SUPPORTING EFFECTIVE SUPERVISION IN PRACTICE
Policy and Guidance

Document Control Information
Version: 3 Final
Date Revised: 09-03-18
Date for review: 09-09-18
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To deliver this vision we must support our children’s practitioners to be the best they can be for the families, children and young people of South Gloucestershire.

“We are all professionally accountable to ensure that Supervision is successfully delivered and received, making a positive impact on children and young people’s lives. “Be the change you want to see in the world” (Mahatma Ghandi)

Lord Laming concluded that supervision is the cornerstone of good social work practice. It is vitally important that social work is carried out in a supportive learning environment that actively encourages the continuous development of professional judgment and skills. Regular, high quality, organised supervision is critical.

- This Policy and Guidance outlines South Gloucestershire’s commitment to ensure that all operational workers in children’s services have access to regular, robust, monthly supervision that will underpin their practice, support career progression and development, and enable children, young people and their families to secure good outcomes.
Good Quality Supervision should be a learning experience that enables the practitioner’s development, ensures care planning and interventions are as safe as they can be avoiding drift and delays. Enabling children, young people and their families to only be subject of statutory intervention when they should be in terms of needs and risks identified.

*The following is a summary of the policy and guidance document attached.*

<table>
<thead>
<tr>
<th>Children’s Supervision Practice South Gloucestershire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisee</strong></td>
</tr>
<tr>
<td>A Learning culture requires us all to:</td>
</tr>
<tr>
<td>• Be clear about our values and moral purpose</td>
</tr>
<tr>
<td>• Be Prepared</td>
</tr>
<tr>
<td>• Have high expectations</td>
</tr>
<tr>
<td>• Offer High Challenge and High Support</td>
</tr>
<tr>
<td>• Think the unthinkable</td>
</tr>
<tr>
<td>• Identify successes</td>
</tr>
<tr>
<td>• Bring your professional opinion and evidence your analysis……….</td>
</tr>
</tbody>
</table>

Children and Young People at the heart of everything we do……………………

Please use this tool as a guide to ensuring the successful implementation and delivery of supervision practice that makes a difference.

**Appendix One:** Scope your agreement together and think about how you can and should be supported in the workplace to be the best you can be.

**Appendix Two:** Secure your supervision agreement, **meeting monthly** is the minimum standard expected. ASYE minimum requirements are weekly for the first 6 weeks, fortnightly for the first 6 months and thereafter monthly.

*There will always be exceptions and your professional judgement will determine if additional formal supervision meetings are required.

**Appendix Three:** Be clear about your shared responsibilities and accountabilities in the process which are clearly laid out in the body of this document

**Appendix Four:**

<table>
<thead>
<tr>
<th>4A Prepare for your supervision session</th>
<th>Supervisors role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure you have undertaken mapping and analysis of the children’s circumstances you are responsible for so that you can describe and effectively evidence what actions you are taking and why.</td>
<td>Support workers to think about what they are doing, why and what they are trying to achieve.</td>
</tr>
<tr>
<td><strong>Be clear about what outcomes you are trying to achieve and how close you believe the family maybe to achieving this.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Offer high challenge and support conversations embedded in high expectations of good outcomes for children young people and their families</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Be clear about risks and needs and complicating factors</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure you can see the evidence that supports their analysis</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure your analysis is based on an informed assessment that take account of all potential factors, the child’s voice and relevant adults in their lives including professionals.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure a strengths based approach to intervention, avoiding drift and delay and ensuring when children and young people should come into care this is timely and proportionate response to risk and need</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Record supervision and management decisions clearly taking account of risks and needs.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**4B Personal Supervision**

| **Share what is appropriate and necessary to enable your supervisor to support you when required appropriately** |
| **Demonstrate emotional intelligence and empathy when required and access resources for workers if they need additional personal support** |
| **Be clear about your intended career progression goals and aspirations and engage learning and development opportunities as your career progresses that are either mandatory or crucial to your developing practice** |
| **Ensure the supervisees career progression and development is clear and celebrate success when they are evidenced.** |

**Appendix 5**

**Identify at least one family/child monthly that you will highlight with your supervisor to undertake a reflective discussion, ensuring the learning points and remedial actions are recorded and responded to as evidenced in the child’s records**

**Appendix 6**

**Prompts for case supervision**

This is a tool you can use that provides prompts for your thinking during supervision, it is a helpful aide for the supervisor and supervisee.

**Management oversight and supervision records:**

Management oversight that has already been recorded should be referenced in supervision notes and referred to if already on the system.

Good quality management oversight should demonstrate clear impact upon the management of the circumstances, assessment and intervention, alongside the outcomes achieved

- All supervision records related to case discussions should be placed on children and young people’s records **no later than 5 working days** from the date of the supervision. This will require them being uploaded into the MOSAIC system.
• Personal Supervision notes should be kept in an electronic file with signatures having been added (no later than 5 working days)

It is expected that all children and young people where there are high risk concerns, (child protection plans, pre proceedings and looked after children) are subject to no less than monthly supervision discussions and recording.

• Case files include regular evidence of management oversight and there is evidence that they have been read, reviewed and signed on at least a quarterly basis.

All children and young people should be subject to a formal supervisory discussion and record no less than 2 monthly.

*There will be exceptions in ART and 0-25 Service who will need to take a proportionate approach to supervision, in addition and alongside their proactive use of management oversight records to demonstrate and evidence impact on the outcomes achieved for those children and their families

The following appendices are additional tools to support supervision activity and thinking in the workplace.

Appendix 7

This outlines the 11 Steps: A Framework for Group Supervision

A helpful tool and working practice for thinking together about a child/young person’s circumstances either as a team, with professionals or a multi-agency group to consider and analyse if the assessment and interventions to date are achieving the changes required alongside the family.

Appendix 8

Group Supervision agreement template

Appendix 9

Template to record group supervision

Appendix 10

Discrepancy matrix tool

Appendix 11

Using genograms as a supervision tool

Appendix 12

Using EARS (Eliciting, Amplifying, Reflecting, Starting Over), a toll to support an appreciative inquiry discussion.

Appendix 13

Management of self and time.
Supporting Effective Supervision in Practice

1. THE AIMS AND SCOPE OF THIS DOCUMENT.

1.1 Introduction

This guide sets the standard for good supervision practice across Integrated Children's Services to include Social Work and Preventative Services. It is a core part of a range of competences for leaders, managers and practitioners working across a system with Children and Families.

