

Children's Social Work and Case Holding Practitioner Supervision Policy

Supervision Policy & Associated
Documents – 1st April 2019

Children’s Social Work and Case Holding Practitioner Supervision Policy

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SCOPE OF THIS CHAPTER

This chapter describes Rochdale Children's Social Care arrangements for the professional supervision of all social work practitioners and managers and guidance for the supervision of other case holding practitioners and managers.

LEGISLATIVE FRAMEWORK AND STANDARDS

HCPC Standards of Proficiency for Social Workers in England (2017).

General Data Protection Regulation (2018).

DfE Social work post-qualifying standards: knowledge and skills statements (May, 2018)

LGA Standards for Employers of Social Workers (2014). Standard 5.

The Munro Review of Child Protection (July, 2011).

The Social Work Reform Board (2011).

High Expectations, High Support and High Challenge, (Ofsted, 2012).

Joining the Dots... Effective Leadership of Children's Services (Ofsted, 2015)

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1. Background

Supervision has been described as the foundation of good social work practice in national reports and publications. Lord Laming's 2009 Review of Child Protection in England, Professor Eileen Munro's 2011 Review of Child Protection and the final report of the Social Work Task Force in 2011 all championed the use of effective supervision as a means of improving decision-making and outcomes for children, young people and their families. Furthermore, the 2012 Ofsted report 'High Expectations, High Support and High Challenge' and the 2015 Ofsted report 'Joining the Dots...Effective Leadership of Children's Services' emphasised the key role that supervision has in delivering high performing services leading to better outcomes for children, young people and their families. Supervision is also recognised as a tool to ensure accountability and supporting professional development.

2. Purpose

In recognition of the national context, Rochdale Borough Council is committed to:

1. The ongoing development and improvement of supervision in order to effect the necessary change and create positive outcomes for children, young people and their families who are in receipt of their services;
2. Meeting the need for all of its staff members to receive good quality supervision which is of an equitable standard across the service.

This document will provide a framework for the supervision of all case holding practitioners and managerial staff working for the Children's Services. This standard sets out how staff can expect to be supervised and provides supervisors with the key elements needed to supervise staff effectively.

3. Applicability

This guidance applies to all case holding practitioners and managerial staff within Rochdale Children's Services. This is irrespective of whether practitioners / managers are employed on a temporary (including agency staff and students), permanent, full time or part time basis.

4. Roles and Responsibilities

The Assistant Director's for Children's Services have overall responsibility for ensuring that supervision is managed appropriately in accordance with these agreed standards.

The Children Services Senior Management Teams are collectively responsible for:

- Directing and reviewing this standard;
- Publishing and promoting the adoption of this standard;
- Ensuring compliance with this standard.

All Children Services managers of case holding practitioners are responsible for implementation of this standard.

All Children Services case holding staff staff are responsible for familiarising themselves with, and ensuring that they comply with this standard.

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5. What is Supervision

Supervision is a two way, regular and ongoing process to ensure effective service delivery which is child and family centred, but also meets the expectations of the organisation.

The process should also include supporting staff in their personal and professional development to build a safe and effective workforce.

Good supervision *“takes place in an environment and relationship that feels safe, both to the supervisor and supervisee. It is emotionally supportive, but challenges practitioners to truly reflect of their practice and the needs of children and their families that they are supporting.*

Effective supervision relationships allow practitioners to develop personally and professionally through trust, honesty and empathy. When done well, supervision contributes to how staff performance is managed, and includes practice development and teaching and coaching”

(Yvette Stanley, Ofsted, Supervision and effective social work practice” October 2018)

6. Functions of Supervision

In recognition of the Standards for Employers of Social Workers in England and Supervision Framework there are four main functions to supervision, which are as follows:

6.1 Quality of decision making and interventions

This function is to ensure that there is focus on the challenges faced by Social Workers in carrying out their work. Within the context of supervision this would include:

- Reflection on what has been done, plans for future interventions and actions;
- Discussions on improvements in practice;
- A focus on protecting the public and delivering effective services;
- Reflecting on caseloads, the dynamics of working with families and the emotional and physical impact on Social Workers.

