

Social Work Supervision

Guidance and Standards

Reviewed and updated May 2023

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1. Overarching Principles

- 1.1. Dorset Children's Services is a strength-based organisation focused on 'Strengthening Services for Children and Families in Dorset.' Dorset Children's services recognises that supervision has the greatest influence on practice other than the practitioner him or herself. We are therefore committed to providing high quality professional support and casework supervision for all frontline staff as part of our commitment to high standards of professional practice.
- 1.2. The service uses the 4x4x4 model of supervision (Morrison, 2005) throughout its processes, integrating the four functions of supervision with the four stakeholders of supervision and the four stages of the supervision cycle (see Fig.1 below).
- 1.3. Effective relationship-based supervision is a key component of the delivery of high-quality relationship-based services with children, their families and carers.
- 1.4. Factors of equality and diversity that are relevant to both the supervisory and practitioner/ service user relationship should be explored and responded to.
- 1.5. Reflective and challenging case supervision encourages staff to think differently and creatively about the complex and emotionally challenging situations that arise in working with families. Critical reflection pays attention to the impact of the work on the practitioner and is essential to safeguarding and should operate at all levels. It guards against over optimism and the development of risk averse practice reducing the likelihood of there being a harmful effect on outcomes for the family and the practitioner. It ensures that information gained from reflection on a practitioner's experience of working with a family is integrated into a more accurate understanding of the lived experience of the child in context.
- 1.6. Personal supervision should identify any issues in relation to the supervisee's health and wellbeing, address any performance issues at an early stage and support professional development needs. Supervision is an integral part of our commitment to learning and development for all staff.
- 1.7. Quality supervision, held every four weeks for staff in frontline posts, ensures all staff members have access to safe and supported case management, personal and professional development.
- 1.8. Supervision is a complex process and while this document can offer guidance, professional judgement will have to be exercised in different roles in different parts of the service.
- 1.9. There should be a current, mutually drafted supervision agreement in place, which is reviewed on an annual basis.