Effective supervision facilitates and makes a major contribution to the achievement of high quality services and best outcomes for those who use them. It is also vital in the support and motivation of staff who undertake demanding jobs both on behalf of this Council and for the benefit of our local communities.

This policy and associated guidance has been developed to support the widespread provision of high quality supervision across Integrated Children's Services in South Gloucestershire. It has been designed to enable and endorse the Signs of Safety approach to practice that was adopted by the Council in 2017 and to enable a standards-based approach to evaluating the quality of what we do.

All practitioners and their managers are expected to read this document, be familiar with its contents and use them to underpin their day-to-day practice.

1.2 Policy Statement

Our vision is that all South Gloucestershire children and young people (C/YP) have the best chances in life to achieve their full potential. We will work to ensure that they are able to live, learn and thrive free from fear and harm, with a network of safe people around them. We will enable families to use their own resources so children live, learn and thrive in safety. We will support staff to clarify the real issues within the family and to help effect change with them.

This vision is enabled by a set of Core Standards for how staff are supported and how we provide our services to those who need them. These Practice Standards help us develop a culture where staff can work in a collaborative way and deliver services with high standards of care. They include trust and respect for each other, pride in what we do, working well as a team and finding value in the contribution that every person makes.

One important way we can translate these Practice Standards into the services we provide is through the provision and support of effective supervision. South Gloucestershire Integrated Children’s Services is committed to providing quality supervision for all staff as a key part of improving outcomes for children, young people and their families and to enable staff to provide the best possible interventions.
In order to achieve this, South Gloucestershire Integrated Children’s Services will ensure that the guidance, training, time and resources for supervision are available to all staff and that the policies and culture throughout the organisation positively supports supervision within the context of a learning environment.

1.3 Related Policies and Standards

Supervision makes a large contribution to meeting the legal requirements and accountabilities of the Council to manage and monitor the service and support employees. It does not, however, exist in isolation but should be seen as connected to other policies supporting the management of children’s cases. These include safeguarding arrangements, our quality assurance framework, professional and workforce development, equalities, recording and records management.

2. DEFINING SUPERVISION. WHAT IS IT AND WHY IT MATTERS?

2.1 Defining Supervision

Supervision is a complex activity. While there have been many attempts to define supervision in terms of its function and purpose, there is no single definition that fully captures the range and subtleties of supervisory activities in practice. Traditionally supervision policies refer to a three or four functional model of supervision delivered via a supervisor-supervisee relationship. This might include for example dimensions of management, professional development, emotional support and mediation. This focus on function and task can tend to obscure the role of the supervisor in promoting critical analysis, the contextual dynamics of the supervisory process or that supervision itself forms part of the intervention with service users.

Developmental work by Skills for Care and the CWDC looked to widen the summarised supervision as:

“….an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes” [2].

Research shows us:-

What is the relationship between good supervision, practice skills and parental engagement?

To date, we have used this coding framework in two projects, one ongoing and one completed. From the latter, we have some interesting and potentially exciting results. In addition to observing and rating supervision, we also observed and rated social workers for ‘care and engagement’ and ‘good authority’ skills in their home visits with families and interviewed parents about their experiences of the service, the quality of the social work intervention, how much they agreed about the goals for the work and how much family life had improved since the point of referral.

Overall, the trend is clear – good supervision (focused on supporting practice) was
associated with better performance across a range of measures than less-good supervision (focused on process and performance; figure 2).

Colleagues from the Tilda Goldberg Centre for Social Work and Social Care made similar findings of an association between more systemic supervision and higher levels of practice skill (see Bostock et al, 2017).

This extends the understanding of supervision as being more than just encompassing a one-to-one meeting with a supervisor – usually the worker’s line manager. At the same time, the focus on formal processes rather ignores the often significant contribution of informal activities, for example peer networks of support. These can represent an important and often underplayed part of the supervisory process and one that requires active support by managers and professional associations [3].

The approach we have taken here acknowledges this range of supervisory activity and looks to support best supervisory practice in whichever form it takes. It recognises that we need to understand which of these methods is most useful, for whom and in what circumstances. We also emphasise that good support is a core condition for effective supervision and guarantor for improving the outcomes of the children and families we work with.

2.2 Why does supervision matter? What does the evidence tell us?

Lord Laming reiterated the voice of many, before and since, when he concluded that supervision is the cornerstone of good social work practice. It is vitally important that social work is carried out in a supportive learning environment that actively encourages the continuous development of professional judgment and skills. Regular, high quality, organised supervision is critical.

The evidence indicates a positive influence of supervision in a number of areas, for example:
• Supervision does have positive effects on practitioner self-awareness, skills, self-efficacy, theoretical orientation and support.

• There is evidence that group supervisory processes can increase critical thinking and promote the dissemination of learning and skills.

• The supervisory relationship appears to have an important mediation function in which organisational and supervisee needs interact and are exchanged.

• The impact of supervision on promoting better outcomes within families does appear to be connected to a secure professional relationship where the supervisor takes time to understand and assess the supervisee’s strengths and weaknesses.

• The benefits of developing a positive supervision culture across wider social care and children’s services are now widely recognised. The task assistance, emotional and support components of supervision have positive effects on a variety of organisational outcomes.

There are also some areas where supervision appears to be an important contributory activity but where the findings on impact are more tentative. This in large part has to do with the relative absence of larger scale robust studies as well as the especially complex interaction of factors involved. These areas include:

• The contribution of supervision to job satisfaction

• The importance of supervision on worker retention and commitment to the organisation

• The impact of supervisory practice on outcomes for families.
Much of the time in supervision is often used by social workers to update their manager on case activity. The purpose of this update is not usually because it helps the social worker reflect upon or improve their work, or to evaluate how helpful their intervention has been (or could be). Rather, the purpose is management oversight and agency accountability. In a similar vein, the agreed actions more often relate to process (e.g. complete an assessment, organise a meeting, update the care plan) than practice (e.g. find out what the child thinks about his father moving back into the family home, ask the mother to evaluate whether she feels safer now than when we first received the referral). Based on this approach, it is difficult to see how supervision could help improve practice or create better outcomes for families.

The current framework includes just three key areas – child focus, clarity about risk and impact, and support for practice.

3. SUPERVISION AND OUR PRACTICE MODEL

The core principles and key strands intrinsic to the Signs of Safety practice framework are directly applicable to how we undertake supervision and understand its purpose.

3.1 Core principles

There are three core principles that underpin Signs of Safety and our work with children, young people and families:
• **Constructive working relationships** within and between professional networks and with families themselves are at the centre of effective practice

• **Fostering a stance of inquiry.** Critical thinking allows for the possibility of different positions about the truth of a given situation. The single most important factor in minimising professional error is to accept that you may be wrong.