Reflective and challenging supervision which encourages staff to think differently and creatively and pays attention to the impact of the case and the work on the practitioner is essential to safeguarding and should operate at all levels. It needs to help practitioners to think, to explain and to understand, with the overriding priority being a focus on the lived experience of the child”.

Helen Lincoln – Director of Family Operations (Essex)

6.2 Line management and organisational accountability

This function provides mutual organisational accountability between the employer and the employee on behalf of the public. Within the context of supervision this would include:

- Evaluation of the job and the organisational effectiveness;
- Appraisal;
- Monitoring the health of the supervisee and referral to occupational health where appropriate;
- Consulting and briefing staff in changes and developments affecting their area of work;
- Briefing senior managers about key issues and challenges to undertaking the role and related functions effectively.

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6.3 Caseload and work management

This function considers caseload and workload management. Within the context of supervision this would include:

- Monitoring the quality and quantity of work being done;
- Time available to work with children and families directly;
- How workers can be supported to manage time more effectively;

6.4 Identification of personal learning, career and development opportunities

This function focuses on the developmental needs of the supervisee. Within the context of supervision this would include:

- Monitoring and promoting continuing professional development;
- Maintaining social work registration (HCPC);
- Career development advice;
- Obtaining training opportunities and further qualifications;
- Maintaining a Personal Development Record of training and career development opportunities

The four functions are interdependent and need to form part of supervision. If the supervision were to focus solely on the line management and organisational accountability functions then this would potentially leave the supervisee feeling micro-managed and with a view that the role of supervision is to simply be checked upon.

Supervision needs to move beyond checking and accountability and become a process whereby the worker is able to reflect and learn from their experiences in order to inform their future practice.

*"Supervision should be open and supportive, focusing on the quality of decisions, good risk analysis and improving outcomes for children rather than meeting targets."
(Laming, 2009, paragraph 3.15).*

The above four standards are key and relevant functions of quality supervision across all disciplines of case holding professionals working with children, young people and their families.

7. Supervision Agreements

Creating a supportive supervision environment where trust and confidentiality are maintained is essential, and supervision agreements can help to support this process. The supervision agreement establishes a basis for which the supervisor and supervisee will work together during supervision sessions. The establishment of a set of "ground rules" will clarify the rights and expectations on both sides in order to create a safe, secure and effective supervisory setting.

The supervision agreement includes:

- The frequency and duration of supervision;
- Specific responsibilities of both supervisor and supervisee;
- The recording of supervision;
- The arrangements for any informal or unplanned supervision;
- The practical arrangements (the process if supervision has to be cancelled and/or rearranged);
- The arrangements for agenda setting;
- Any specific issues relating to individual supervisees.

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Children Services case holding staff will use the supervision agreement template that is attached to this document as **Appendix 1 - Supervision Agreement**.

All supervisors and supervisees will be expected to sign a supervision agreement. The supervision agreement will be signed within the first four weeks of employment. For existing staff members the supervision agreement will be signed at the next supervision following the introduction of this policy.

Supervision agreements will be reviewed as a minimum on a yearly basis to ensure that they are up to date and reflect the needs of the supervisee. However, it is recognised that there may need to be more frequent updates in line with individual requirements.

Supervision agreements should be saved electronically and stored securely where only managers have access. A paper copy should be signed by both parties and then scanned and placed in the secure electronic file.

8. Minimum Frequency for Supervision

The frequency of formal case and personal supervision will be dependent on the length of time that individuals have been employed within Children's Services:

1. *Social Workers in their assessed and supported year of employment* - social workers who are in their Assessed and Supported Year of Employment (ASYE) will have supervision for 90 minutes on a weekly basis for the first six weeks. Following a six week initial meeting, Newly Qualified Social Workers (NQSW's) will receive supervision on a fortnightly basis, for a period of six months. After this six month period the supervision will change to 90 minutes once per calendar month. NQSWs will also be allocated a mentor to help develop their practice through a monthly reflective discussion. This frequency will ensure that the supervisee is receiving adequate support from their new employer and is able to develop an effective supervisory relationship from the outset;
2. *Practitioners, including social workers who have progressed beyond NQSW* - will be supervised at a rate of once per calendar month for a minimum of 90 minutes;
3. *Students* - students will receive supervision in line with HEI recommendations

There may be particular circumstances that result in the supervisee requiring more than the agreed minimum levels of supervision, e.g. due to the emotional impact of particular casework, the complexities of a particular case or specific learning and support needs. This will be agreed between the supervisor and supervisee.

