explored in supervision due to supervisee's working role; Supervision case notes on the child's electronic file would not need to be completed prior to supervision session. On this basis, supervision should be recorded solely on the Supervision Discussion Record (Appendix 3).

In the case of the supervisee completing a Supervision Case Note on a sibling group; it is expected that the supervisee shall complete section of a supervision case note for only one sibling and once all of the sections has been completed during the supervision session, the supervisor shall copy the electronic case note to all siblings.

Both supervisor and supervisee should prepare an agenda of items they wish to discuss outside of case work which shall be recorded on the main supervision discussion record (appendix 3).

Supervisors are expected to ensure that each Supervisee has an individual supervision file in which the following will be held:

- The signed Supervision Agreement (*Appendix 2*).
- Supervision Discussion Record (*Appendix 3*). The Supervisor should ensure that sessions are focussed but this does not exclude the opportunity to introduce non standard items.
- Any training certificates, evaluations or evidence of professional development
- Continuing Professional Development documentation (CPD) and
- Personal Development Record (PDR)

Please note: Case Discussion should not be recorded in the supervision file other than reflective practice element of the Supervision Discussion Record. (*Appendix 3*)

8. The Supervision Session

Frequency, Duration, Venue and Additional Guidance

Frequency - as a general rule formal supervision should take place **at least once a month** for front line practitioners, and is determined for all by:

- The minimum requirements placed on the service area by specific regulations where they exist.
- The supervisee's level of experience and competence.
- Good practice guidance, including those for Social Work Students and Newly Qualified Social Workers (NQSWS).
- Particular circumstances that may require supervision to be more frequent e.g. complex workload, high level of risk, performance issues or personal difficulties.

Should supervision of particular cases be held any longer than a monthly basis, approval shall be needed on a case by case agreement with the Head of Service and recordings evident on the case file to determine frequency by relevant manager.

Social Work Students/ Newly Qualified Social Workers (NQSWS)

Supervision of social work students and NQSWS must be undertaken by a registered Social Worker who is suitably trained and approved to supervise students and/or NQSWS. Social work students must receive weekly supervision throughout their placement period.

As per the ASYE Programme Guide and Handbook, Newly Qualified social workers on the ASYE programme should receive fortnightly supervision from both their team manager and advanced practitioner within the Centre for Professional Practice (CPP) team as group supervision sessions. This should be alternated between advanced practitioner and team manager. This frequency should be reviewed at the three and six month review meetings and be altered according to the needs of the newly qualified social worker.

Part time staff should receive supervision on a monthly basis, allowing discretion to reduce the duration of the supervision session to reflect the worker's caseload. Agency and temporary staff should receive the same frequency of supervision as permanent staff. Where a Supervisee or Supervisor is on annual leave, sick leave or on training for any length of time, it may not be possible to maintain monthly frequency. In this case, both parties must agree to meet at the next earliest opportunity and must ensure that **a yearly minimum of 10 monthly supervision sessions is maintained.**

Duration: Supervision sessions will normally last between 1 and 1.5 hours, sessions should be a minimum of one hour.

Venue: Supervision sessions should take place in a quiet, mutually convenient location, free from interruption, where confidentiality can be maintained. This is to be determined at the time the supervision agreement is completed.

Additional Guidance

- It is good practice, where possible, to record the supervision notes during the supervision session.
- Supervision notes may inform line management discussions were this is managed as a separate meeting and used to inform the supervisee's Performance, Review & Discussion (PRD). See **Appendix 1** for further details.
- Every formal supervision session should consider all cases subject to adult/child protection investigations.
- All casework related discussions and decisions should be recorded on the service user's electronic file in line with good recording practice using the Supervision Case Note. Supervision Case Notes located on the child's file section 3 and 4 should be completed during supervision
- The supervision discussion record (appendix 3) should refer to reflective discussions of case work and Supervision Case note records on the child's file should link to the Supervision discussion record date stored in the supervision file if further reflective exercises have been undertaken. This should be done with minimum duplication. The supervision discussion record and case note record must be consistent in content and outcome.
- Performance issues must be addressed by the supervisor as soon as they are identified (and where the supervisor is not the line manager, discussed with the line manager) so that clear targets for improvement and support actions can be established and minimise any potential impact on service delivery. In line with the 'Managing Performance at Work Procedure' the supervisee must be given the opportunity to improve their performance, **within a 12 week timescale**, before proceeding to the formal procedure. However, action should not be unnecessarily delayed or avoided especially if poor performance has escalated or where there is no evidence of improvement. For further details on managing performance please consult the link to the procedure in **Appendix 1**.
- It is the responsibility of all parties to ensure that the recording takes place correctly and in a timely manner. The manner with which each party contributes to capturing and transferring information is described in the supervision agreement.
- Whilst all matters discussed are recorded on the supervision record, those of a personal nature should be recorded separately with a note made on the supervision record of where they are kept.
- The supervision record should record any periods of absence. Managing sick absence is detailed further in the 'Attendance Management Policy and Procedure' in **Appendix 1**.

