

Supervision Policy

Children's Social Care

Version 5.10
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Accessibility

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One Council

Forward thinking & focus
Open
Respectful
Working together
Adaptable
Resilient
Determined



Our values and behaviours underpin the way we interact with colleagues, customers, residents and stakeholders. They are central to our success as One Council.

We can all demonstrate One Council values and behaviours in our work, and specifically within supervision relationships and meetings, no matter what our role is.

Introduction

The People Directorate Vision – People at the Heart of our Services

The vision for people who need our services

- Protect you from harm if you need us
- Help you to get support so that you can be physically and emotionally healthy
- Work with you and your community to help you to be independent and resilient

We'll do this by:

- Focusing on quality practice
- Integrating services with partners
- Providing information & choice
- Focusing on what is most important

Acknowledgment

This policy was co-created in a task and finish group made up of people within Childrens Social Care who deliver and receive supervision. A thank you is extended to all those people who gave up their time to explore this important area of work and co-produce this policy

Supervision

Key decisions about Childrens lives and families' futures are made in supervision up and down the country every day. The job of those working within Childrens Social Care (CSC) is a challenging one which takes place in a **complex adaptive environment** where the role of professional judgement is paramount.

CSC workers need to be **confident, articulate, and professional** with highly developed **listening, verbal and writing skills**. They also need **stamina, emotional resilience and determination**.

Research and practice demonstrate that social workers will be more effective if they receive good quality supervision, both on a one to one basis from a manager and also from peer supervision in teams and networks.

The Departmental Management Team (DMT) are committed to continuous improvement of supervision and support for those working in Childrens Social Care. We want to provide first class support for all CSC workers to do their job well – and we know that providing the best supervision and support for decision-making is central to this.

Introduction

Aim and Scope

To ensure that everyone who works within Children's Social Care has:

- Effective, timely and accessible supervision
- That enables them to fulfil their role of improving outcomes for children and
- Supports the emotional demands of the work

This policy outlines what supervisors and supervisees can expect from good supervision in Bracknell Forest Children's Social Care and how we will meet our responsibility to provide it.

The value of supervision is applied equally whether a child is:



All children benefit from workers who have good and regular supervision and all workers benefit from good supervision.

The value of supervision is applied equally - whatever the supervisee's role or responsibility within the organisation regardless of it being permanent, temporary, relief and agency or contracted staff.

For supervision to be effective it needs to combine a performance management approach with a **dynamic, empowering** and **enabling** supervisory relationship. Supervision should improve the quality of practice, support the development of integrated working and ensure continuing professional development.

Supervision should contribute **to the development of a learning culture** by promoting an approach that develops the confidence and competence of managers in their supervision skills.

Adherence to this core supervision policy is **not negotiable**, albeit we encourage flexibility and creativity in delivery.

Responsibilities & Principles

Know your responsibilities

All protected titles, registered with the Health & Care Professions Council (statutory professional regulator body) have to adhere to the legally binding standards to protect the public against risk of poor practice.

Standard 11 (Reflect & Review Practice) states that the practitioner must:

- Understand the value of reflection on practice and the need to record the outcome of such practice.
- Be able to reflect critically on their practice and consider alternative ways of working.
- Understand models of supervision and their contributions to practice.

Everyone who is case holding must receive supervision every calendar month.

Supervision benefits children, their families and those that work within social care

Supervision is the process **of reflecting on the practice issues** to facilitate safe, effective, evidence based and quality assured practice and to explore and contain the relational and emotional impact of the work in relation to the context.

Supervision is a process by which an **organisation provides support and guidance** to workers to enable and support workers to build effective professional relationships, deliver and develop good practice, and exercise both professional judgement and discretion in decision-making.

Supervision of individual cases is a means for **helping workers put into practice the critical thinking required** to understand their children's lived experiences holistically, complete analytical assessments, and then to provide an intervention. Guidance will be given, knowledge exchanged, shared decisions made and priorities and actions agreed between supervisee and supervisor.

Why is Supervision Important?