• **Grounding our aspirations** in everyday practice. A key to learning is finding and documenting what good practice looks like

### 3.2 Key strands

These three features of the Signs of Safety framework provide opportunities to build and maintain a culture of high-quality supervision in practice.

<table>
<thead>
<tr>
<th>Modelling</th>
<th>Supervisors who model Signs of Safety in their day-to-day professional behaviours help create a culture of growing practice depth. The three column assessment and planning approach – <strong>what is working well, what are we worried about, what action needs to occur</strong> - can helpfully inform and structure supervisory activity whether that is self-management, individual or group supervision. Scaling can be used to track progress where appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Team and group-work, for example, around drafting Danger Statements, helps build a shared confidence and courage. There is efficiency to the safety planning process when using a similar method and approach, such as mapping, both with families and in supervision.</td>
</tr>
<tr>
<td>Appreciative Inquiry</td>
<td>A focus on structured conversations using carefully chosen questions helps support critical thinking not just in casework but wider issues of practice and service.</td>
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</table>

#### 3.2.1 What is Appreciative Inquiry and how can it contribute to effective supervision?

Appreciative Inquiry is a solution-focused approach that identifies and builds on what is already working well rather than focusing on what is going wrong and trying to fix that. It emphasizes the use of careful questioning to help people find and articulate their own unique solutions to problems. Over time, “what works” becomes a platform for learning and repeating behaviours – “Doing more of what works rather than less of what doesn’t.” This benefits not only individual practitioners, but their teams and organisations. Encouraging everyone to ask questions about the details of everyday practice when it is at its best counters the tendency to isolate or silo one’s work. It allows everyone in the organization to share stories of high-point moments, new practice innovations they have made or discovered, successful interventions they have used and general good practice.
Appreciative Inquiry does not ignore problems. Rather it recognizes them as a desire for something else, then works to identify and enhance what that ‘something else’ looks like. For this reason it is important to frame an Inquiry and the questions in a way that is positive, forward-looking and concentrated on a desirable future.

The EARS model (eliciting, amplifying, reflecting, starting over) is a simple and established technique for supporting Appreciative Inquiry. It works best when we think through the specifics of what has made the difference. Appendix One provides a prompt sheet with examples of questions to support EARS in practice.

As a key element to our practice framework, supervisors are encouraged to make and find regular opportunities to use this approach in supervision, especially when staff report they are pleased with a piece of work that has gone well.

4. METHODS OF SUPERVISION

4.1 Supervision and management of self

4.1.1 Introduction

Supervision involves a combination of elements including accountability and responsibility for what is done in practice, ownership of one’s authority and professional self. Individual practitioners as well as organisations have obligations for the quality of work provided, as well as developing and maintaining levels of knowledge and skills that can be deployed. All staff bear responsibility for the quality of their own work and, to this end, should prepare for and make a positive contribution to the supervisory process. They are not passive recipients.

In this section we look at the role of the self in supervision practice before turning to other methods such as group, one-one and informal networks.

4.1.2 What does supervision and management of self mean?

Why does it seem important to start with ‘self’? Well we know that to manage and make sense of the world in which we work we filter the myriad impressions that make up day-to-day practice. These filters include our values and beliefs, patterns, language, experience and memories. The mix and content of these filters is more or less unique to each person and will involve degrees of deletion, distortion and generalisation of what is seen. All together, they give particular emphasis to the meaning and interpretation of our experiences. In turn, this influences what we determine as significant information and the choices we make about how or whether or when to share this with others.

Aside from statutory and local requirements to report for example specific concerns about a child or some designated decisions that require the decision of another to be authorised, much of what constitutes daily practice involves the exercise of professional judgment and discretion. What is likely to be helpful to us to make good assessments of what we experience and to make good decisions about what we need to share, when and with whom?
One very essential aspect of self-supervision is being able to reflect on one’s work. This includes the ability of a person to understand their capabilities, evaluate their skills and abilities and to be able to adapt to many different situations. It also requires relating to one’s thoughts, feelings, and actions with behavior. An established framework can be helpful with this. The reflective cycle, for example, developed by Gibbs (see Figure 1), encourages you to think systematically about the phases of an experience or activity as a practitioner.

![Gibb's Reflective Cycle](image)

The starting point is a brief description of the incident or experience – and you then move on round the cycle asking effective questions at each step, for example:

- What was I hearing the child/young person/family say and/or seeing them do
- What was I thinking and feeling about my observations?
- What were my alternatives to say or do at this point?
- What else could I have done?
- How did I choose from among the alternatives?
• How did I intend to proceed with my selected response(s)?

• What did I actually do?

• If this situation or circumstance occurs again what will I do?

The content generated by this reflective activity may be sufficient itself or be used to inform subsequent mapping in either individual or group supervision. So the activities carried out as an effective self-supervisor will offer good preparation for and other forms of shared supervision.

The reflection process can be deepened by the practitioner preparing a reflective account prior to supervision see Appendix 4a which gives the practitioner space before supervision to reflect on what is going well, what isn’t and hence maximize use of supervision. This can also be part of case recording/monthly summary.

What is essential for all forms of self-supervision, however it is done, is giving oneself enough time and being willing to look at and possibly confront one’s own ways of working [9].

4.1.3 Self-management. What helps?

Apart from finding and taking time to support self-reflection what else seems to help in supporting management and supervision of self?

Self-management and time

Evidence tells us that the commitment to supervision becomes lost too easily as a result of busy schedules, changes in day-to-day work and the impact of these on our time. A simple model (Figure 2) can be helpful in prioritising where your resources, including time, should be focused. This is less a time management tool than an approach to self-management. In essence, the model asks us to think about and define activities using two factors: their level of urgency (activities that are there in front of you, pressing you to take action) and importance (activities related to results and likely to make a difference, e.g. supervision). These should be listed and placed in the appropriate quadrant. Urgency is represented on the horizontal axis, and activities can be placed either in the ‘low’ or ‘high’ box. Importance is represented on the vertical axis in the same way. Appendix 13
Urgency is time related, importance is value related, but most people respond to urgency rather than importance. Whilst they can coincide, they are not the same and the key issue with self-management is to deal with important tasks before they become urgent, as it is easier to do the important tasks well when they are not urgent. Here the key to success is concentrating on highly important, but non-urgent issues. These are the most important in terms of self-development (and include supervision), but are also the ones that are most commonly ignored. So the aim of effective self-management is to spend most of your week in Quadrant 2, followed by Quadrants 1, 3 and finally 4.