Reflective Practice

Reflective Practice is an essential part of supervision. Pioneered by Donald Schon, reflective practice involves thoughtfully considering experiences, whilst making a connection between knowledge and practice, under the guidance of an experienced professional within the discipline (Schon, 1996). In so doing, practitioners can better understand themselves to be able to build on existing strengths and take appropriate action in the future.

Why is Reflective Practice Important?

Social work is an extremely complex area with many variables and uncertainties. Reflective Practice helps to respond to the uniqueness of each situation, while developing generalised responses to 'familiar social work problems' (Lishman 2002). Reflective Practice should be evidenced using reflective practice theory in the reflective practice section of the supervision record. Reflective theories identified for use in supervision please see **Appendix 6**.

In completing the reflective practice element in the supervision discussion record, the supervisee should identify **1 or 2** cases that they would want to reflect over according to current worries and/or practice issues. The supervisee and supervisor should then agree on a reflective theory (Appendix 6) to use per case reflection.

The same reflective theory should not be used for each supervision session or each case reflection.

Using Theory and models of reflection

A wide variety of models of reflection have been developed to support professional practice in prompting different thinking. Using a model or theory creates a structured way of thinking, enabling workers to form clearer conclusions for change and improvements in practice. Practice reflection is to be recorded within the Supervision Discussion Record (**Appendix 3**) as directed. Here up to 2 cases should be explored using theory cards (**Appendix 1**). This is to be recorded and structured with the theory/model clearly referenced as per the theory card.

Using the 5 Anchor Principles

The case discussion sheets use Research in Practices 5 Anchor principles to promote clear and analytical thinking and/or assessments from supervisees and supervisors to develop clear plans for families and children.

Using the Anchor Principles support practitioners to:

- Explore the purpose of their intervention,
- Analyse the information they already hold; develop hypotheses that can assist in care planning and decision making
- Define clear outcomes and ways of measuring whether these have been achieved.

Appendix 5 shows further explanation and guidance of the Anchor Principles and how to use them within supervision.

9. After the Supervision Session

The supervisor must record the supervision discussion using the Supervision Discussion Record **Appendix 3**. The supervisor should complete the Supervision Case Note section 3 and 4 on the child's electronic file during supervision session with the supervisee. Once completed it is the supervisors responsibility to copy the completed supervision case note to any siblings.

The supervisor should share the completed Supervision Discussion Record (appendix 3) electronically with the Supervisee within **five working days** of the supervision session by email. The accuracy of the supervision session should be confirmed back to the supervisor by the supervisee within 1 working day of receipt. The record will be deemed as accepted when the email is sent and opened unless one party identifies a query and raises it with the other party immediately. Where one party wishes to make an amendment this should be discussed and amended as soon as practicably possible. Where a difference persists this should be recorded in a way that reflects the difference in views. If any party feels that further action is required, please refer to Section 11 – 'Disputes'. The supervision discussion record should be retained in an appropriately confidential supervisee folder on the 'O' drive and hard copies kept in the supervision files stored within agreed safe place.

10. Confidentiality

Supervision will usually be an activity between the member of staff and their line manager. However, the records arising from supervision are owned by the organisation: supervisors may need to discuss the content of supervision sessions with others and where appropriate this is done with the knowledge of the Supervisee. Examples of when this may occur include:

1. Line managers for quality assurance or performance purposes
2. Where it is necessary to invoke other internal policies and/or procedures
3. Internal Audit Services for compliance
4. Inspectors; Care Quality Council (CQC), OfSTED, Dept of Health (DoH).
5. Senior managers for legal or quality assurance purposes

Access to supervision records is controlled. Records must be stored in a secure place with appropriate 'access' and permissions in place. When a supervisee transfers to another post within the organisation, the supervision file will be transferred to the new supervisor. This action should be completed by the previous supervisor. When a person leaves the organisation, records will be retained in line with the retention document

11. Disputes

Any areas of disagreement between the supervisee and the supervisor should be openly explored between the parties and recorded on the supervision record. Where both a line manager and professional supervisor share the supervisory role any dispute should be

addressed firstly within a three-way meeting. Areas of disagreement that cannot be resolved within the supervisory relationship should be referred to the supervisor's manager. Issues of disagreement relating to case work or service users care should be appropriately recorded in both the supervision notes and within Supervision case note on the electronic case file. If a dispute cannot be resolved informally and is likely to escalate to a grievance then the issue must be dealt with in line the 'Grievance Policy and Procedure'. Details to the link can be found in **Appendix 1**. If the issue is one of professional practice the matter will also be referred to the Principal Social Worker.