Effective supervisions supports:

- Effective workload management
- Management of individual performance and quality of service
- Reflection on the focus of work and methods of intervention
- Commitment to positive outcomes and effective working with others
- Motivation and job satisfaction through clarity on:
 - work objectives
 - positive feedback
 - critical reflection
 - personal support and
 - continuing personal and professional development
- Positive impact on staff retention and continuity of service

Supervision should provide:

- a forum for **celebrating success**
- A place for discussing **personal and practical needs** such as a change of circumstances, booking Annual Leave and managing TOIL and health and wellbeing.
- Supervision will provide space for **reflection**, to enable supervisees to examine and review the quality of all aspects of the service they are delivering. It will be relationship based and will model effective professional social work relationships, where applicable.
- Supervision will be **supportive**, recognising that supervisees may require help to carry out their role. This may be because of particular situations, specific incidents or personal circumstances. Supervisees will be given the opportunity to reflect on the impact the work has on them and offered support to prevent issues adversely affecting them and their work.
- The supervisor and supervisee are jointly responsible for supporting the **continued learning and development** of supervisees to ensure they have the relevant skills, knowledge, understanding and attributes to do their job and to progress their career (and in some instances, retain their professional registration). Constructive feedback and observation of practice should be part of this learning process. Supervisors can also use coaching as a tool within supervision.

Our Supervision Framework

Group Supervision/Peer Support

Group supervision is an essential component of the Family Safeguarding Model (FSM).

All workers who are delivering services within the FSM teams must attend and contribute to group supervision. This enables the exchange of information, knowledge and expertise with peers, test out hypotheses, become familiar with each other's cases, and formulate creative solutions to situations that seem stuck, make joint decisions and share responsibility.

The whole system

Supervision is part of a whole system approach to achieve the vision. It is the forum for the setting and attainment of individual, team and service-wide performance targets. Supervision will be linked to the Annual Performance Appraisal and six month mid-term review. Appraisal objectives will be monitored and targets for improvement and any key issues such as service gaps can be identified. It is also a tool for ensuring that the Department's policies and procedures are complied with. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

The Standard

- All Children's Social Care case holding employees and managers will receive formal one to one supervision sessions, booked at least three months in advance, at a minimum of once every calendar month. Both the supervisor and the supervisees are responsible for ensuring they meet frequency expectations.
- Supervisors are expected to facilitate casework supervision that actively models the principles and values of Motivational Interviewing and signs of safety. This is so that supervisees experience the value of these underpinning practice frameworks directly.
- Supervision will be provided in a safe space without interruptions.
- It will not be cancelled and only be re-arrange if unavoidable
- Supervision will reflect understanding of and commitment to diversity and equality issues.
- Supervision will support evidence informed practice, with signposting to literature, research, policy and procedures.
- Staff in specialist posts, e.g. Occupational Therapists, will receive additional clinical supervision to support their practice & development and meet the requirements of their particular discipline from a suitably qualified professional.
- All supervisees will have a written supervision contract, agreed and signed by the supervisor and supervisee within four weeks of joining the Department. The agreement will include how any disagreements may be resolved. This should be reviewed if there is a change of circumstances, something is not working or as a result of a change of supervisor.
- FSM group casework supervision, will be monthly for all FSM cases, with all practitioners (Adult and Childrens) attending.

Our Supervision Framework

The Standard (continued)