**Promoting resilience and wellbeing**

All of us are likely to find that some situations or circumstances hold particular challenges to our resilience and sense of wellbeing. Knowing what these are and developing strategies to offset their impact is important. This might include, for example, commitment to seeing the positive in a situation, staying involved, enjoying challenges, a belief that you have some control and influence – or at least the ability to change how you think about a situation or ‘reframing’. So, while behaviour may be provoked in an individual by external events and actions it is not ultimately determined by them i.e. you do have choices.

**Thinking about outcomes**

Develop actions or goals with ‘the end in mind’. Outcomes thinking that pictures what is it you want to do rather than don’t want to do. A stepped approach can be helpful here, for example:
• **What?** Describe what you want to achieve in positive and detailed terms.
• **Context?** When, where, with whom will your goal be realised?
• **Evidence?** How will you know you have realised your goal? What will you see, hear or feel?
• **Resources?** What do you need to achieve your outcome? Are they in your control?

**Managing complexity and difficult situations**

The use of anchoring and ‘in the moment’ techniques (e.g. controlled breathing) and a commitment to looking after yourself, caring for your health and wellbeing. These might include any or all of the following:

• Attend to your emotional wellbeing: plan activities that increase your ‘feel good’ factor.
• Enjoy learning and commit to a learning project at the edge of your comfort zone
• Increase your capacity to relate to and engage others.
• Attend to your physical wellbeing: diet, exercise, sleep, breaks.
• Have a regular personal or spiritual practice.
• Spend good quality time with a group of co-learners/good friends.

**Reviewing and updating your personal safety plan**

It is important to update and review your personal safety plan regularly.

<table>
<thead>
<tr>
<th>Best Practice Prompt: Looking after myself and my practice</th>
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<tbody>
<tr>
<td>On a scale of 1-10 how is my work/life balance?</td>
</tr>
<tr>
<td>How is this influencing my practice?</td>
</tr>
<tr>
<td>What needs to change?</td>
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</tbody>
</table>

**4.2 Individual Supervision**

**4.2.1 Introduction**

Formal individual supervision is an important right and benefit for all those working in Integrated Children’s Services and ensures that staff are properly supported and continue to develop their skills. It is one of the key activities to help embed and assure good social work practices. It is also the principal means by which we ensure that accountability for those receiving a service is properly exercised in accordance
with our legal obligations. The details of what makes for effective and formal individual supervision are set out in the following sections. CWDC guide

4.2.2 Formal Supervision

It is important that a supervision discussion provides the opportunity for both supervisee and supervisor to raise matters of importance to them across the four areas outlined below. The supervisee should be able to identify what they particularly want to cover during the meeting as well as including the supervisor's priorities. It is good practice to agree and prioritise the agenda at the beginning of the meeting.

There are five interrelated aspects to individual supervision (Figure 3). At the centre is the relationship between the supervisee and supervisor. This core dimension is concerned with support and must be grounded in an environment of respect and validation of the individual. In this approach, support is not a function of supervision but a core condition for it. This central dimension influences the four other aspects of supervision that surround it.

- **Managerial** this is about joint accountability for day-to-day work of qualified practitioners and quality of service. It includes decision-making regarding individual children, and discussion on resources and workloads, targets and overall performance.

- **Work and case discussion**: this aspect is concerned with reviewing and reflecting on practice with a focus on the purpose, pace, proportionality and impact of our work for children. Reflective analysis can be supported by the use
of appreciative inquiry. Constructive feedback and observation of practice forms part of the learning process for workers and supervisors.

- **Professional development**: this aspect recognises individual achievements and learning needs. This may include looking at roles and relationships and evaluating the outcome of training. It ensures staff have the relevant skills, knowledge, and attributes to manage their work. It anticipates future changes in the service, identifies and provides developmental opportunities to respond to these.

- **Relationships**: this aspect recognises that the supervisee may have a number of roles, relationships and partnerships, within and outside the organisation including family members, team colleagues and professional networks. The dynamics involved with these need to be explored together through the exchange and mediation of information and feedback to provide a holistic consideration of practice, professional and personal development.

Supervisors are responsible for completing a record of each individual, formal supervision that will cover each one of these four aspects although the balance of content between them will vary from time to time. A standard template to support this record can be found as **Appendix Three**.

4.2.3 Effective supervision: a shared responsibility

While there are some specific and separate responsibilities and accountabilities for supervisors and supervisees, many are in fact shared and are instrumental in delivering high quality supervision. So, both supervisors and supervisees have a responsibility to contribute positively to this process.

**These shared responsibilities and accountabilities include:**

<table>
<thead>
<tr>
<th>Turning up on time</th>
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<tbody>
<tr>
<td>Making sure supervision is planned well in advance and only changed in exceptional circumstances</td>
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<tr>
<td>Allowing both supervisee and supervisor to contribute to the agenda</td>
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<tr>
<td>Maintaining a focus on the child and children</td>
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<tr>
<td>Providing an appropriate setting and free of interruptions</td>
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<tr>
<td>Preparing well for supervision by reviewing notes from the previous meeting and thinking about the issues that need to be raised and discussed</td>
</tr>
<tr>
<td>Ensuring that supervision consists of open and honest discussion. This includes a preparedness to share what has gone well and what has been difficult</td>
</tr>
<tr>
<td>Recognising and naming unhelpful, difficult or dangerous dynamics within casework and agency relationships</td>
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<tr>
<td>Reaching agreement about the implementation of decisions</td>
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<td>Reviewing the timeliness of case progression and milestones</td>
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<td>Monitoring the active caseload, including agreements about when cases should be stepped down and closed</td>
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<tr>
<td>Enabling (for those in direct practice), a critical and in depth reflection on one case every month, using the Signs of Safety mapping tool</td>
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<tr>
<td>Reflecting on evidence of service user feedback and using this to inform and promote good practice and professional development</td>
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<tr>
<td>Making sure that progress against appraisal goals are checked regularly between formal annual appraisal points</td>
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<tr>
<td>Identifying and addressing issues of worker safety</td>
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</table>
Effective supervision is a **collaborative activity** and one that recognises the nuances of inter-professional roles. Understanding the relationship between leadership and followship behaviours, for example, can be helpful in gaining insights about how the supervisory relationship can be made to work well. Recent thinking about these issues suggests that leadership can only occur if there is followership—without followers and ‘following behaviors’ there is no leadership [12]. So while leaders and managers influence follower attitudes, behaviors, and outcomes, the reverse is also true. This means that following behaviors are a crucial component of the leadership process. Viewing leadership or management as a process means that leaders and managers affect and are affected by their followers either positively or negatively. It stresses that leadership is a two-way, interactive event between leaders and followers rather than a linear, one-way event in which the leader affects the followers but not vice versa. This approach also allows us to recognize that managers are not always leading—they also defer to those who they lead or manage, which means they also engage in following behaviors.