9. Agenda for Supervision

Within this policy there is an agenda for *personal supervision* and *case supervision*. In case supervision it is not expected that each case will be considered at each supervision session, because this policy recognises that on some cases, there may not have been any significant developments since the last supervision. However, it is expected that at every supervision meeting a record is made of which cases are considered and which cases are not, on the personal supervision record, so that the supervisor and supervisee can be sure that each case is considered within a timescale appropriate for the case. Each case will be considered in supervision at a minimum frequency of three monthly, with greater frequency as required.

There is a balance to be struck between ensuring that the requirements of Rochdale Borough Council are met and for supervision to be flexible and creative. Being overly prescriptive will inevitably lead to dissatisfaction amongst workers, however, it is expected that there will be an agenda for each supervision meeting, so that discussion is focused and all key elements are considered.

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"Case supervision should provide an opportunity for challenge and critical reflection, which is the best safeguard against over-optimism and the development of risk adverse practice. Professional Support (personal) supervision should focus on helping staff manage the complex and emotionally challenging situations that arise in working with families. This both reduces the likelihood of there being a harmful effect on the work and worker and ensures that information gained using reflective discussions is integrated into their understanding of the child's experience".

Helen Lincoln – Director of Family Operations (Essex)

10. Personal Supervision

It is important that *personal supervision* is given the same priority as *case supervision*. This is to ensure that the supervisee is being supported in their career development and ensuring that they have access to training to enhance their practice.

Personal supervision should also serve to acknowledge the emotional impact of the work we do.

As Munro states:

"The emotional dimension of working with children and families plays a significant part in how Social Workers reason and act. If it is not explicitly addressed and discussed then its impact can be harmful".

In addition, employers need a forum where the quality of practice can be scrutinised, staff member's development needs to be explored, and workers given the opportunity to:

- Manage anxiety;
- Consider how their own biases and beliefs may be affecting practice;
- Reflect on the dynamic of the interaction between themselves and those using the services;
- Use their intellectual capabilities to form professional judgments, decisions and plans.

Personal supervision should be the focus for the first part of the supervision meeting. The discussion should be recorded using the personal supervision record template, which is attached at **Appendix 2 - Personal Supervision**. The following Agenda items should be considered during personal supervision:

- Personal discussion (*enabling the worker to discuss the emotional impact of the work they carry out and support they may benefit from. Include any difficulties the worker is currently facing and how they can be supported*);
- Quality of practice (*what's going well, and how do we know*);
- Professional development discussion (*include links to the Annual Review, reading, research, training, learning and development, career progression informed by application of KSS, feedback from children and families and other professionals and how all these examples can influence future practice*);
- Leave/TOIL/absences from work (*include recording TOIL accrued, compassionate leave etc*);
- Staff and team discussion (*could include staff dynamics, staffing levels, team development, and issues of resourcing which may impact on staff and practice*);
- Health & safety (*includes lone working issues, resources to complete work, occupational health etc*);
- Equality (*includes identifying possible discrimination in the workplace with regards to disability, gender, sexual orientation etc. Concerns regarding lack of opportunities to progress etc*);
- List the cases which have been discussed in case supervision (*include ID numbers, and confirm that a clear plan of purposeful intervention has been agreed*);
- Planning for the next meeting (*what do we hope to achieve over the next month – this will be the basis for discussion that is practice and outcome focused next time*);
- Any other business (self-explanatory).

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In completing the personal development supervision record it is important that actions should have a date assigned to them and it must be clearly recorded who is responsible for completing them. Where details of personal circumstances are discussed they need to be recorded but it is important that the supervisor gives due consideration to how and what is written. Once confirmed and agreed between the supervisor and supervisee at the end of the supervision meeting or prior to the next meeting taking place, the personal supervision record should be stored electronically in accordance with the General Data Protection Regulation (GDPR).