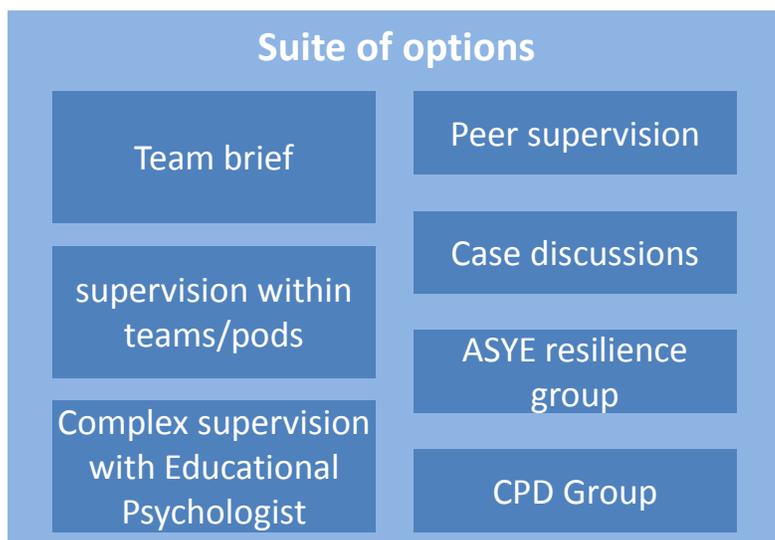
- New starters (at all levels) will receive additional 1-1 sessions in their induction period as required.
- Newly qualified social workers (ASYE) will receive weekly supervision for the first six weeks, then two weekly for first six months. This provision can be shared with the practice educator. The Department will provide the same level (or enhanced level, in accordance with university expectations) of supervision for students as would be the case for other staff undertaking work at the same level. It is the duty of the employer providing student placements to ensure that supervision arrangements for students are safe and appropriate.
- The length of supervision will be a minimum of one and a half hours depending on the agenda.
- New residential care staff must receive one to one supervision at least fortnightly during the first 6 months of their employment. Agency staff and those employed infrequently to cover staff absences will receive one to one supervision no less frequently than after each 8 shifts worked in the home. See National Minimum Standards, Children's Homes, Standard 28.2.
- When a practitioner is on leave (due to sickness or AL) which results in a gap in supervision, this will be clearly recorded on Mosaic and on the subsequent supervision record. Supervisors will consider re-allocating cases due to staff absences.
- Both supervisee and supervisor will prepare for formal supervision sessions.
- The supervisor will prepare by reviewing performance data to check whether children have been seen, whether reviews have taken place and whether plans are in place.
- Practitioners will prepare by prioritising their cases and setting the agenda so that cases requiring in-depth discussions can be prioritised in the meeting. This agenda will be shared with the supervisor at least 24 hours in advance to allow time to familiarise themselves with the cases.
- After each supervision the supervisors will dip sample some case records.
- Supervision should follow the Bracknell Forest Supervision agenda format and be recorded on the set template.
- It is not expected that each case will be considered at each supervision as there may not have been any significant developments since the last supervision. However, it is expected that at every supervision a case management supervision record will be made for each child that the worker has responsibility for. In these instances, a brief entry along the lines of "No key matters to record since previous supervision" is sufficient. Conversely more complex cases, which require a more in-depth reflective discussion should be recorded in more detail.
- MASH and Referral and Assessment Team hold a weekly Team Brief meeting to provide additional group supervision oversight as work moves through this team at a different pace.

Our Supervision Framework

What are the various types of Supervision?

There are different types of supervision depending on your role and the type of case.

- Group Case Supervision
- Individual supervision
- Management supervision



Mandatory Supervision

	Group Case Supervision	Supervision	Personal Supervision
Team Manager	Family Safeguarding Cases that involve Adult Specialist Input	Supervision for cases requiring no adult specialist input	ATM Personal Supervision
ATM			Social Worker & Family Worker Supervision
Social Workers			
Family Worker			
Lead Adult Specialist			Adult Specialist Supervision
Lead Adult Worker			

Our Supervision Framework

Supervision Records

- New starters (at all levels) will receive additional 1-1 sessions in their induction period as required.
- A supervision record of casework reflection and analysis, with decisions and agreed actions will be created on the child's file within 24 hours for any significant case decisions and/or urgent matters and 48 hrs for all other cases. The supervisor and supervisees will agree who records supervision.
- Emotional health and wellbeing of the worker must be recorded on the individual supervision template by the supervisor.
- It is recognised that informal supervision and management decisions take place between formal supervision meetings. Any significant issues discussed, particularly if they influence a change in direction of the case, should be clearly recorded by the practice supervisor in a timely manner (within 24/48 hrs as above).
- Group casework supervision (GCS) will be recorded by the allocated administrator onto the GCS template on Mosaic.
- Supervision is a work based tool. Whilst there is respect given to the nature of discussions, if it is not data confidential, all matters discussed in supervision will be recorded and may be shared with senior managers if the needs of children or the service require such. Supervision files may be audited internally and or by Inspectors.
- Each team will maintain a visual calendar of supervision booked and completed. Dates of supervision will be reported monthly and quality checked via audit and dip sampling and supervision surveys.

Additional Opportunities for Supervision

As well as the supervision core offer other opportunities for development and reflection are valuable. Examples include the following:

- team meetings/team brief
- supervision within teams/pods
- peer supervision
- case discussions
- Assessed and Supervised Year of Employment (AYSE) resilience group
- Continued Professional Development Group
- Complex case supervision with Educational Psychologist

Any significant issues discussed through these supervision resources, particularly if they influence a change in direction of the case, should be clearly recorded by the practice supervisor in a timely manner (within 24/48 hrs as above).

Supervision records must be stored securely electronically in individual folders on 'F' drive and are retained for 7 years.



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