While specific responsibilities for supervisors are described in the next section, the discussion here suggests that supervisees can and will make a substantial contribution to the quality of their own individual supervision. Some examples of how followship behaviours can contribute effectively to it include the supervisee:

- Finding out what I am expected to do
- Ensuring that actions agreed within supervision are carried out in a timely manner
- Taking the initiative to deal with problems
- Updating my manager about decisions being made e.g. any difficulties in implementing decisions or plans
- Alerting my manager of risks to myself and others
- Encouraging my manager to provide honest feedback
- Supporting leader efforts to make necessary changes
- Challenging flawed plans
- Identifying development and support needs and being ready to plan and undertake training
- Understanding and implementing policy
- Providing upward coaching
Best Practice Prompt: The Safety and Wellbeing of Children and Staff

All staff have a contribution to make towards developing a culture where expressing fear is accepted as a sign of emotional intelligence and strength, rather than a weakness. Practitioners may be placed in physical danger where fears are not expressed since anxiety may get in the way of either noticing or taking action in situations where a child may be at risk of harm.

How worker safety issues are being identified and explore?

How is the impact of intimidation or threatening behaviour being addressed?

Do changes need to be made to the workers personal safety plan?

4.2.4 Specific responsibilities and accountabilities for supervisors

In South Gloucestershire all supervisors are being trained as Signs of Safety Practice Leaders. Practice leaders are expected to share learning experiences and resources with their staff and enable access to helpful practice and learning networks to each other. They act as a role model, teacher, mentor, coach and as a critical friend. They are expected to support social work practice with families through supervision, practice observation, learning and development which is evidenced through quality assurance activity.

In addition to the shared responsibilities set out at 4.2.2 above, specific responsibilities and accountabilities for supervisors include the following:

- Behave in a way that reassures and supports staff, including peer support to other supervisors.

- Have accessed sufficient training in providing supervision and undertaking appraisal

- Have undertaken training on Signs of Safety

- Act as a role model in emphasising the importance of supervision, the centrality of children and contribution of the whole system to their welfare and wellbeing

- Exercise skills in constructive challenge and critical analysis, including provision for direct observation of practice.

- Ensure that sessions take place at the prescribed times and are conducted according to departmental policy and the supervision contract.

- Maintain a supervision file for each person they are accountable for.

- Ensure there is a signed and current supervision agreement on each supervisees file

- Supervision is promptly recorded and the supervisee has a copy of the record within five working days.
• Case discussions are recorded directly into Mosaic within five working days.

• Case files include regular evidence of management oversight i.e. they have been read, reviewed and signed on at least a quarterly basis.

• Ensure that as children are discussed in supervision it is recorded and that supervision is entered into the case file for that child. The supervision discussion may consist of an individual and/or group supervision as appropriate.

<table>
<thead>
<tr>
<th>Management oversight and supervision records:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management oversight that has already been recorded should be referenced in supervision notes and referred to if already on the system.</td>
</tr>
</tbody>
</table>

Good quality management oversight should demonstrate clear impact upon the management of the circumstances, assessment and intervention, alongside the outcomes achieved.

• All supervision records related to case discussions should be placed on children and young people’s records no later than 5 working days from the date of the supervision. This will require them being uploaded into the MOSAIC system.

• Personal Supervision notes should be kept in an electronic file with signatures having been added. (no later than 5 working days)

It is expected that all children and young people where there are high risk concerns, (child protection plans, pre proceedings and looked after children) are subject to no less than monthly supervision discussions and recording.

• Case files include regular evidence of management oversight and there is evidence that they have been read, reviewed and signed on at least a quarterly basis.

All children and young people should be subject to a formal supervisory discussion and record no less than 2 monthly.

*There will be exceptions in ART and 0-25 Service who will need to take a proportionate approach to supervision, alongside their proactive use of management oversight records to demonstrate and evidence impact on the outcomes achieved for those children and their families*

• Contribute directly to the observation of practice

• Collate and maintain a data record that will support audit of existing quality standards in supervision practice.

• Ensure that if a session is cancelled, a further supervision session is arranged within five working days unless continued sickness absence prevents this.
- Review the supervision file every six months and follow-up with the supervisee any emerging issues, patterns or themes e.g. in behaviour or practice, that have been identified.

- If a supervisor is away for an extended period (i.e. more than three weeks) their line manager should ensure alternative arrangements are put in place to ensure that a supervisee continues to receive supervision at the prescribed frequency.

4.2.5 Using the Signs of Safety framework to support individual supervision

The use of genograms may be especially useful in both individual and group supervision where supervisors are new to or not familiar with the child’s circumstances. Appendix 11 contains brief guidelines on the use of genograms as a tool to support supervision.

Child specific supervision should draw on and be structured by the elements comprising the Signs of Safety approach to assessment and planning, that is:

**What are we worried about?**
**What is working well?**
**What needs to happen?**

Scaling should be used to track progress where appropriate.

As part of the regular supervision of work with children, practitioners are responsible for identifying **one case to critically reflect on each month** where they have used the Signs of safety mapping tool. A template to support this record of reflective supervision can be found as Appendix 5.

Use of appreciative inquiry by supervisors might include questions designed to elicit and clarify the following:

**Critical thinking.**

What are the specific details of the child, family and their naturally connected relationships?

Paying equal attention to worries, strengths, safety, dangers and opportunities and how we build safety through clear goals, bottom lines and safety plans utilising the families’ strengths and existing safety.
Collaboration. Questions here are focused on helping the supervisee to think about who is helping the child grow up safely and how everyone is managing the dynamics of the relationships. What specifically does a safety plan require of the child’s network so that it behaves in a protective and helpful way? What does “good” look like for this child living at home?

Integration. What is the bottom line? How do our bottom lines fit with the family?

Appendix Six contains a comprehensive set of questions for use in supervision and focused specifically on assessment and planning for children across a number of dimensions. During case discussion, practitioners must always be given the opportunity to emotionally explore and reflect on the child’s experience. The question “What is it like to be this child AND what would I want to do if this child were my son/daughter/nephew/niece/cousin etc.?“ should be used to enable good decision making to take place in the best interest of children. It is important to think about this for each child in families where there are two or more children.