2. Overview of the 4x4x4 Model of Supervision

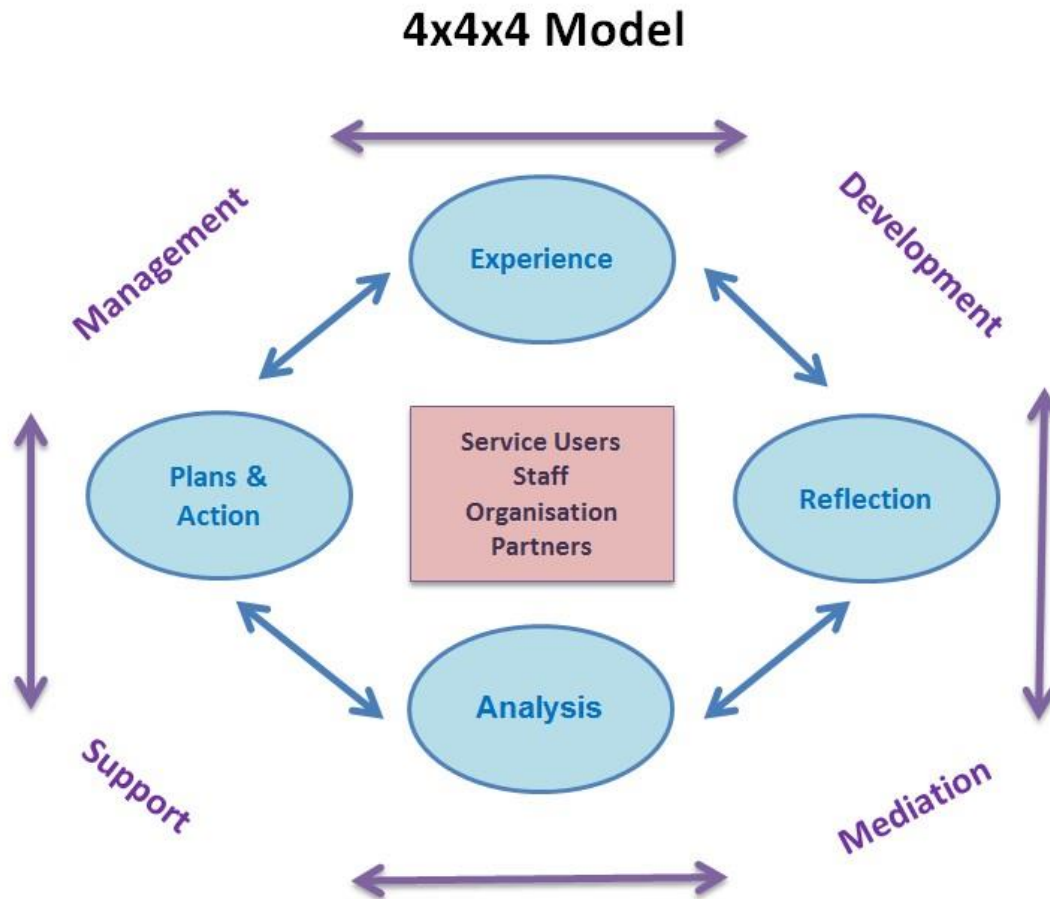


Fig. 1 4x4 Supervision, adapted from T Morrison 2005

2.1 Structure of the model

There are three interlinked aspects (functions, stakeholders and stages), with four components in each aspect:

Four Functions

- Management - Knowing the supervisee and helping them assess how well they are fulfilling their role
- Development - Helping the supervisee to reflect on our work and themselves in their work, so that they can learn and adapt.
- Support - Helping the supervisee process the emotional impact of the work we do
- Mediation - helping the supervisee to negotiate their relationship with the social and organisational context of our work

Four Stakeholders

- The supervisee
- The child and their family
- Other agencies and professionals
- Our own agency and its subsets

Four stages of the Kolb cycle

- **Experience** - what happened, detailed descriptions, paying attention to the detail as well as the bigger picture
- **Reflection** - the exploration of emotions associated with the experience
- **Analysis** - Articulating the thinking and understanding that is occurring in relation to this experience
- **Action Plan** - Deciding what to do in response to what has/may happen and the thoughts and feelings you are aware of, having applied knowledge, theory, and practice wisdom to the experience

2.2 Using the model

Through structured conversations the supervisor will help the supervisee to explore different aspect of their work experience. This might be through discussion of things like:

- What the child was communicating verbally and non-verbally and what this means (rather than was the child seen alone)?
- How effective is this multi-agency meeting at focusing on the needs of the child? What dynamics are being played out that may mirror or oppose the family dynamics (rather than did the meeting take place, is the plan up to date?)
- When have you experienced anything similar and how is that affecting your perception and understanding?

Encouraging the practitioner to explore the experience through the perspective of a different stakeholder (the child, parent, or another professional) can bring depth and breadth to their understanding and allow empathy, emotion and bias to be safely acknowledged and explored.

The challenge for the supervisor is not to allow the external influences about performance measurement and monitoring, and public accountability to dominate supervision so that conversations about timescales and targets prevail along with closed questions that aim to monitor compliance (is the assessment completed, was the child seen?).

It is not to say that these things are not important, they are, but they should be achieved in a way that ensures that the child and the practitioners experience is validated, not dismissed into a box ticking exercise.

2.3 Appendices

Appendix 1 – Four Functions of Supervision includes a checklist of the four functions of supervision which can be a useful starting point for a supervisor and supervisee to begin to evaluate the quality of the supervisory process they are mutually engaged in.

Appendix 2 – Questions to Explore the Kolb Cycle contains some questions that can be used to explore each part of the Kolb cycle, some of which will lend themselves to being asked from a stakeholder perspective.

3. Personal Supervision

3.1 The aim of personal supervision is to provide, a safe and supportive environment within a one-to-one supervisory relationship by:

- promoting the development of self-awareness, resilience, and emotional literacy
- facilitating reflection, challenge, and critical thinking
- accurate understanding of practitioner's competence

3.2 This is achieved through:

- uninterrupted supervisory discussions
- skilled questioning
- empathic understanding of the practitioner's experiences
- observations to provide accurate understanding of the practitioner's competence
- emotionally intelligent and empathic responses
- empowering and enabling conversations
- similar conversations and experiences in the supervisor's own supervision.

3.3 Wellbeing and Support

In Personal Supervision, the supervisor should facilitate reflection on those aspects of emotional experience that may have been hidden from the practitioner's conscious awareness in day-to-day practice. This should include aspects of the work that have been most rewarding *and* aspects of the work that have caused them the most difficulty or distress.

