

You Can, I Can, We Can

This policy provides a framework for the supervision, appraisal and support of staff working in Children and Young People Support and Safeguarding Service, to ensure we are working to a common goal, meeting the practice standards, and demonstrating the values of our service that underpin effective practice.

April 2022



CONTENTS



1. Introduction _____3

Aim and Scope

CYPSSS Ambition, Vision, Mission and Values

Definitions

2. Our Approach to Supervision _____7

Principles and outcomes of Supervision

Supervision and our Model of Practice

Supervision Process

Practice Focused Supervision

3. Practice Standards _____

The Supervision Agreement

One-to-One Personal Supervision

Practice Focused Supervision

Role Specific Supervision

Additional Supervision

Employee Development Reviews

Cancellation of Supervision

Supervising the Supervisor

4. Practice Guidance _____

Introduction to the Practice Guidance

Practice Guidance for Personal one-to-one supervision

Practice guidance for practice focused supervision

5. Quality of Practice, Monitoring and Review _____

6. Learning and Development for effective supervision _



1. INTRODUCTION

1.1 Introduction

Supervision is critical to good practice. It is a fundamental belief in Children and Young People Support and Safeguarding Services that our staff are the most important asset in fulfilling our responsibility to provide a quality service to children, young people and their families. The supervision and development of all staff are significant processes in the success of the organisation.

Supervision is an important right and benefit for everyone. It benefits the individual, the organisation and indirectly, as part of an intervention, it benefits those who use services. Supervision which supports staff to critically analyse, reflect on their work and their practice where applicable, and to manage the emotional impact of what they do will result in better outcomes for families. Supervision arguably has the greatest influence on work and practice other than the practitioner / worker themselves. Managers, supervisors and supervisees are jointly responsible for ensuring that supervision meets the requirements as set out in this policy.

East Riding of Yorkshire Council aims to provide appropriate, responsive and flexible services for the citizens of East Riding, and especially those who are most in need of support and can only do this if the staff employed by CYPSSS:

- Understand what is expected of them;
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role; and
- Are fully supported in their work and managed effectively.

Supervision is one of the ways that this can be achieved. All staff have a right to expect supervision which is appropriate to their needs and that of the organisation. This policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively and promote the development of effective staff care.

Children, young people and their families benefit from workers who have good and regular supervision and all workers benefit from effective supervision.

The Senior Leadership Team are committed to continuous improvement of supervision and support for those working in CYPSSS. We want to provide first class support for all of our staff to do their job well – and we know that providing the best supervision and support for decision-making is central to this.

1.2 Aim and Scope

'You Can, I Can, We Can' – Supervision Policy, Procedure and Guidance sets out how supervision is carried out within Children, Young People Support and Safeguarding Service in East Riding of Yorkshire. Although this framework is for all staff in Children and Young People Support and Safeguarding Service there are some specific sections which may relate only to those working directly with children, young people and their families.

This framework has been written, following consultation, to ensure it meets the needs of the service, the staff and their supervisors, regardless of the area in which they work. It also ensures that our supervision practice aligns with the 'Stronger Together' approach of our model of practice. The ethos and context of this framework will be communicated through regular training for managers (supervisors) and is intended to provide an understanding about the requirements and processes of staff supervision.

1.3 Our Ambition, Vision and Mission for Children and Young People

Our ambition is for all children and young people in the East Riding to lead fulfilling lives where they are happy, healthy, confident and safe. We will work in partnership to remove barriers to achievement and narrow the gap so that everyone can reach their potential.

Our Vision
We will deliver good outcomes for children, young people and their families through the provision of professionally compassionate, curious and evidence-based practice that is **outcome focused**.

Our mission is to advance excellence in practice by providing leadership, ensuring quality, developing learning and strengthening service capacity so that local based sufficiency matches need.

Our Values

- We work in a strengths-based way
- We value relationships and understand the importance of being kind
 - We work collaboratively – doing 'with' not 'to' or 'for'
- We understand the importance of working with the whole family, including the family network and wider community
- We are child-centred and understand the importance of purposeful direct work

Supervision is part of a whole system approach to achieve the vision. We can achieve our ambition and vision through effective supervision and supervisory relationships and by maintaining a rigorous focus on outcomes for children and young people. We can achieve our mission by demonstrating excellent leadership, maintaining a focus on quality, and advancing learning and development within our supervisory contexts.

Our values and behaviours underpin the way we interact with colleagues, children, young people and their families, communities and stakeholders. They are central to our success in achieving our ambition and vision. We can all demonstrate CYPSSS values and behaviours in our work, and specifically within supervision relationships and meetings, no matter what our role is.