Best Practice Prompt: Focus on the Child, Young Person and Family

How is historical case material being considered to ensure we are seeing the whole picture?

How are the practice frameworks being used to guide casework analysis and decision-making?

4.2.6 Supervision Files

Supervisors need to set up and maintain a supervision file for each supervisee they have responsibility for. Each supervision file will contain:

- The Supervision policy
- The Supervision agreement
- Supervision records
- Records of reflective practice
- Appraisal records
- Annual leave requests
- Sickness absence
- Absence management/ performance related records
- Learning and development undertaken
- Copies of required qualifications/ HCPC registration
- Evidence of car insurance for business use
- Miscellaneous, including feedback received from service users/partners.

4.2.7 The frequency of supervision

Supervision should normally take place monthly, with the following exceptions:

- NQSWs undertaking their assessed and supported year in employment (ASYE) should have supervision at least weekly for the first 6 weeks, and at least fortnightly for the first 6 months. Thereafter it should be at least monthly
• If the employee is in the probationary period (i.e. first six months of service) supervision should take place fortnightly. These may be quite short supervision sessions but they will enable the supervisor to assess the employee’s suitability for permanent employment and ensure an effective relationship is formed in the early days of the employee’s employment.

• Any particular circumstances that apply to the employee that means they may require more frequent supervision (e.g. a difficult piece of work, the level of risk associated with work, personal difficulties, performance issues or levels of stress).

• Part-time staff should receive supervision on a pro-rata basis.

• Agency and temporary staff should receive supervision in the same way as permanent staff as detailed above.

The actual frequency for individuals should be agreed between the supervisor and employee and confirmed within the supervision agreement (see Section 5 below). Any variation from the recommended frequency detailed above should be by agreement between the two parties and clearly recorded as an amendment to the supervision agreement.

Individual supervision sessions should normally last two hours. The balance of content within these will vary from session to session. So far as individual children are concerned, each child must be discussed in supervision and a record of that supervision entered into the case file for that child at the following frequencies: (a) monthly for any child subject of a child protection plan; (b) bi-monthly for all other children. The supervision discussion may consist of an individual and/or group supervision as appropriate.

Supervisors also need to ensure that case files include regular evidence of management oversight i.e. they have been read, reviewed and signed on at least a quarterly basis (see also 4.2.4).

Formal supervision, however, should always be carried out by the same person for a particular member of staff. If an employee is subject to frequent changes of supervisor it is difficult for a relationship based on trust, openness and honesty to be established.

If a supervisor is absent from work for a long period (i.e. more than three weeks) the line manager should ensure that effective arrangements are in place for the supervision of their staff. This includes access to advice and the use of group supervision processes.
4.2.8 Management Overview or “informal supervision”

An over-reliance on ‘corridor conversations’ [13] is not an adequate substitute for formal supervision. Nonetheless, given the pace of work, change of circumstances and the frequency of formal arrangements means there will be occasions when staff will need to have discussions with their manager, for example, to obtain an urgent decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with their supervisor will be communicating daily about work issues.

This form of “supervision” is, of course, a normal and acceptable part of the staff/supervisor relationships. There are four points to be kept in mind when considering unplanned or ad-hoc supervision:

1. Any significant decisions made with regard to a service user must be clearly recorded on Mosaic.
2. The rationale for management endorsement of a decision must be set out in sufficient detail to enable transparency and accountability for actions with the child, family and relevant professionals. Management oversight entries on Mosaic must be clear and specific. In addition to “formal” supervision they are a key method of evidencing the process of decision making in relation to children and young people and ensuring standards of intervention are met.
3. Where employees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.
4. The Signs of Safety approach should continue to be used to ensure a balanced approach, even when an unexpected situation arises.

4.3 Group Supervision

4.3.1 Introduction

There is good evidence for the role of groups in maximising access to and the sharing of support, knowledge and skills. Groups have been described as remarkably intelligent and often smarter than the smartest people in them [14]. The best decisions are often a product of disagreement and contest in their making... Group supervision can also provide an effective counter to what has been referred to as the ‘privatising’ of practice experience. If the majority of supervision is individual this risks creating a privatized practice culture within the agency, places excessive pressure on the team leaders or supervisors to be the font of all wisdom for all practitioners and limits the capacity to draw on the knowledge and experience of peers [15].

Group Supervision will be used in South Gloucestershire to provide opportunities for supervisees to experience mutual support, share common experiences, improve understanding of complex situations for children and increase insight into the work that is done or needs to be done.
4.3.2 Using group mapping and supervision in work with children and families

Care needs to be taken to ensure that undertaking group supervision on individual children is consistent with legislative principles concerning partnership and the sharing of information and that it does not replace established professional discussions such as a strategy meeting.

This Signs of Safety process has been developed by Munro, Turnell and Murphy (MTM) to specifically support group supervision in the assessment and review of individual cases. These aspects might include developing danger statements, words and pictures explanations, or developing questions for areas of practice. Group supervision may be particularly helpful for:

- Cases that are ‘stuck’
- Cases that are very complex
- Cases where there is a lot of uncertainty about risk
- Cases where there is disagreement about risk

It is designed to help professional teams move quickly and with agility from the information they currently have to analysis and then judgement. These then inform the actions that are taken within each case.

This group process [16] is designed to:

- Build a shared, structured, collective team and agency culture and process for thinking through cases using the Signs of Safety approach
- Builds a shared sense of carrying risk within the whole team that dissolves the isolation and sense that so many practitioners have, ‘if this goes wrong it is my fault’.
- Enable professionals working with Child Protection to explore each other’s cases, bringing their best thinking, including alternative perspectives and to do this without getting caught in one or two people dominating or the group telling the practitioner what they must do.
- Develop a shared practice of bringing a questioning approach to casework rather than trying to arrive at answers.

The process is designed for groups of 4 to 10 people and is subject to clear rules. The group is facilitated by a SOS Practice leader assisted by an advisor - see Figure 4) below.
A summary of these roles together with an outline framework to support the preparation and facilitation of this approach is attached as Appendix Seven. A draft agreement governing the operation and accountability of group supervision can be found as Appendix 8.

To build and sustain this sort of questioning culture for thinking through cases in a team usually requires that it is undertaken at least once every two to four weeks.

The discussion and any relevant recommendations that emerge from a group supervision must be documented (Appendix 9) and connected to the record for that child. Decisions that require the agreement of the accountable team manager should be clearly identified. The caseworker is responsible for relaying ideas and actions generated by the group for consideration with their own manager during individual supervision.

This group process cannot be undertaken in every case discussion, however the process can be replicated in individual supervision and also when practitioners are self-supervising and thinking through cases for themselves.