With each, the focus should be on helping the practitioner understand their emotional experience with the aim of learning and using that understanding to develop their self-awareness and professional practice.

This is also the opportunity to acknowledge any personal matters and determine whether other issues need to be taken into consideration. Any actions arising from this should be recorded in a SMART way, allowing for review at the next professional support supervision (Support and Development Function).

The content of the Record of Personal Supervision template should be negotiated if issues of a very personal or confidential nature are discussed. Supervisors should sensitively and briefly summarise supervisee's learning from personal reflections.

3.4 Professional Development

Every conversation in supervision is an opportunity for learning and development.

In addition, everyone is encouraged to formally further their professional development by becoming involved in challenging and stretching activities, such as practice-led developments and other contributions to learning, including attendance at training.

Areas of underperformance or gaps in development should be quickly identified and addressed as part of the agenda within regular supervision.

All the above should be recognised, reflected on, and recorded with a focus on what support the practitioner needs to embed their learning into practice.

Integrating these aspects of supervision into the practitioner's performance and development and appraisal process (My Road Map) will make it directly relevant to their experiences over the year (Mediation, Support and Development Functions).

3.5 Practice/Quality Standards:

Each part of the service has standards that reflect the quality of practice that promotes the safeguarding and wellbeing of children in Dorset. The supervisor and supervisee should agree which standards are relevant to their area of service.

Excellent practice should be recognised, and practice concerns should be recorded with agreed actions and review.

Any actions should be reviewed in subsequent supervision sessions (Management, Support and Development Function).

3.6 Additional Duties/Responsibilities/Activities:

This section recognises the additional work that individuals undertake from time to time and provides an opportunity for this contribution to be recorded and reflected on with a focus on whether the practitioner needs any support to embed their learning into practice. Again, this should be linked into the appraisal process – My Road Map (Mediation and Development Functions).

3.7 Standards for recording personal supervision

Personal supervision should be recorded to the following standards:

- All supervisees will have an electronic Supervision File on SharePoint. It must not be stored on a supervisor's personal drive. This will be accessible by the supervisor, their line management and Quality Assurance and Partnerships

- Within the supervisor's electronic Supervision Folder there will be a separate Supervision File for each supervisee. Each file should follow the same naming convention as described in section 7.
- Paper files will not be kept. All documents must be saved electronically to the electronic Supervision File on SharePoint.
- Personal Supervision will be recorded on the template – **Personal Supervision Record (Appendix3)**
- Mentoring sessions for ASYE's are recorded by the Advanced Practitioner who will email the notes to the practitioner and their supervisor so that they can form part of the overall electronic Supervision File.
- The supervisor must adhere to the following standards of recording; this will be checked during the quality assurance process.

4. Casework supervision

4.1 The aim of casework supervision is to achieve a holistic understanding about the child's lived experience through the supervisory process, such that appropriate responses can be made, by:

- exploring intuitive responses and using these appropriately to understand the child's situation
- identifying discrepancies and actively considering alternative perspectives
- exploring assumptions and identifying biases that could affect professional reasoning about the family
- encouraging practitioners to critique and defend their perspective (King and Kitchener, 1994), working hypothesis and decisions
- ensuring that the potential meaning of the information is fully explored, and that analysis is informed by evidence from research and practice
- weighing any potential benefit against the negative impact that an intervention may bring

4.2 This aim will be achieved through:

- monthly uninterrupted structured one to one supervisory discussions or participation in group supervision sessions
- a flexible and creative approach, utilizing a range of tools to aid analysis, such as chronology, genogram, ecomaps, Munro's Decision Tree
- utilisation of models for reflection and learning identified by the practitioner and their manager
- managers routinely using management information, such as case audits, to update themselves on the work being carried out by their supervisees

- observation of practice that gives both supervisor and supervisee an opportunity to prepare, experience, and reflect upon observed practice, and incorporate feedback from children and families
- ensuring that all practitioners working with a family are included in reflective supervision discussions, with one record encompassing all aspects being recorded on the child's electronic file