1.4 Definitions

Supervision

Supervision is a regular one-to-one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives. 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.

Supervision does not simply occur in a one-to-one session. It occurs in the context of a supervisory relationship and to be effective this has to be based on trust so that a safe space is created in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, wellbeing, success and achievement can all be explored. It is therefore critical that over time this relationship develops so that when things are at their most complex and vulnerable, which is often outside of formal supervision, the supervisor and supervisee are able to communicate.

One-to-One Personal Supervision

Personal supervision is a formal process that provides professional support to enable the supervisee to develop their knowledge and competence, be responsible for their own practice, and promote children's outcomes and safety. Professional supervision must enable, challenge and support workers to build effective professional relationships, develop good practice, and exercise both professional judgement and discretion in decision-making.

Personal supervision differs from child's practice focused supervision in that this considers the needs of the supervisee, including the supervisee's wellbeing needs, professional development needs, and constructive and supportive feedback. This is set out in more detail in sections 3 and 4 below.

Practice Focused Supervision

Practice focused supervision relates to case work and should support practitioners to reflect on case direction, this should explore the strengths and the worries relating to the child's circumstances and any potential barriers to success. Supporting practitioners to reflect on individual child's circumstances to safely manage risk and ensure timely progression, and help the practitioner to prioritise, and manage, tasks and workload.

It is an opportunity for managers and practitioners to discuss a small number of children's circumstances in depth. This is dedicated, quiet time to support, challenge and reflect on what is happening together. This is where practitioners have a real chance to discuss what is happening in this child's life, how the plan is progressing to help improve things for the child and any barriers to success. Managers can use this time to assure themselves that assessments are thorough and analytical, plans are SMART and that decisions are timely, clear and defensible. This is set out in more detail in section 2.

Group Supervision

Group supervision can complement, but should not replace, one-to-one supervision. It involves a group or team of staff (led by a facilitator) mapping information using Signs of Safety, learning from each other's practice and working together as a team. It can be particularly useful to discuss children's circumstances where there needs to be more case direction or situations in which workers are feeling 'stuck'. It is an opportunity for reflection, analysis, planning and exploration of practice themes and promotes learning and development through the Signs of Safety approach.

See section 7 for the annex related to this area of supervision practice, practice guidance on self-evaluation, self reflection and learning process within a group supervision.

Joint Supervision

Joint supervision is different to group supervision. Joint supervision is practice-focused supervision that is undertaken jointly with a number of practitioners. This may be helpful in circumstances where practitioners from different parts of the service are working together with children, young people and families. This enables a joined-up approach to work with the family, consistency in decision making, and provides space for conversation and reflection about differing perspectives.

Management Oversight

Management oversight is different to supervision. Ad Hoc discussions or decisions are likely to be needed between planned supervision sessions and may result from unexpected changes of circumstances. Where, as a result of this discussion, activity is planned or decisions made which diverts from the plan, these discussions and decisions should be recorded on the child's record these should be recorded as supervision. However, where there has been a more specific decision made and this does not divert from the overall plan, this should be recorded as management oversight. Management oversight can also be utilised to check that key actions are being completed or to check the quality of the overall child's file. Management oversight can therefore happen through a discussion with a social worker or by looking at a child's records on the system. It can be more formal in case discussions, legal planning meetings, panel forums etc.

Employee Development Review (EDR)

An Employee Development Review is a more formal appraisal process involving the setting and reviewing of a practitioner's performance over a period of time; re-evaluation of set objectives, recognising strengths; identifying areas for improvement and identifying how learning and development needs will be met.

2. Our Approach to Supervision



2.1 Principles and outcomes of supervision

The functions of supervision are:

Normative – this is the management function
Formative – this is the development function
Restorative – this is the support and challenge function

The purpose of supervision is:

The supervisee should leave supervision with a clear sense of the direction of the work and the steps they are going to take, and they should feel energised to do so.

‘A good supervisor is able to contain the supervisee’s anxiety, stress and hope and model the kind of relationship practitioners are expected to build with children and families. A supervision experience should enable the practitioners to walk away feeling less anxious than when they walked in, and with a clearer view of what the child, family and organisation require, what actions are most likely to produce the best results, and what to do next.’

(Earle et al, 2017)

The principles that underpin our supervision practice are the council’s behaviours and values, as well as our CYPSSS values.