12. Monitoring and Audit

In order to be effective, the supervision process must be supported by robust monitoring and quality auditing arrangements. Monitoring and audit will ensure:

- Standards of supervision as outlined in this document are being followed
- Staff are being supervised professionally and effectively
- Supervision sessions are being recorded appropriately and in an appropriate level of detail
- Supervision agreements are in place and regularly reviewed
- Supervision practice promotes equal opportunity and anti-discriminatory practice

Monitoring and audit will take place via the auditing process held within the Centre for Professional Practice.

- **Safeguarding** – safeguarding managers are required to regularly review a random selection of supervision records in order to ensure that organisational benefits are being achieved as part of their dip sampling audit process. The Principal Social Worker will also ensure that a consistently high standard of practice is achieved across all social work/social care services.
- **Internal Audit Services/External Inspection** - Internal audit services and external inspection examines compliance with policies and procedures via the Centre for Professional Practice. Internal Audit Services and external inspection will normally only have access to the supervision case note recordings located on the child's electronic file and not the complete, confidential Supervision Discussion Record.

APPENDICES

Appendix 1

List of Hyperlinks to Regulations/Standards Underpinning this Document

[Health Care Profession Council Standards](#)

[Practice Standards, Children's Services](#)

[Dudley Safeguarding Board \(children, young people, adults\)](#)

[Dudley Values and Behaviours Framework](#)

[Managing Performance at Work Policy & Procedure](#)

[Grievance Policy & Procedure](#)

[Performance Review & Development \(PRD\) Policy and Procedure](#)

[Managing Sick Absence \(Attendance Management Policy and Procedure\)](#)

And

[Attendance Management Support](#)

[The Assessed & Supported Year in Employment \(ASYE\) for Newly Qualified Social Workers Programme Handbook](#)

[Document Retention Procedure](#)

[Other Personnel Policies and Procedures](#)

to enter this onto the child’s electronic file under Record of Decision with headline of Supervision.

The supervisor will write up the supervision record during supervision; be responsible for ensuring it is shared and agreed with the supervisee; and for placing it on the supervision file.

It is the supervisee’s responsibility to read through the supervision discussion record and case discussion sheets to ensure it is correct to the discussions held within supervision and raise any concerns around recording.

General behaviour

Both parties will:

- Prepare for each session and ensure supervision is a priority; ensuring sessions begin and end in a timely way. Any cancellation/postponement should be negotiated and the session immediately rearranged as agreed.
- Be familiar with and understand the Directorate’s supervision policy and procedure.
- Ensure sessions are conducted in line with the Equal Opportunities policies of the Council, promoting equality of opportunity, and freedom from harassment, discrimination and bullying.
- Work together openly in identifying difference arising from each other’s backgrounds, ensuring any differences are recognised and responded to in a way that supports the intended outcomes of supervision for all concerned
- Treat each other with respect and deal with all matters professionally, ensuring there is a positive environment within which social work practice can be discussed, reviewed and challenged, and where reflective practice is encouraged and evidenced
- Ensure any areas of dissatisfaction or disagreement should be openly explored and recorded on the supervision record and only be dealt with as a dispute where either party remains dissatisfied. Use of the dispute process will be seen as a means to moderate and not in itself reflect negatively on either party.
- Ensure any performance issues are identified and addressed at an early stage.
- Treat information shared and recorded as confidential in line with the supervision policy. Access to supervision information and records will be restricted to the supervisor and supervisee, unless legitimately required by line management, Centre for Professional Practice or Inspectors.

Expectations of Supervisor:

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2.
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- 3.
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Expectations of the Supervisee:

- 1.
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- 2.
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- 3.
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Signatures

We agree that supervision will be given and received in accordance with this agreement and in line with Dudley MBC Supervision Policy & Procedure.

Supervisor:

Signed: **Print Name:** **Date:**

Supervisee:

Signed: **Print Name:** **Dated:**

Next Review Date:

(NB: This agreement should be reviewed by the supervisor and supervisee within the supervisee’s Professional Development Review and an updated copy signed and put on file)



Supervision Discussion Record

NB: this form is designed with formal and professional supervision in mind, but can be adapted for use with other forms of supervision. All sections must be addressed in formal and professional supervision).