11. Case Supervision

Formal case supervision should form the second part of the supervision meeting. It should follow Rochdale Borough Council’s supervision agenda. Refer to [Appendix 3 – Case Supervision](#)

The agenda items will help to evidence what progress is being made on a particular case and what the outstanding issues are that need to be considered. The supervision will not only enable the supervisor and supervisee to ensure that statutory requirements are being met but also enable the supervisee to reflect on their practice and learn from their experiences to inform future practice and decision making.

It is recognised that not all agenda items will be relevant to each case. The responsibility of deciding which agenda items are relevant on each case rests with the supervisee and supervisor and is decided at the outset of the discussion.

The following items will form the agenda in case supervision:

- Review previous actions;
- Case analysis / reflection (*what is working well and what we are worried about. Evidence of reflection and analysis*);
- Child and family views (*what does the child and family want to achieve through our involvement; how are the child’s views central to their assessment and plan*);
- What we are going to do next (*specific decisions and actions that have been made as a result of the supervision, setting out who is responsible and timescales – confirming any broader learning points*);
- Compliance with statutory requirements, including key dates (*non-compliance should also be noted and the reasons given*);
- Quality assurance and performance management (*including evidence of the supervisor’s examination of files within supervision or, feedback from quality assurance activities such as audit or disputes raised by the Practice Improvement Team and Safeguarding Children Unit*).

Recording of reflective supervision

Reflective supervision is the activity within the supervision session whereby the supervisor asks the supervisee to reflect on certain situations that may require a deeper understanding of how human behaviour and our own interactions with others are having an impact on those situations.

“Good social work practice requires forming a relationship with the child and family and using professional reasoning to judge how best to work with parents. The nature of this close engagement means that supervision, which provides the space for critical reflection, is essential for reducing the risk of errors in professionals’ reasoning.”

Munro 2011

Discussions about the worker-client relationship which reflect on the planning process are important as they demonstrate the thinking behind decisions taken e.g. risk analysis should be recorded within the [case supervision](#) record and not on the supervisees personal supervision record.

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It is acknowledged that not all casework discussions require a reflective approach as some discussions just need a management decision or just confirmation that the work is on track with some suggestions made.

However, in certain circumstances, the discussions need to be more reflective and will always inform why certain decisions are taken thereby providing a context to the reader of the file on why those decisions were made.

An example of this would be a discussion about a child who has been on a child protection plan for over 12 months – this could be posed as the dilemma. The supervisor may explore with the supervisee what they think is happening for the child, their parents, partner agencies and the worker themselves, then go on to explore what the same people may feel about what is happening, and then how they make sense of what is happening. It may then be helpful to move on to explore what each person hopes will happen next and what are the plans to achieve this, what are the strengths in the plan and obstacles to overcome. This reflection enables the worker to step 'outside' of their work and re-examine the work plan, it may lead to a reassessment of the risks in order to establish if the plan should end or be taken down an alternative route. As an outcome of the reflection an alternative plan or a different focus may be agreed. **Kolb's cycle – example of reflective supervision - Appendix 4.**

Recording of this reflective discussion should be on the **case supervision record** and placed on the child's case file. However, it is important that the supervisor makes the link on the supervisee's own supervision file that a reflective discussion took place. This would allow any auditor of the supervision file to be signposted to the case file that would evidence the reflective nature of the supervision on that occasion.

A statement against the case file number on the **personal supervision** record such as "reflected on plan" would be sufficient.

Supervision files will be audited to ensure reflective supervision takes place as required and that the auditor is able to track the evidence from the personal supervision record directly to the case file.

The supervisor may explore issues that are external to the worker-client relationship that may have an influence on how we work. This may be related to situations outside of the workplace e.g. family trauma, or situations within the workplace e.g. team dynamics or organisational change.

Recording of issues that are external to the worker-client relationship must not be recorded on the child's case record. However, the supervisor may make a summary reference to the issue within the worker's **personal supervision record** e.g. "discussed X's position in the team and how the dynamics were affecting her/his ability to perform adequately; agreed actions to mitigate this." In some cases it may not be appropriate to record any or all of the conversation. In other cases it may be appropriate, as the supervisor may wish to follow up on any agreed actions of either party in order to ensure the issue was being dealt with.