Quality	Pride	Respect
We work together to provide the best services possible	We are proud of what we do and we positively embrace change	We treat people fairly and are open, honest and lead by example
I do my best for the people I serve +	I am an ambassador for East Riding of Yorkshire Council +	I can be trusted to do the right thing and be ethical in my actions +
I make every pound of the public purse count +	I am motivated and strive to continually improve services +	I care about my work, my colleagues and the people and communities I serve +
I work with colleagues and external partners to achieve the best results +	I have a flexible attitude and strive to innovate +	I value people, listen and respect their views +

In addition, we have seven key **Principles of Supervision**: -

1. Supervision should be child and family focused, capture their voice and considers their identity and culture
2. Supervision relies on effective relationships. All employees are treated equally and with respect during the supervision process
3. Supervision is outcome focussed. For outcome focused supervision to be effective and meet its purpose, it must offer both 'challenge' and 'support'. Supervision that is done 'to' or does 'for' the supervisee, cannot contain all the essential ingredients and will yield unsustainable outcomes
4. Supervision is a vital tool which enables the supervisee to undertake their work safely and to the required standards and timescales. It involves personal responsibility and accountability
5. Supervision is given a high priority by both supervisor and supervisee. Planned / formal supervision takes place and may be accompanied by unplanned and informal supervision
6. There is a genuine desire to increase understanding; improve decision making; make improvements; evaluate practice; and act on learning
7. Supervision supports and enables continuing professional development.

We understand that high quality, regular supervision is critical and has many positive outcomes, such as:

- It enables effective management oversight and gives assurance that risks are being effectively managed.
- It provides the support and guidance to staff that they need to provide high quality services to our children, young people and their families.
- It increases job satisfaction and our worker's ability to manage and prioritise their workload.
- It values the contributions of our workers and looks after their wellbeing.
- It empowers practitioners to work with increasing levels of autonomy and confidence which develops practice and decision making.
- It helps us to retain staff.
- It safeguards the service user, the worker and the organisation.

We believe that good quality, reflective supervision is one of the most important support mechanisms we can provide for our staff. We also believe that our staff are responsible for the quality of their own work and are not passive recipients of the supervision process. Therefore, we expect them to prepare for, and make a positive contribution to, **their** supervision process.

2.2 Supervision and our Model of Practice

The 'You Can, I Can, We Can' vision for supervision in CYPSSS is underpinned by the Stronger Together approach and crucially relies on relationship based practice and good quality reflective practice to ensure we are delivering positive outcomes for children, young people and families.

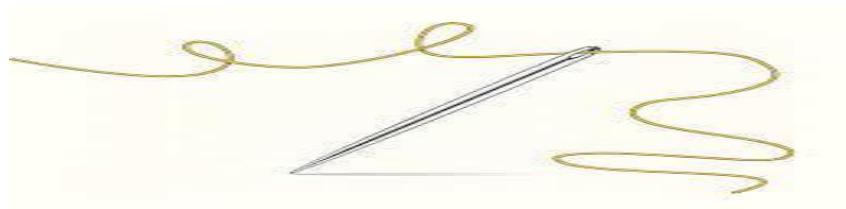
We are very clear that the supervisory relationship and the values, behaviour and practice that is modelled in supervision contributes significantly to the values, behaviour and practice

of a practitioner with the children, young people and families who we work with. The concept of 'parallel processes', or mirroring, is an important one as it explains how the dynamics within one relationship can play out in another.

Annie, a parent who has experienced children's services intervention with her own children, including care proceedings, and now supports other parents and local authorities and is part of national panels says this about a supervisor's role and the relationship parallels:

"What is happening in your lounge is a reflection of what is happening in the organisation and what happens around this. If your supervisor is calm, is reflective, is quiet, is able to look at things in a balanced way.....this will naturally filter down to the [practitioner] and the way that they deal with the family".

That is why it is so important that supervisors model the Stronger Together approach in supervision with their practitioners. Model what matters and what is important – if you are overly task-centered, then this is what your supervisees will learn is the most important factor in practice and will demonstrate this in their work with children, young people and their families. Modelling our Stronger Together practice model will ensure that practitioners develop reflexivity, behave restoratively, are strengths-based and solution focused.