Supervisee:

Supervisor:

Date:

| |
|---|
| <p>Health and Wellbeing</p> <p>Potential areas of discussion: Feelings (start of supervision and end of supervision) Annual Leave, TOIL, Issues at home impacting on work, appointments, sickness (triggers for) health and safety in job role</p> |
| |
| <p>Learning and Development</p> <p>Potential areas of discussion: Annual Review (PDR) (what currently working on, achieved or issues in achieving) Training booked on, attended or want to attend, mandatory training: Champions and areas of interest, Continuing Professional Development (CPD) and Audits</p> |
| |
| <p>Workload & Performance Management:</p> <p><i>Individual cases to be discussed and recorded on the child's electronic case file</i></p> <p>Potential areas of discussion: Scale of 1 to 10 how manageable case load is (0 not at all, 10 managed well with no issues and worker happy) snapshot of case load, including statutory and other case work, feedback from manager + / - ,</p> |
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Reflective Practice

Potential areas of discussion: Up to three cases using 1 or 2 theory models, record discussions
 See theory cards Appendix 6

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Review of Actions from previous Supervision

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Actions from today's Supervision

| What: | By Whom: | By When: |
|-------|----------|----------|
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| | | |
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| Date, Time & Venue of Next Supervision |
|--|

| Supervisee Comments | Supervisor's Comments |
|---------------------|-----------------------|
| Surprise - | Surprise - |
| Dissatisfaction- | Dissatisfaction- |
| Satisfaction - | Satisfaction - |

| | |
|---|-------------------------------|
| I agree this is a true record | I agree this is a true record |
| Supervisee: | Supervisor: |
| <i>NB: Signatories required for hard copy only. Email confirmation confirms the e-record.</i> | |

Other Forms of Supervision

- **Informal supervision** - occurs as and when needed or required by either party. Accountability for informal supervision rests with a supervisor and therefore decisions and records arising from informal supervision will be captured as with any form of supervision, and be part of supervision agreement.
- **Peer supervision** describes supervision on a peer-to-peer basis where responsibility for case work and other discussion is generally shared and occurs on the basis of mutual support and learning rather than that experienced in a line management arrangement. Accountability for peer supervision rests with a supervisor and therefore decisions and records arising from peer supervision will be captured as with any form of supervision, and be part of supervision agreement.
- **Group supervision** - like peer supervision involves other peers, but led by a supervisor. Accountability for group supervision rests with the supervisor and decisions and records arising will be captured as with any form of supervision and be part of supervision agreement.

Anchor Principles Guidance

Please note that this is for guidance only in completion of the Case Crib sheets and not all points are required / applicable within discussion of supervision sessions.

What is the purpose of our Involvement and/or Assessment?

Why we are involved and what we want to achieve

- What does the practitioner hope to achieve from their involvement?
- What might the family and child be hoping for or worried about?
- What might the organisation be hoping for or worried about?
- How might the child feel about doing direct work or assessed?
- How might the parent feel about being assessed?
- How might the practitioner feel about doing direct work or carrying out an assessment?
- Is there a different way to achieve an understanding of the situation?
- Is all the information collected relevant and useful?
- What approach may the practitioner need to take to engage the child and/or family?

What is the Child's story? *You are thinking about the child's journey and whats happened so far...*

- What do we know has happened to the child or around the child?
- What are the facts?
- What do we know the child's lived life to have been like?
- Are there any grey areas or unknowns?
- What would be the story from the viewpoint of the child themselves?
- What would be the story from the viewpoint of a parent/carer or another professional?

What does the story mean? *Here you are analysing the story*

- What is it that you think is causing the issues in the family or for the child? Build your hypotheses – what are the alternative explanations?
- What do we know about impacts of stories like these? Think about research and theories
- What can we do to test our hypotheses or the meaning of the story?
- What levels of resilience does the child have?
- What would the child say about the meaning of their story to them?
- Are there any meanings that may have been missed? E.g. religion, gender, ethnicity?
- What or Who is helping the child grow well?
- What and who is holding the child back?

What needs to happen? *This is the planning stage*

- What will be the best outcome?
- What will be the worst outcome?
- How are we going to get there?
- What would the child say?
- What would the family say?
- How will this help the current situation?
- What would have to happen for the practitioner not to be involved with the child or family?
- Does everyone agree what needs to happen next?
- Is the child and family clear on what needs to happen next?
- What would you do if this situation arose again?

How will we know when we are making progress? *Reviewing effectiveness of intervention and plans*

- How does the practitioner feel about progress?
- What would you have hoped would have happened by now?
- What is different from when we first became involved?
- How does the practitioner know that their work/involvement is helping?
- How the child is's lived life different this week?
- What is the practitioner still worried about?
- What is the family still worried about?
- What is the child still worried about?
- Does the practitioner know what will happen to the child if there has been no progress?
- What is the plan to challenge if there is no change for the child?
- Have the hypotheses been disproved?
- Did the practitioner intervene based on the wrong need?
- Was the right meaning given to the story?

Appendix 6

Reflective Theories / Models for use within Supervision

It is advised that Supervisors print hard copies of the theory cards to be used in supervision sessions for ease.

[Reflective Supervision Theory Cards](#)