**4.3.3 Peer learning using Practice Discussion Groups (PDG) to explore thematic practice and performance issues**

Practice Discussion Groups are small peer-learning groups of usually no less than 4 and no more than 12 members of staff, who meet at regular intervals to explore matters of professional practice concerned with thematic issues or practical aspects of performance, quality improvement or management and generate potential solutions to them. These might include, for example, themes arising from audits how achievement against practice standards of service might be improved.
PDG members may also be involved in the implementation of change and improvement initiatives where these have received management approval.

PDGs are not intended to address questions of pay, terms and conditions or other matters negotiated and agreed by the organisation, grievances or Personal issues.

Membership of the PDG should be diverse (e.g. drawing members from different teams within the organisation) and remains the same from project to project – i.e. the group remains intact. PDGs select the issues they want to deal with themselves, and determine a way of finding solutions. PDGs help to use all the potential expertise, experience and skill available in a team or in a group of professionals. The PDG is facilitated by a member of the group and chosen by them.

To be effective, PDGs need to:

- Meet regularly (at least every 4-6 weeks) and take responsibility for their own learning
- Have a consistent and committed membership of the group
- Focus on the issues and problems raised by the members
- Have sufficient competence to address identified problems
- Have clear ground rules including timing, format, confidentiality and behaviour
- Enjoy support from senior management and others in the organisation

The operation and accountability of the PDG should be formalised through use of the group supervision agreement (Appendix 8).

The facilitator is responsible for compiling and circulating a record of the PDG activities and recommendations. Although the focus of a PDG will not be an individual child, there might, nonetheless, be instances where the specific circumstances of a child form a significant part of an improvement conversation within a PDG. In this case, the discussion and any relevant recommendations that emerge from it must be connected to the record for that child.

### 4.4 Informal networks

The review of supervision and practice standards by the Social Work Reform Board concluded that seeing supervision as only an arrangement between an individual and their manager or supervisor missed the rich learning opportunities provided through informal peer networks. These play an important role not just in terms of learning but also support and morale. The more formal peer and group processes such as group supervision and Practice Discussion groups are set out in part 4.3 above. The informal processes are mentioned here in part to acknowledge their significance but also to describe how they can effectively contribute to the totality of supervisory activity as well as practice quality both of individual practitioners and their teams.
All practitioners should expect to both give and seek advice from colleagues in specialist areas. Peer supervision is one way in which this can be enabled. It is a more or less informal reciprocal arrangement in which colleagues work together for mutual benefit where developmental feedback is emphasised and self directed learning and evaluation is encouraged [18]. Informal supervision occurs when the culture of a team enables practitioners to share ideas and concerns about practice.

Informal processes of supervision can encourage the growth of a professional peer network to provide support, shared learning and an opportunity to present and explore one’s own practice skills and knowledge. One clear advantage of peer learning is the opportunity it gives to rehearse ideas and critical analysis in preparation for formal settings and processes.

In general, it seems beneficial to individual workers, teams and indeed whole services. Engagement with colleagues can be a sign of established professional peer networks and a well functioning team. Despite the aphorism “If they are talking, they aren’t working”, there is evidence that productivity actually tends to increase with increases in interaction between staff members [19].

The importance of these approaches should not be underestimated, but they are not a substitute for effective one to one and formal group supervision. Clarity on case accountability remains key, both the accountabilities of the individual practitioner and their accountabilities to their line manager supervisor. The responsibilities for the outcome of these informal processes remains with the practitioner.

5. SUPERVISION AGREEMENTS

5.1 Introduction.

All staff must have a current written Supervision Agreement which sets out how one to one supervision will be conducted. Arrangements for group supervision are also subject to an agreement involving the facilitator (advisor as appropriate) and all other members and participants in each event.

5.2 Individual supervision

It is useful to have a negotiated written agreement to establish a basis for which the supervisor and employee will work together during one to one supervisions. This establishment of “ground rules” should be through negotiation and should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory setting. It should be a working agreement and should be updated as required, for example, when there is a change of manager.

When establishing the supervision agreement the following should always be discussed:

- The purpose of supervision
- The frequency of supervision
- The anticipated length of time for each session
- The venue for the supervision sessions
- The recording of supervision and management of supervision records
- The practical arrangements (for example, what happens if supervision has to be cancelled or rearranged) for any reason
- The specific responsibilities of both supervisor and employee
- The complaints and review process

An outline agreement proforma is attached as Appendix Ten. Supervisors and supervisees should agree whether additional matters should be included in the agreement to meet their particular needs.

The contents of supervision agreements will then vary to an extent from individual to individual. It should be regarded as a “living” document that is changed according to the changing needs of the employee, for example, where the frequency of supervision has been agreed and this subsequently changes as the member of staff gains confidence in their role.

The process of developing a supervision agreement can be as important as the written document itself. We know that individuals past experience of supervision, as a supervisor and/or supervisee is influential in terms of shaping their expectations of and behaviour towards current or even future arrangements. A framework to help explore these issues using the Three Columns approach is outlined in Appendix Eleven. This conversation should begin at the first supervision session, though it may not be completed in one session.

As a minimum the agreement should be reviewed annually.

5.3 Group supervision

Arrangements for group supervision are also subject to an agreement, the use of which depends on the purpose of the supervision. In situations where the group supervision is focused on the individual case of a child and family then the session must have its own agreement that is signed by each participant to it. Where the group supervision involves a Quality Circle which is not directly focused on individual children, then a single agreement can be completed to cover the programme of sessions. When anyone other than the line manager is going to take responsibility for some part of the supervision process (e.g. facilitation) then this should be clearly recorded. In any event, where any alternative form of supervision is put in place, the agreement must define the accountabilities of each party to it, especially regarding decision-making, and ensure this is entered into the Mosaic record.

Confidentiality agreements should be made prior to discussions where necessary. In most situations, participants should not need to be advised of full names and addresses of service users where they are not the allocated worker.