Reflective supervision

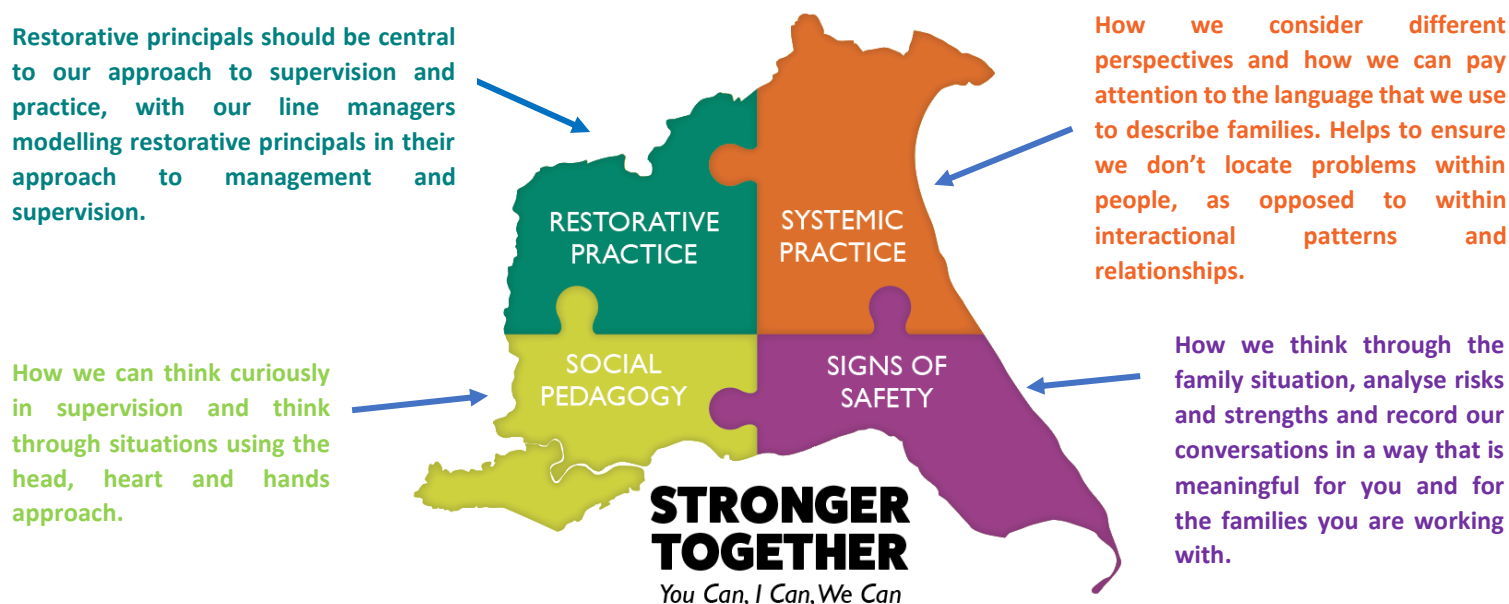
We acknowledge that the increasing volume and complexity of our work in CYPSSS has led to an over-processing of our approach to supervision. Whilst our procedures and processes are an important part of best practice, we acknowledge the importance placed on a 'culture of focused thinking to aid analysis and decision making' and that 'supervisors have a role to play in developing and promoting that culture' as defined by the Post Qualifying Standard: Knowledge and skills statement for child and family practice supervisors (2018).

This is driving us to develop and return to a more effective, reflective model of supervision. The role of the supervisor in facilitating reflective learning is critical and the way in which questions are asked will promote reflection and learning, enabling the supervisor and supervisee to be:

Curious – trying to understand how someone has arrived at a particular point of view and asking why a worker has chosen a particular course of action, or why a particular event occurred.

Strengths based – enabling learning through reflection on what is working well, what is working less well and what more can you do / do differently.

Solution focused – asking how problems have been solved previously and encouraging solutions to be used more. Looking at what needs to happen next to make an impact.



Signs of Safety

The Signs of Safety approach uses strengths based 'solution focussed' techniques to increase co-operation and promote partnership working with parents, young people, children, and families. Supervision should guide practitioners through the Signs of Safety framework and offer support to develop skills in terms of implementing this in practice.

Restorative Practice

The restorative practice model creates a universal way of communicating with each other rooted in restorative principles and values. These principals should be central to our approach to supervision and practice, with our line managers modelling restorative principals in their approach to management and supervision and in the practice with the children and families we work with. This will be evidenced through observations of practice and quality of practice measures.

Systemic Practice

Systemic practice seeks to make sense of the world through relationships, focusing on the whole system rather than individuals. Systemic practice supports relationship building, communication, reflection and analysis of the systems families live within, looking for meaning within interactions and seeing how things are connected. Systemic practice enables the expression of different viewpoints and generates multiple hypotheses about what might be happening in a family. It also helps to introduce change into a system, creating new explanations and potential solutions for the problems facing families.