4.3 Standards for case review

The decision about which child is to be discussed is a joint one. It is not possible for every child to have an in-depth supervisory discussion at every session, but a supervision episode should be recorded on mosaic in respect of each child **at a minimum of every 8 weeks. For children who are subject to a Child Protection Plan or in Proceedings, and for care leavers in emergency or unsuitable accommodation (including custody), case supervision should take place every four weeks.** In deciding how to prioritise which children to discuss, this order of priority should be followed:

1. Children where there might be high risk, increased activity, multi-agency concerns.
2. Children that are at a significant point such as approaching LAC Review or CP conference.
3. Step Up/Step Down decisions being made where there is risk of care, escalation of concern or a Child protection Plan ending
4. Children where concerns are repeat and low level, where professionals may be experiencing mixed thinking and helplessness.
5. Children that appear to have had a period of inactivity in case planning and have not been discussed for a period.
6. Children where the practitioner feels that work is progressing well; so that understanding can be questioned and if found to be accurate for the source of success to be understood and transferred to other situations.
7. Children where concerns are repeat and low level, where professionals may be experiencing mixed thinking and helplessness.

4.4 Preparation for supervision

Supervisees and Supervisors need to prepare for supervision to ensure that maximum value is derived from the time available.

For supervisees, this will include ensuring their supervisor has an up-to-date overview of their perspective on their current caseload and drafting an agenda identifying areas for discussion.

For supervisors, this will include comparing the supervises overview with data derived from other management overview processes, reviewing previous supervision notes, and drafting an agenda identifying areas for discussion.

4.5 Structuring supervision discussions:

Discussions should start with an update from the practitioner as to their perception of any progress made and difference intervention is making. Casework supervision should then go through the following sections:

Reflection on Experience:

The discussion should cover what has prompted the need for learning or discussion, and an overview of what the practitioner has seen and done to contribute to their understanding of the child's situation. It is an opportunity to bring together what the child has said, what the practitioner has observed and what significant others have told them about the child. Some examples of questions that can be asked are:

- What did you do?
- What did you observe?
- What did you find out? Where from?

Investigating the Experience through Reflection:

When practitioners make assumptions or get caught up in problematic dynamics with service users it can prove harmful for children and families. Reflection on the practitioner's experience is a crucial mechanism for revealing any potentially dangerous areas of practice that are hidden from a practitioner's view. This takes courage and requires skilled and supportive supervisors. Some examples of questions that can be asked are:

- What did you feel beforehand?
- What did you feel during the experience?
- What did you feel after the experience?
- How do you feel now?
- How did that emotional experience affect how you behaved? What you think?
- What assumptions did you make before you even went?
- What assumptions have you made now?
- What information can you see is missing?
- How do you think the child and/or their family feel? How do you know? What else might they be feeling?

Understanding the Experience through Analysis:

Analysis integrates information from observations and reflection into professional evidence. Information needs to be interrogated to identify discrepancies so that meaning, and significance can be elicited. Working hypotheses need to be mapped and located and tested against an external body of knowledge and theory.

Questions to be asked include:

- What is your understanding of the child's lived experience now having had the opportunity to stop and reflect?
- What is your hypothesis about why the family is experiencing the difficulties that have led to professional involvement?
- What is your evidence?
- What are the discrepancies that refute the hypothesis?
- What research backs or refutes this?
- What don't we know ?
- What are the alternative explanations?
- If your understanding is accurate what does this mean for the child?

Consideration should also be given as to whether learning from the discussion can be applied to other situations.

In complex cases including those where Intra-familial CSA is a concern, it will be necessary to allow additional time for reflective discussion to ensure that all possibilities and perspectives can be considered.

What next:

There should be entry within each supervision record on the child's file for **Actions arising from reflection and analysis**. All actions recorded should be SMART (Specific, Measurable, Achievable, Relevant, Timebound).

Each entry should be agreed between the supervisor and the supervisee, clearly noting what will be done, by whom, and by when.

Supervisor's Overview and Critical Feedback:

While supervision is a shared process, the supervisor retains responsibility for overseeing progress and performance. Review of practice has identified cases where there is a lack of oversight of appropriate challenge and clear direction. To ensure that the quality and consistency of practice continues to improve, and children are safeguarded, supervisors are expected to have oversight and record critical feedback where appropriate. This section allows for this.

4.6 Newly qualified social practitioners

The Assessed and Supported Year in Employment (ASYE) was recommended by the Social Work Task Force and introduced in September 2012. It replaces all former arrangements for newly qualified social practitioners.