12. The Recording of Supervision

The recording of the supervision is the responsibility of the supervisor and it is important that the following standards are met:

- The supervision record follows the Rochdale Borough Council supervision agenda as applicable;
- The content of supervision is detailed enough to ensure that the issues can be understood, that decisions made are evidence based, and that the record is helpful to the practitioner;
- A copy of the Personal Supervision and Case Supervision Record is saved in the supervision records folder on the V drive.

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12.1 Case Supervision

All case supervision must be recorded on the child's electronic record (LCS) within case notes. The type of contact is to be selected as **Management Supervision** and the details from the saved word document are to be copied and pasted across into the **detail** section of the case note.

The supervision records should be recorded on the child's electronic record within five working days of the supervision taking place. This recognises that good reflective supervision may not take place at the same time as typing the record.

It is important that case supervision is recorded on to the electronic record in a timely fashion so that in circumstances such as the absence of a supervisee or supervisor, another worker can pick up the case and have an up to date understanding of what has been happening. It also ensures that decisions and actions resulting from a case supervision are formally recorded at the point of supervisees acting upon these decisions.

The case supervision must be verified by both the supervisor and supervisee. Once the Manager has completed the supervision record they will insert their electronic signature and forward it to the practitioner for their electronic signature to be included and returned to their Manager. It is at this point if the practitioner has concerns about the supervision record that they should raise it with their manager and agree the wording of the record. The verification process is the equivalent of an electronic signature and therefore is the process by which there is accountability for the decisions and actions which have been taken on a case.

12.2 Informal case supervision

There is recognition that often, supervisees request advice or decisions on a case within informal settings such as phone calls, whilst making coffee etc. It is important that where significant decisions are made in these informal settings, they are still subsequently recorded on LCS. This is important in order for there to be a formal record of the decisions being made. This process also evidences the support that supervisees are being given with their cases.

A record of all informal decisions must be made on the child's case record; with the manager providing advice ensuring this is done. Each time the manager provides informal case supervision, they must confirm with the supervisee who will record the informal supervision on file. If the manager has not made the record and signed it, they must subsequently check the accuracy of the record and provide their authorisation.

There will be times where a supervisee requires a decision in the absence of their supervisor. In these instances the manager should ensure that they record the decision made as outlined above and send an alert to the appropriate supervisor.

13. The Cancellation of Personal and Case Supervision

Supervision is a joint responsibility and both supervisor and supervisee should honour the appointments that have made. It is recognised that there are some particular instances where supervision will need to be cancelled and rescheduled due to an emergency or due to staff absence.

If supervision does need to be cancelled then it is important that a further date for the subsequent supervision is agreed at the point of cancellation. This ensures that there is no delay and evidences that supervision is being valued. A record must be made of any rearrangements made.

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Where a supervisee is on sick leave then the steps above should be taken but it is recognised that a rescheduled date cannot be entered. Instead, it should be recorded that a further supervision date will be arranged within five working days of the supervisee's return to work.

When a supervisor is on sick leave then the steps above should be recorded by one of the other supervisors within the service. It is recognised that a rescheduled date cannot be entered in these instances and instead, it should be recorded that a further supervision date will be arranged within five working days of the supervisor's return to work.

14. Annual Review Frequency / Timing

The Annual Review will be completed within the second quarter of every financial year. A progress review should take place six months after the Annual Review and be recorded on the V drive by the manager undertaking the review. At the end of the "window of time" within which the individual annual review, and six month progress review has been completed, the relevant Head of Service will submit a record of the key themes to the Workforce Forum as the training needs analysis for the service, in order to inform the training and development calendar.

Further information on the Annual Review Policy and Procedure can be found on the [Children's Service Workforce Development Web Portal](#) on the Rochdale Borough Council Intranet.

15. Confidentiality and Access

Whilst supervision offers a private area to discuss cases and personal circumstances the supervision records cannot be entirely confidential. Supervision records are the property of Rochdale Borough Council. There will be occasions where supervisors will need to discuss the content of supervisions (both case and personal) with others, such as their own line manager, Human Resources etc. This should always be with the knowledge of the supervisee.

Reasons why records may need to be accessed are for quality assurance purposes, disciplinary purposes and Ofsted inspections.