Social Pedagogy

Social pedagogy is not a tool or technique but a professional and personal stance that promotes relationship-based practice. Using social pedagogy in supervision involves being reflective, being open to learning and having an awareness of our own emotional reactions

to work. Practitioners are supported in supervision to connect head (learning and reflection), heart (building relationships) and hands (being practical through completing everyday activities and taking forward plans) and helping to understand and reflect on how we bring our whole selves to work.

2.3 The Supervision Process



The above supervision process applies to both personal one-to-one supervision and practice focused supervision. Utilising the process helps us to remain outcome focussed, building on strengths and considering likely barriers.

Kolb's Cycle of Reflective Practice can also be utilised as part of the overall supervision process to support reflection and learning from experience. The cycle demonstrates how experience is turned into learning via four different stages.

Experience (engaging and observing)	Telling the story – what happened? Awaken awareness. Recollect and describe the event, provide the context, clarify the issue, identify the goal for supervision.
Reflection (investigating the experience)	What was it like? Feelings, beliefs, behaviours, intuition, values, identify patterns of behaviours transference, links to past, resistance.
Analysis (seeking to understand, hypothesising)	Asking why, what does this mean? Theory, professional practice, standards and values, policy and protocol, practice wisdom, relationship dynamics, roles and authority, wider organisational social and political context.
Plan and act (preparing for action, trying things out)	What next? What has been learned by reflecting, how practice might change, flexibility and limitations of plan, strategies and implementation, contingency plan, skill or resource requirements follow up and recording, review the plan, evaluate whether the issue has been addressed, and review

2.4 Practice Focused supervision



Practice-focused supervision will broadly aim to answer three questions:

- What is the worker going to do next?
- Why is the worker going to do 'those things'?
- How is the worker going to do 'those things'?

The supervisor and supervisee should discuss clearly why they are going to do 'these' things and consider how best to share the rationale with the family. The discussion should also include exploration of how to complete those tasks and how best to achieve them. It will be important that the supervisee understands why the actions are important and how they might be completed in the family's best interests.

Achieving more practice focused supervision is not as simple as asking more what, why and how questions. The way in which the questions are asked and the context of the supervisory relationship is key (restorative).

Practice-focused supervision that provides high support for practice will have the following characteristics:

- Respectful curiosity - genuine desire to understand
- Child and family focus - consideration of what life is like for children and families
- Clarity about risk and or need - explicit discussion



3. Practice Standards

3.1 The supervision agreement

All supervisees will have a written supervision agreement which will be reviewed at least annually. The purpose of a supervision agreement between the individual and their named supervisor is to establish a basis for which the supervisor and supervisee will work together during the one-to-one supervision sessions. The 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. The supervision agreement should also clarify constraints upon confidentiality.

Supervision agreements should also be completed where peer or group supervision is taking place. All attendees should sign the agreement, (regardless of how often they attend).

Supervision agreements should be reviewed and re-signed:

- Annually
- If a supervisee changes supervisor
- If there is any change to the supervision delivery, (e.g., frequency), for whatever reason

A supervision agreement form can be found at section 7.

3.2 One-to-one personal supervision

All staff within CYPSSS should have one-to-one personal supervision on a monthly basis. Personal one-to-one monthly supervision meetings should be planned at least 3 months in advance.

There should be a focussed discussion in every personal supervision regarding the supervisee's wellbeing and proactive action planning to address any wellbeing needs identified. The personal wellbeing scaling should be used to support this discussion. See section 4 for practice guidance for supervisors relating to this.

Personal supervision should be recorded on the one-to-one supervision form (see section 7). Both the supervisor and the supervisee should have the opportunity to contribute to the agenda. A copy of the supervision record should be signed by both the supervisor and supervisee and copy shared with both. The supervisor is responsible for saving the personal supervision record in a separate supervision folder for each person they supervise.

Children's details should not be recorded on personal one-to-one supervision records. Initials or the child's PID number should be used where there is a need to relate practice related issues to discussions regarding personal wellbeing and development.

Where a member of staff transfers to another team or to a new supervisor within CYPSSS 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 worker. It should be named **Previous Supervision – Name of Supervisee**. Any significant information should be brought to the new supervisors’ attention during the transfer process.