A proforma agreement covering the group supervision arrangements as described in this guidance is attached as Appendix Twelve and covers:

- The purpose of the session
• The venue and time for the session
• The names, designation and roles of group members
• The specific responsibilities of the facilitator and participants
• Records management
• Confidentiality arrangements
• Accountabilities for decision-making

6. QUALITY ASSURANCE AND STANDARDS OF SUPERVISION

Standards represent statements of commitment not aspiration – it's not, 'we'll try to get there', but 'we will always do this’. Without clear and achievable standards staff cannot have sufficient clarity about what is required, and have no way of knowing whether they have achieved what is required of them. To be of value, standards need to be:

• Clear and unambiguous.
• Real indicators of practice quality.
• Consistent with service aims.
• Realistic and attainable within available resources
• Consistent with national guidance, research and best practice (e.g. professional bodies requirements).
• Agreed with those who will be asked to achieve them.
• Measurable.
• Published

There are several national sources of standards relevant to provision of effective supervision in practice. These include the Professional Capabilities Framework for Social Work, HCPC (2012) Standards of Proficiency: Social Workers in England, HCPC (2016) standards of conduct, performance and ethics and LGA (2014) The Standards for employers of Social Workers in England. Selected standards have been cross-referenced within this policy and guidance and can be found as Appendix Thirteen.

In order to be effective the supervision process will be monitored and quality assessed. The quality assurance process ensures that:

• The standards of supervision as outlined in this policy are being followed
• Staff are being supervised professionally and effectively
• Supervision sessions are being recorded
• Supervision agreements are being developed, reviewed and used
• The supervision process clearly evidences the use of Signs of Safety and the voice of the child
• The supervision process clearly evidences how workers’ CPD addresses any gaps in their knowledge and skills

• Staff satisfaction is evidenced

To achieve a good picture of our performance and achievement in supervision activity, implementation of this policy will be evaluated using one primary standard supported by twelve measureable criteria. These are set out below. A template to support supervisors collect and collate the relevant data can be found as Appendix Fourteen. Additional standards will be considered for inclusion within this policy at the point of next review and all subsequent reviews.

**STANDARD ONE: All staff are provided with formal, regular and high quality supervision**

**Frequency of supervision**

Criteria:

- During their first 6 months of employment staff receive formal supervision, as a minimum, at fortnightly intervals.

- For those staff undergoing the assessed year in employment (AYSE) they will receive weekly supervision for the first 6 weeks, then fortnightly up to 6 months and then at least monthly thereafter

- Following confirmation in post, practitioners receive formal supervision, as a minimum, at monthly intervals.

- A formal supervision session lasts between one and a half to two hours.

**Administration of supervision**

Criteria:

- All supervisory relationships are subject to a written and up to date agreement.

- The review of supervision agreements forms part of the annual appraisal for staff.

- The reason/s for cancellation or postponement of a supervision session are documented within the appropriate file.

- Supervision records are entered into the appropriate file within 5 working days.
Assuring the quality of supervision

Criteria:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>All supervisors complete a designated course within 3 months of taking up</td>
<td>their first supervisory and/or management post.</td>
</tr>
<tr>
<td>Senior management conducts an annual audit of supervision practice.</td>
<td></td>
</tr>
<tr>
<td>All supervisees have two direct observations of practice per year.</td>
<td></td>
</tr>
<tr>
<td>The agency commissions an annual and independent review concerned with the supervisee experience of supervision.</td>
<td></td>
</tr>
</tbody>
</table>

7. CONFIDENTIALITY AND ACCESS

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, for example, their own line manager and the supervisee should be aware of this.

Access to supervision records should be controlled and all records should be locked away so that others who do not have a legitimate right to see the records cannot access them. All supervision files must be kept in a locked cabinet. Electronic files must be password protected.

Supervisees should be aware that other than themselves and their supervisor, others will, from time to time, access records. These might include:

- Senior Managers (for quality assurance purposes)
- Performance staff (e.g. for audit and quality assurance purposes)
- The Family Proceedings Court where decisions have been made in supervision.
- Inspectors (e.g. Ofsted or commissioned auditors)
- Investigating officers (e.g. for disciplinary purposes)

Except in exceptional circumstances, this should always be with the knowledge of the supervisee.

8. RECORDING AND RECORDS MANAGEMENT

8.1 Individual supervision and recording

The recording of individual supervision is the responsibility of the supervisor or in the case of group supervision, the facilitator. If records are handwritten, they must be clear and legible.

The record of the supervision should be signed by both the supervisor and supervisee and placed in the supervision file following each supervision. A copy should be given or emailed to the worker.
Casework decisions and agreed actions should be recorded separately and entered onto the child’s record within Mosaic using the standard template. This is attached as Appendix Three. Updating the case record may be undertaken by business support staff where required.

A record of reflective practice using the Signs of Safety mapping tool (Appendix Five) should be completed on one case each month and placed in the workers supervision file.

The Individual Supervision Agreement and the supervision recording forms will be kept on the supervisee’s personal supervision file held by the supervisor along with other documents such as appraisal documents, sickness documents and correspondence.

From time to time, supervision should be observed by the supervisor’s manager as part of the quality assurance process. This may include all or part of the supervision session.

Records of supervision file audits and observations of supervision should be placed on the supervisors file and emailed to the Principal Social Worker.

8.2 The retention and destruction of supervision records

The retention and destruction of supervision records must comply with the requirements of South Gloucestershire Council policy ‘Retention and Destruction of Records Procedure, Recording Guidance’ and ‘Records relating to staff working with children’.

Managers may decide to retain records for longer than the minimum periods specified within the above.

Where no period for retention is specified, records should usually be retained for one year after the last contact with the family.

When a supervisee leaves the council the records are retained by HR for paper files are sent for secure shredding / electronic files are deleted on the following timescales:

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff employed in Children’s Homes</td>
<td>25 years</td>
</tr>
<tr>
<td>Personnel Records Relating To Staff Working With Children</td>
<td>30 years after termination of employment</td>
</tr>
<tr>
<td>Record Of Staff Employed In Children’s Home</td>
<td>50 years</td>
</tr>
</tbody>
</table>
Where a member of staff transfers to another section or supervisor within the service their records should be passed onto the new supervisor.

This schedule is in accordance with the Children’s Homes Regs 1991 (section 17) and the Children Act Regulations.

9. COMPLAINTS

Employees Supervisees should be clear about whom they should contact if they feel the terms of their supervision agreement are not being met. How employees make a complaint and who to (named manager) should be included in the supervision agreement.

Employees Supervisees should always discuss any complaints or dissatisfaction in the first instance with their supervisor and try to reach an agreement within the normal supervision process. To aid this process, feedback on the supervision provided should be requested by the supervisor at each supervision.

If a complaint arises that cannot be resolved by discussion with the supervisor, the employee supervisee should raise the issue with their supervisor’s manager.
REFERENCES

2. Skills for Care & CWDC (2007) Providing Effective Supervision
5. Skills for Care & CWDC op cit
7. SCIE (2013) Effective supervision in a variety of settings. SCIE Guide 50
17. Turnell A (2015) ibid