Electronic copies of both [case and personal supervision records](#) should be kept by both parties. These will be accessible to the supervisee and their line manager, and also to the line manager's line manager, throughout the organisation to ensure a clear line of sight from the top of the organisation to the front line. This will not include line manager's access to peer's supervision, unless specifically agreed with their line manager, for example as part of an agreed plan to cover long term sickness absence arrangements. The finalised personal and case supervision record should always be a scanned copy; this is to safeguard both the supervisor and the supervisee in the case of investigations (e.g. disciplinary or complaint) and to ensure that documents are not altered in any way.

16. Quality Assurance

In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that the standards of supervision as outlined in this document are being followed:

- Staff are being supervised effectively and at regular intervals;
- Supervision sessions are being recorded on the appropriate template;
- Individual Supervision Agreements are being developed, reviewed and used;
- The supervision process promotes equal opportunities and anti-discriminatory practice.

The quality assurance arrangements involve:

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- Audits of a random selection of supervision files on a quarterly basis, with each workers supervision record audited at least twice annually;
- Discussion during supervision, for example, between Head of Service and Practice Manager, about the Practice Manager's practice in supervising their staff;
- Sharing examples of good practice.

17. Complaints

If the supervisee is dissatisfied with supervision then in the first instance, this should be discussed with their supervisor to endeavour to resolve the issues. If agreement cannot be reached in this way then the supervisee must raise the issue with the manager of their supervisor.

18. APPENDICES

18.1 Appendix 1 - Supervision Agreement.

Rochdale Children's Services: *Supervision Agreement Pro-forma*



Name of supervisee: -----

Name of supervisor:-----

Team: -----

The Council's Expectations: Rochdale Borough Council expects planned supervision sessions to take place in accordance with the details below and it is the joint responsibility of both parties to ensure that they take place as agreed. It is the responsibility of the supervisor to timetable supervision sessions at appropriate intervals at the beginning of each twelve month period. Supervision should be prioritised and where sessions are missed they should be rearranged as quickly as possible. Timetabling will include the practitioner's Annual Review which will form part of the planned supervision sessions.

The key purposes of supervision are:

- To enable the practitioner to perform to the standards and within policy and legislation as specified by the Council
- To ensure shared accountability for the work undertaken by the practitioner
- To assist and guide the practitioner's professional development
- To support work and address the emotional impact of the work where appropriate
- To provide regular feedback to the practitioner

Appropriate content for **personal supervision** includes:

- Personal discussion (*enabling the worker to discuss the emotional impact of the work they carry out and support they may benefit from. Include any difficulties the worker is currently facing and how they can be supported*);
- Quality of practice (*what's going well, and how do we know*);
- Professional development discussion (*include links to the Annual Review, reading, research, training, learning and development, career progression informed by application of KSS, feedback*

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- *from children and families and other professionals and how all these examples can influence future practice);*
- *Leave/TOIL/absences from work (include recording TOIL accrued, compassionate leave etc);*
- *Staff and team discussion (could include staff dynamics, staffing levels, team development, and issues of resourcing which may impact on staff and practice);*
- *Health & safety (includes lone working issues, resources to complete work, occupational health etc);*
- *Equality (includes identifying possible discrimination in the workplace with regards to disability, gender, sexual orientation etc. Concerns regarding lack of opportunities to progress etc);*
- *List the cases which have been discussed in case supervision (include ID numbers, and confirm that a clear plan of purposeful intervention has been agreed);*
- *Planning for the next meeting (what do we hope to achieve over the next month – this will be the basis for discussion that is practice and outcome focused next time);*
- *Any other business (self-explanatory).*

Appropriate content for case supervision includes:

- *Review previous actions;*
- *Case analysis/reflection (what is working well and what we are worried about. Evidence of reflection and analysis);*
- *Child and family views (what does the child and family want to achieve through our involvement; how are the child's views central to their assessment and plan);*
- *What we are going to do next (specific decisions and actions that have been made as a result of the supervision, setting out who is responsible and timescales – confirming any broader learning points);*
- *Compliance with statutory requirements, including key dates (non-compliance should also be noted and the reasons given);*
- *Quality assurance and performance management (including evidence of the supervisor's examination of files within supervision or, feedback from quality assurance activities such as audit or disputes raised by the Practice Improvement Team and Safeguarding Children Unit).*

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Supervision Agreement Record

This agreement is a record of our joint commitment to supervision to ensure that one-to-one supervision is a key management support to drive effective practice.