3.3 Practice Focused Supervision

Supervision regarding children and young people’s circumstances and a practitioner’s work with the child and their family will differ in frequency depending on the part of the service they are supported by and the level of identified risk to the child. The frequency of supervision should always be determined by the needs of the child and both the supervisor and supervisee are accountable for the agreed frequency. Therefore, the below standards are the minimum requirements for each child.

Team		Frequency
Children’s Centres		At least once per 60 days
Youth and Family Support		At least once per 60 days
Mental Health and Emotional Wellbeing Team		At least once per 60 days
Making a Change		Monthly
Intensive Family Support		Monthly
Youth Offending Service	In Court Team	Monthly
	Out of Court Team	Monthly
Social Work Teams including Children’s Disability Team	Child in Need	At least once per 60 days
	Child Protection	Monthly
	High Risk Child Exploitation	Monthly
	Care Proceedings	Monthly
	Placement with Parents	Monthly
	Looked After Children in short term placement	At least once per 60 days
	Looked After Children in long term placement	At least once per 90 days
	Children placed for adoption	Monthly until Adoption Order application is made
	Children receiving short breaks where there are no other concerns for their safety or welfare	At least once per 90 days
Children Looked After and Pathway Team	Looked after children in short term placements	At least once per 60 days
	Looked after children in long term placements	At least once per 90 days
	Placement with Parents	Monthly
	Care Leavers	At least once per 90 days

In cases where more than one member of local authority staff is involved with the child, joint supervision should be considered and undertaken whenever it is helpful, efficient and effective to do so.

3.4 Role Specific Supervision

Newly Qualified Social Workers

Newly Qualified Social Workers (NQSWs) will be responsible for ensuring they meet the requirements of the ASYE programme by practicing as required by the professional body, Social Work England. The NQSW will ensure they are prepared for and attend reflective, group and case supervision sessions. NQSWs will have access to regular, good quality supervision and understand its importance in providing advice and support. The minimum should be as follows which may vary according to needs, but the standards must be adhered to and reflected in the support and assessment agreement.

Supervision in this context includes one-to-one personal and case supervision with the team manager, group supervision, and reflective spaces, however the minimum standards for both practice-focused supervision and personal one-to-one should, as above, should be met. These need to be recorded in the Record of Support and Progressive Assessment (RSPA).

0 - 6 Weeks	6 Weeks - 6 Months	6 Months Onwards
Weekly	Fortnightly	Monthly

Residential Care Officers

Every person working in our children's residential homes should have supervision at least once per month. If a Care Officer has been employed for less than 6 months they must receive more frequent regular one-to-one supervision during the first 6 months of employment. This should be held no less frequently than monthly.

Agency and relief staff should be supervised at least once per month, or every 8 shifts worked in the home if they work less frequently. Recording supervision is the responsibility of the supervisor, however the Homes manager will have overall responsibility to ensure regular supervision is being held

Safeguarding and Partnership Hub and Children's Emergency Duty Team

The nature of the work of the Safeguarding and Partnership Hub does not lend itself easily to the traditional model of one-to-one practice focused supervision for social workers (outlined previously), for a number of reasons. These include the fast turnaround of contacts and referrals between supervision sessions, the high-risk nature of child protection investigations and the volume and pace of the work. As a result, additional supervision arrangements are required to support the Safeguarding and Partnership Hub function as a front door service.

In accordance with Lord Laming's recommendations only staff who have "sufficient training

and expertise should take referrals” and as such, only experienced Advanced Social Workers receive contacts within the Safeguarding and Partnership Hub.

Supervision arrangements within SAPH includes:

- Management oversight of each contact with practice feedback provided to ASWP
- Dip Sampling and reflective practice focused supervision in monthly one-to-one
- Practice focused group learning in team meetings fortnightly
- Informal group supervision between peers within the SAPH

CISROs and LADOs

CISROs have the responsibility for oversight of children’s circumstances, which brings with it a need to challenge through informal and formal processes in order to ensure good outcomes for children, young people and their families.

CISROs and LADOs have monthly supervision where practice-based issues will be discussed, as well as monthly practice meetings. However, due to the nature of the work involved, including the high risk nature of child protection planning and allegations and concerns made regarding people who work with children and young people in our area, and the need to respond to issues and challenges as they arise, there is a requirement for more ad-hoc discussions that take place as and when the need for supervision arises.

Supervision or management oversight that relates to children and young people’s circumstances should be recorded on Azeus on the child’s records to ensure transparency and accountability around decision making for children. Supervision that takes place relating to allegations about adults who work with children and young people in our area should be recorded on the LADO case files.