When supervising newly qualified social practitioners, team managers must refer to ASYE Booklet and other ASYE related documents.

The ASYE is based on the expectation that NQSWs will have:

- a reduced caseload
- regular supervision – up to 1 ½ hours duration of uninterrupted time, weekly for the first 6 weeks; fortnightly up to the 6-month review and at least monthly thereafter
- protected professional development time – 10% of their working week
- regular reviews – 3, 6 and 9 with the final review 11 months post starting the ASYE programme
- continuous holistic assessment

In addition to formal case supervision and personal supervision, Advanced Practitioners will have mentoring sessions with ASYEs on a fortnightly basis. These sessions can be individual or group meetings.

4.7 Standards for recording casework supervision

The recording of casework supervision should meet the following standards:

- Supervision and discussions on individual children will be stored only within the relevant mosaic record for the child
- Formal Case discussions: these are the discussions held within formal or planned Supervision and will be recorded on the child's case file within mosaic using the Supervision Workflow
- Informal or ad hoc Case discussions: Where the discussion relates to significant decisions about case planning, or significant analysis of the case dynamics, it must be recorded on mosaic Case Note Type: Management Discussion or Management Decision (by the Supervisor)

5. Group Supervision

5.1 The aim of group supervision is to enable practitioners to develop their understanding of successes or problems and improve decision making by facilitating reflective and analytic thinking by:

- encouraging practitioners to use a range of models and methods for critical reflection/ appreciative inquiry
- actively considering alternative perspectives

5.2 This aim is met through:

- brief case presentation followed by reflective questioning from the group
- identifying discrepancies and actively considering alternative perspectives; sharing practice to identify successes and learning points
- exploration of innovative practice ideas and alternative solutions

5.3 Key Principles for Group Supervision

The key principles of group supervision are:

- Building a team commitment to critical and reflective thinking through regular, prioritised and facilitated sessions, with a clear agenda
- All group members are asked to think about a case or situation to bring for discussion. One member will be asked to present their case. The facilitator does not need to prepare for the session, their role is to ensure commitment is made to group supervision and keep the group on task.
- Group supervision focuses on the case, reflecting on practice issues and what works and what is not working so well rather than on individual practitioner issues
- Group supervision adopts a strengths and risks approach to considering a child within a family/placement

All group members are asked to think about a case or situation to bring for discussion. One member will be asked to present their case. The facilitator does not need to prepare for the session, their role is to ensure commitment is made to group supervision and keep the group on task.

5.4 Standard for recording group casework supervision

It is important that all group casework discussions are captured and added to the child's record on Mosaic, so it is clear to the child how practitioner reflection influenced understanding of the child's experience and the subsequent actions of Children's Services practitioners.

6. Observation of Practice (see also our Quality Assurance Framework)

6.1 Observation of practice promotes further opportunities for critical reflection and professional development, and provides the supervisor with a tangible understanding of the practitioner's competence by

- Undertaking structured, measured observations of direct practice with children and families in a variety of contexts
- Providing opportunities to compare supervisor, supervisee and service user experiences and perceptions

This is through:

- Offering live supervision during a piece of observed practice
- Adding a further dimension to existing assessment processes
- Giving richness to the reflection on the child's lived experience and problems the family is facing
- Assessment & analysis of practice skills by supervisor and supervisee

6.2 Frequency of observation

There should be at least two formal observations a year for frontline practitioners and their managers. Supervision practice will therefore be observed twice a year to ensure that supervisors are also competent in their practice. To achieve triangulated feedback in observed supervision sessions please refer to supervisee feedback (**Appendix 4**).

6.3 Recording of observation

Observation of Supervision should be recorded in the format in **Appendix 5**. All other Practice observation should be recorded using **Appendix 6** and where required, adapted if necessary, to reflect the needs of the setting.

6.4 Structuring the observation

Before observation the supervisee and the supervisor should:

Plan the observation and agree the goals for the observation. These could be linked to areas for development identified in supervision, previous observations, PDR or specific strengths and capabilities that the practitioner would benefit from having feedback on.

Ensure that the service user(s)/carer involved have confirmed they are willing to be part of the process and that they understand how the live supervisory element of the observation will function.