Making Supervision Work:

This section should be used to reflect our shared understanding and commitment to good quality, strength and relationship based support and supervision.

Supervisee to complete:

What I want from you as a supervisor:

What I will contribute as a supervisee:

Supervisor to complete:

What I want from you as a supervisee:

What I will contribute as the supervisor to make this work:

Frequency:

Location:

Recording arrangements:

Supervision file storage and access arrangements:

Supervision recording policy has been discussed and understood: Yes / No

If 'No', state when will this be completed:

Limits to Confidentiality have been discussed and understood: Yes / No

If 'No', state when will this be completed:

Permitted interruptions:

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Cancellation arrangements:

Other forums and processes:

It is likely that the supervisee will require contact with the supervisor on an ad hoc basis, between planned sessions. It will be the responsibility of both parties to ensure that these discussions are included in the record of supervision as agreed below:

In addition, where appropriate, some tasks of supervision will be carried out through group processes such as team meetings and development sessions. It is important that attendance at these meetings is appropriately prioritised as agreed below:

Disagreement Arrangements: In the event of a disagreement, this should in the first instance be discussed between supervisor and supervisee. If it cannot be resolved then the Manager/Senior Manager should be asked to assist in resolving the difficulties between both parties.

This supervision agreement will be reviewed and updated annually

Signature of supervisee:

Signature of supervisor:

Date agreement completed:

Review date:

18.2 Appendix 2 - Personal Supervision.

Rochdale Children's Services:
Personal Supervision Record



Staff member:

Supervisor:

Date of Meeting:

Agenda items:

1. Personal discussion - *(enabling the worker to discuss the emotional impact of the work they carry out and support they may benefit from. Include any difficulties the worker is currently facing and how they can be supported)*

2. Quality of practice – *(what's going well and how do we know)*

3. Professional development discussion- *(include links to the Annual Review, reading, research, training, learning and development, career progression informed by application of KSS, feedback from children and families and other professionals and how all these examples can influence future practice)*

4. Leave/TOIL / absences from work
(include recording TOIL accrued, compassionate leave etc)

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5. Staff and team discussion – *(could include staff dynamics, staffing levels, team development and issues of resourcing that may impact on staff and practice)*

6. Health & safety- *(includes lone working issues, resources to complete work, occupational health etc)*

7. Equality - *(includes identifying possible discrimination in the workplace with regards to disability, gender, sexual orientation etc. Concerns regarding lack of opportunities to progress etc)*

8. List the cases which have been discussed in case supervision - *(include ID numbers, and confirm that a clear plan of purposeful intervention has been agreed)*

9. Planning for the next meeting – *(what do we hope to achieve over the next month – this will be the basis for discussion that is practice and outcome focused next time)*

10. Any other business – *(self explanatory)*

Future Agenda Items:

Date of Next Meeting:

Supervisee signature:

Supervisor signature:

18.3 Appendix 3 – Case Supervision

Rochdale Children's Services:
Case Supervision Record



Name of Child:

ID Number:

1. **Review previous actions** (in order to review previous actions supervisors should copy and paste actions that were recorded from the previous supervision record and assess progress made)
2. **Case analysis / Reflection** (*what is working well, and what we are worried about. Evidence of reflection and analysis*)
3. **Child and family views** (*what does the child and family want to achieve through our involvement – how are the child's views central to their assessment and plan*)
4. **What we are going to do next** (*specific decisions and actions that have been made as a result of supervision, setting out who is responsible and timescales – confirming any broader learning points*)
5. **Compliance with statutory requirements, including key dates** (*non-compliance should also be noted and the reasons given*)

Children's Social Work and Case Holding Practitioner Supervision Policy

6. **Quality assurance and performance management** (*including evidence of the supervisor's examination of files within supervision or, feedback from quality assurance activities such as audit or disputes raised by the Practice Improvement Team and Safeguarding Children Unit*).