Casual staff

Staff who are undertaking casual work will be supervised by the manager who has allocated them the specific pieces of work. Casual staff should expect to have a discussion about their specific role with children, young people and families prior to the work commencing; this should be reviewed throughout the duration of the piece of work and should take place no less frequently than monthly. Casual staff are responsible for updating the allocating manager after each casual session.

Staff seconded from partner agencies

Staff seconded to CYPSSS from partner agencies i.e., police, health and education etc. will continue to have their professional supervision by their agency supervisor. Their day-to-day supervision whilst in CYPSSS will be delivered in three ways:

- Oversight of the quality of work by their substantive manager on a daily basis
- Observation of practice which will be fed back to the agency supervisor
- Decision making ratification or challenge which will be recorded on the child or young person’s records

- Additional supervision, at a frequency agreed between supervisee and seconded manager, to be held

3.5 Additional Supervision

There may be times or particular circumstances when an employee requires more frequent supervision. The frequency and duration of the additional supervision arrangements should be agreed between supervisor and supervisee and the supervision agreement updated to reflect this.

3.6 Employee Development Review

Supervision is part of a whole system approach to achieve the vision. Supervision will be linked to the Employee Development Review in April and six-month mid-term review held in October. A supervisee's learning and development needs should be related both to the objectives that they need to achieve and to their future roles within the service. These will be identified and agreed through the appraisal process. The objectives that are set with the supervisor, and reviewed every six months, should include developmental objectives that will enable staff to perform their current tasks effectively, training which supports this, which lead to personal and professional growth. Personal development plans should be continuous and link to career pathways and core training where these are clear and identified for particular jobs.

Employee Development Reviews are an invaluable tool for both practitioners and managers. They should ensure that all employees:

- Are working to our ambition, vision and mission set within the service and strategic priorities
- Understand what is expected of them and why
- Are clear about the level of performance they are expected to achieve
- Have the necessary skills and knowledge to do their job well
- Have training and development provided where agreed
- Have good work performance recognised and poor work performance rectified
- Have the opportunity to raise work/life balance issues
- Are involved in discussion about service improvement

The appraisal discussion should be supplemented by regular, informal discussions either in one-to-one sessions or at team meetings during the course of the year to follow up on agreed actions, discuss progress and consider any issues. If a 360° exercise has been carried out to seek feedback perhaps for a team manager, this could be useful in informing the appraisal.

- Setting Goals - The primary purpose for setting goals is to ensure that the activity of the employee directly links to the service goals. Therefore, there needs to be a clear agreement and understanding between manager/supervisor and the employee as to what these goals are.
- Feedback to Manager/Supervisor - The appraisal discussion gives the employees the opportunity to give feedback on the performance of the manager/supervisor. In

addition, as employees are often at the forefront of service delivery; appraisal gives the opportunity to discuss possible ideas for service improvement and to contribute to the continuous improvement agenda.

- Training and Development - As part of the appraisal process the manager/supervisor and employee should agree on a development plan together which sets out how training and development needs will be addressed.
- Career Development - Appraisal should be an opportunity to explore whether employees have any longer-term aspirations and whether there is scope to broaden their experiences. This is a critical part of succession planning to ensure that the service has the skills to meet the future demands of the organisation.
- Frequency - Everyone should have an annual appraisal in April and a mid-year review in October.

Employee Development Reviews should be planned in advance to take place in April and October each year. These should be recorded on the corporate Employee Development Review form (see section 7) and the date the EDR took place should be recorded on iTrent.

3.7 Cancellation of Supervision

Supervision should not be cancelled, however in exceptional circumstances it may be re-arranged. The session should be re-scheduled to take place within five working days of the date of the original booked session. If supervision has to be re-arranged due to the sickness absence of either party, then another supervision session will be booked to take place within five working days of the person's return to work.

In the event that the supervisor is absent from work for more than two weeks unplanned leave, it is the responsibility of the supervisee to report to the supervisor's line manager for alternative supervision arrangements to be made.

Best practice would be to keep a log of supervision planned, re-arranged and occurred dates log so that any pattern of disruption to quality supervision on the part of the supervisor or supervisee can be noticed as early as possible and restorative action taken.

3.8 Supervising the Supervisor

The supervision of those who supervise our practitioners is as equally as important as the supervision of our frontline workers across the practice system. Patterson (2019) suggests that a congruent approach to support and supervision across **all** levels of an organisations helps to foster a reflective culture in which professionals can engage with emotions and with complexity. It is therefore important to acknowledge that the role of supervising the supervisors has significant influence in enabling high-quality supervision across the practice system. This recognises the 'parallel process' at play in all supervisory contexts and how the quality of supervision at **all levels** translates to how our practitioners' practice with children and families. The supervisory practice that is modelled to our supervisors is what will be modelled to practitioners in their own supervision.