During the observation the Observer should make notes ensuring they are actively looking for evidence to inform their assessment in relation to the goals whilst being explicitly aware of including evidence of exceptions that challenge the working hypothesis about the practitioner's competence.

After the observation the Observer should ensure triangulation of information by ensuring that service user feedback is included.

6.5 Evaluating the observation

The supervisee and supervisor separately should record their initial reflections using the following prompts:

- What went well and how did you know it had gone well?
- Were the outcomes achieved?
- Were there any surprises for you in this observation?

- What would you do differently?
- What key points have you learnt from this experience?
- How did you feel generally and about being observed/observing?
- Have you identified or confirmed any specific areas for further development?

6.6 Analysis of the observation

The Observer should:

- integrate the three sources of feedback (supervisee, supervisor and child or family member)
- assess the outcomes in relation to the goals
- analyse the meaning of the feedback from the three sources of feedback

6.7 Action

- How do you intend to address these areas of development?
- What support do you require?

7. Supervision Records

7.1 The electronic supervision file will contain:

- a) Supervision Agreement (Appendix 3)
- b) Records of Personal Supervision (Appendix 1)
- c) A copy of the annual appraisal – My Road Map and associated 360-degree feedback
- d) Any attendance or sickness monitoring and management
- e) Any performance management discussions or Individual Action Plan
- f) Learning Record

It may also be useful to include:

- j) Compliments and Complaints
- k) Previous supervision folder, where a practitioner relocates to a new team

7.2 The recording of supervision sessions is the responsibility of the supervisor.

7.3 The supervision record and appraisal are the property of Dorset Council Children's Services and will be subject to inspection and audit.

7.4 There are two elements to recording: the recording of Personal supervision and the recording of Case discussions (whether formal and planned or informal and ad hoc).

7.5 The detail included in the supervision record is a matter of judgement for the supervisor and supervisee. A short summary of the discussion and the decisions or action points or understanding arising from it should be sufficient in most cases.

7.6 General standards for supervision records

General standards for supervision records are as follows:

- Supervision records should be detailed enough so that issues can be revisited when necessary and be understood.
- Supervisors should aim to give a copy of the record to the supervisee within 10 working days.
- Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions.

7.6 Supervision file retention

When a supervisee leaves the Dorset Council the personal supervision records should be retained for six years after the member of staff has left and then deleted, in accordance with our retention schedule. The archived electronic file will be stored on the Supervision Archive as maintained by the relevant Administration Support Manager. Archived folders should be saved using the same naming convention which should include the Deletion Date and the practitioner's name. The Supervisor is responsible for forwarding the folder for archive to the relevant Administration Support Manager within one month of the practitioner leaving.

It is the responsibility of the relevant Administration Support Manager to arrange timely deletion of archived files.

Where a member of staff transfers to another team or to a new supervisor within Children's Social Work Service, their electronic Supervision File should be sent to the new supervisor who will store it as a sub folder within in the new Supervision File that they create for the practitioner. It should be named **Previous Supervision – Name of Supervisor**. Any significant information should be brought to the new supervisors' attention during the transfer process.

7.7 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, e.g., their own line manager, this should always be with the knowledge of the supervisee.

Access to supervision records is controlled and all records are secured electronically so that others who do not have a legitimate right to see the records cannot access them. Equally, access to the electronic supervision file is accessible only by the Supervisor and their line management.

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

- Senior Managers (for quality assurance purposes)

- Investigating Officers (e.g., for disciplinary purposes)
- Inspectors (e.g., Ofsted)
- Workforce Development Staff (e.g., for audit and quality assurance purposes)

8. Quality Assurance

8.1 Supervision will be quality assured by:

- a) **An annual quality assurance audit of supervision records** (minimum) – Service Managers will be required to audit a sample of supervision records and practice relating to supervision by a Team Manager periodically. This will include checking the supervisees file and obtaining feedback from the supervisee to ensure that supervision is taking place to the standard required. In addition, themed supervision audit will be undertaken by Quality Assurance and Partnerships will be undertaken annually.

The minimum requirement is that each Service Manager audits one supervision file per supervisor every 12 months. The template in **Supervision Quality Assurance and Audit (Appendix 11)** should be used to record the file audit and the quality assurance conversation. This should be entered on the supervisor's electronic supervision file.