Name of Supervisor:

Name of Supervisee:

Date:

Children's Social Work and Case Holding Practitioner Supervision Policy

18.4 Appendix 4 – Kolb's cycle - Reflective Case Supervision example

Step 1:

The dilemma – this child has not made the progress we would expect despite being on a child protection plan for 12 months?

Step 2:

- What do we think is happening for this child (exploring the experience from other view)
- What do we think is happening for the parents (exploring the experience from other view)
- What do we think is happening for the other partner agencies? (exploring the experience from other view)
- What do we think is happening? (exploring the story from our point of view)

Step 3:

- How does the child feel about what is happening (exploring emotions from other view)
- How does the parent feel about what is happening (exploring emotions from other view)
- How do the partner agencies feel about what is happening? (exploring emotions from other view)
- How do we feel about what is happening? (exploring our own emotions)
- What impact are these feelings having on the progress of the case?

Step 4:

- How does the child make sense of what is happening for them? What past experiences do they have that is informing their understanding of what is happening now?
- How do the parents make sense of what is happening? What past experiences do they have that is informing their understanding of what is happening now?
- How do other agencies explain or understand what is happening in this case? What past experiences do they have that is informing their understanding of what is happening now?
- How are you explaining and making sense of what is happening in this case? What is past experience or practice wisdom telling you? What information are your own beliefs and values telling you about this situation? What evidence and research are you drawing on? What models and tools are you using?

Step 5:

- What does the child hope will happen next?
- What do the parents hope will happen next?
- What do the partner agencies hope will happen next?
- What do you hope will happen next?

What plans are in place to achieve this? What are the strengths you can draw upon to make this happen?

- IN the child?
- IN the family?
- IN partner agencies?

What obstacles will have to be overcome?

- For the child?
- With the family?
- By partner agencies?

18.5 Appendix 5 – Supervision Audit Tool

**Children’s Services –
Supervision Audit Tool**



The purpose of this audit tool is to ensure that all staff receives supervision in accordance with the supervision procedure of Rochdale Borough Council

The audit involves two stages:

1. **The personal supervision record must be reviewed as part of the audit process**
2. **The case supervision record must be reviewed as part of the audit process**

Name staff member		Name of Practice Manager	
Service Area		Team	
Auditor:		Date of Audit:	

IF YOU ARE CONCERNED THAT ANY CHILD MAY BE AT RISK OF HARM, YOU MUST REFER THE CASE TO THE QUALITY ASSURANCE LEAD AND YOUR SERVICE MANAGER.

THIS AUDIT TOOL IS FOR HEADS OF SERVICE.

Audit Question	Yes/No	Comments
<p>Does the worker have a supervision folder? <i>Standard: All workers should have their own supervision folder</i></p>		
<p>Is there a supervision agreement? <i>Standard: All workers should have a supervision agreement which addresses frequency, location, content, dealing with disagreements, recording etc</i></p>		
<p>Has there been a review of the supervision agreement? <i>Standard: The agreement should be reviewed after the probationary period and thereafter at least annually</i></p>		
<p>Is the schedule of supervision appropriate? <i>Standard: Supervision is held at least 4 weekly and is commensurate with worker's length of service, skills and knowledge base</i></p>		
<p>Is there evidence of case evaluation and analysis, as well as reviewing the outcomes of the previous decisions and actions? <i>Standard: Supervision will set tasks and targets that are SMART and outcomes focussed</i></p>		
<p>Is supervision reflective in nature, exploring the impact of workers emotions and thoughts in respect of the case? <i>Standard: All staff should be encouraged to reflect on practice and evidence this in supervision re case work and planning</i></p>		
<p>Is there evidence that professional and personal development is addressed? <i>Standard: CPD/appraisals, including observations of practice, joint visits, meetings, identified training needs are undertaken etc</i></p>		
<p>Are any performance or conduct concerns noted?</p>		
<p>Sickness absence & A/L <i>Standard: Supervision to address absence, leave, TOIL etc</i></p>		
<p>Judgement of the quality and effectiveness of supervision</p>	Outstanding/Good/Requires Improvement/Inadequate	
<p>Comments/Improvement Plan</p>		