- b) **An annual survey of staff** - An annual questionnaire about supervision will be carried out. It is an anonymous questionnaire, which seeks feedback from staff about the supervision process. The outcomes of the survey are analysed, and improvements are identified.
- c) The Line Manager will keep a record of supervision quality assured each year.

8.2 Quality Assurance and Audit of Supervision Records

Line Managers should audit a minimum of one supervisor/supervisee file and feedback each year. There are four aspects to this:

- a) Reviewing the content of the electronic file for compliance with the guidance and to consider the quality of recording
- b) Obtaining feedback from supervisees about the nature of supervision and the supervisory relationship, about how well it meets their needs and the needs of other stakeholders
- c) Discussing the supervisor's perception of the quality and effectiveness of supervision and feeding back the supervisee/line manager perceptions
- d) Developing an action plan

There are a range of ways in which feedback can be obtained from supervisees to contribute to this process and it is recommended that a combination of strategies is

used to form an overall view of the quality of supervision. It is a matter of professional judgement for those involved as to how best to achieve this.

9. Supervision Practice Quality Standards

- 9.1 Providing high quality supervision is at the heart of our efforts to improve the quality and consistency of professional practice.
- 9.2 Casework 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 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 practitioner and ensures that information gained from reflection on a practitioner's experience of working with a family is integrated into their understanding of the child's experience.
- 9.3 Professional supervision should also identify and address any issues in relation to the supervisee's health and wellbeing, identify and address any performance issues at an early stage and identify and support professional development needs. Acknowledgement should be made of factors of equality and diversity that are relevant to the supervisory relationship.
- 9.4 The following table summarises all the Standards for Supervision set out in this guidance:

	General Standards	Ref.
1.	Factors of equality and diversity that are relevant to both the supervisory and practitioner/ service user relationship should be explored and responded to.	1.4
2.	Supervision is held regularly and is uninterrupted. Regularly means at least monthly for frontline practitioners.	1.7
3.	There is a current, mutually drafted supervision agreement in place, which is reviewed on an annual basis.	1.9
4.	Supervisors should aim to give a copy of the record to the supervisee within 10 working days.	7.6
5.	Supervision encompasses professional wellbeing, development and standards, and casework supervision.	3.3–3.5, 4
6.	Supervision records should be detailed enough so that issues can be revisited when necessary and be understood.	7.6
7.	Records should clearly detail any decisions that have been made, and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions.	7.6

8.	Other forms of supervision such as peer or group supervision are recorded on the child's file when discussion has been held in respect of that child.	5.4
9.	Formal observation of practice will be recorded in supervision at least twice a year	6.2
	Standards for Casework Supervision	Ref.
10.	A supervision episode should be recorded on MOSAIC in respect of each child at a minimum of every 8 weeks, or every 4 weeks for children subject to CP Plan or Proceedings or are placed in emergency or unsuitable accommodation (including custody).	4.3
11.	There should be entry within each supervision record on the child's file for Actions arising from reflection and analysis. All actions recorded should be SMART (Specific, Measurable, Achievable, Relevant, Timebound).	4.5
12.	Each entry should be agreed between the supervisor and the supervisee, clearly noting what will be done, by whom, and by when.	4.5
13.	Supervision and discussions on individual children will be stored only within the relevant mosaic record for the child.	4.7
14.	Formal Case discussions: these are the discussions held within formal or planned Supervision and will be recorded on the child's case file within mosaic using the Supervision Workflow.	4.7
15.	Informal or ad hoc Case discussions: Where the discussion relates to significant decisions about case planning, or significant analysis of the case dynamics, it must be recorded on mosaic Case Note Type: Management Discussion or Management Decision (by the Supervisor.	4.7
	Standards for recording Personal Supervision	Ref.
16.	Within the supervisor's electronic Supervision Folder on SharePoint there will be a separate Supervision File for each supervisee. Each file should follow the same naming convention as described in section 7.	3.7
17.	Paper files will not be kept. All documents must be saved electronically to the electronic Supervision File on SharePoint.	3.7
18.	Personal Supervision will be recorded on the template – Personal Supervision Record (Appendix3)	3.7
19.	Mentoring sessions for ASYE's are recorded by the Advanced Practitioner who will email the notes to the practitioner and their supervisor so that they can form part of the overall electronic Supervision File.	3.7