Evidence regarding 'learning/ training transfer' highlights how influential managers are in enabling (or sometimes impeding) learning and changes to become embedded in practice (Stolee et al, 2005). Middle and senior managers are therefore critical in ensuring that the

supervision policy, Stronger Together approach, and standards of supervisory practice, make a difference in practice – and ultimately children and families' lives.

One of the most difficult elements of supervisory practice is emotional containment, and our supervisors, as the 'containers' need also to be contained and supported by their own supervisors and for the emotional demands of the role to be fully acknowledge and explored.

The same standards therefore apply to those who are supervisors and they are entitled to the same frequency and quality of supervision as our practitioners.



Practice Guidance

4.1 Introduction to the practice guidance

The aim within this section is to provide practice guidance and background reading to support the delivery of safe and effective supervision within Children, Young People Support and Safeguarding Services. Supervisors should also receive appropriate training, and support (See section 6). We therefore aim to ensure that safe and effective supervision:

- Promotes and governs excellent practice;
- Develops excellent practitioners;
- Shapes and influences the practice system;
- Supports the effective use of power and authority;
- Develops confident analysis and decision making;
- Promotes purposeful and effective social work;
- Encourages emotionally intelligent practice supervision; and
- Supports performance management and improvement.

Partnership in Supervision

Safe and effective supervision can only be achieved through a partnership between the supervisor and the supervisee. This relationship may take time to become fully established and will require time, effort and trust by both parties; there may be occasions when this does not come easily and both the supervisor and supervisee share a responsibility to explore areas of difficulty in order to reach a point where complexity, vulnerability, ambiguity and uncertainty can be effectively explored (see section 5).

In order to achieve this, supervision will need to focus on much more than practice, whilst at the same time retaining a focus on the needs of the children we are responsible for. This in itself is a complex task but it is only through achieving this that we can support staff to effectively engage, listen and support the vulnerable children and families we work with:

'To work with families with compassion but retain an open and questioning mind-set requires regular, challenging supervision.... (Munro, 2010, p54) 27

'Workers state of mind and the quality of attention they can give to children is directly related to the quality of support, care and attention they themselves receive from supervision, managers and peers' (Fergusson 2011)

4.2 Practice Guidance for Personal one-to-one supervision

Promoting wellbeing and self-care

Wellbeing and self-care should be at the forefront of each personal one-to-one supervision with honest conversations being enabled in a safe space for both the supervisee and supervisor. Ensuring the wellbeing of staff is integral to effective supervision and will enable those working to support children and families to establish better relationships and ensure better outcomes. Helping all staff who work with children and young people requires the use of self as the main agent for relationship building, offering support and challenge and effecting change.

Alongside the rewarding and creative aspects, our work with children, young people and families implicitly exposes us to trauma and traumatic events both directly and indirectly which can impact individuals in many different ways. In addition, we all experience difficulties and challenges in our own lives which we need to manage and process alongside our work. Supervision is an important part of managing these issues and offering structured support to enable workers to positively process issues and events to ensure they maintain good mental health and continue to work effectively.

It is the responsibility of both employee and employer to maintain wellbeing and it is expected that all individual supervision relationships and agreements make specific reference to staff care and that this is given the same priority as any other aspect of supervision. Focusing on the wellbeing of staff should be considered in each supervision and not just when things have become more difficult or stressful or when specific struggles emerge.

A key aspect of staff care is ensuring that there is effective discussion and consideration of issues of racism, discriminatory practice and the development of a genuine dialogue that seeks to understand the experiences of Black, Asian and Minority Ethnic (BAME) workers within the organisation and in wider society. Effective discussion can be fostered when a supervisor and supervisee can consider how current thinking and approaches may be creating or maintaining discriminatory practices.

As with all aspects of our staff care approach, better questions are the key to developing confidence and effecting change in this area. Genuine inquiry can promote trusting relationships and a safe, respectful, and supportive work environment even in times of complex change. By seeking to better understand the challenges your team face, especially any practices and behaviours that are causing them feel unhappy or uncomfortable. Ask questions like:

What are the barriers to you developing in this role and how can I help to remove them?

- Do you feel safe enough to take risks at work? To contribute to team discussions? To professionally challenge others including managers?
- Whose voice or perspective is missing from this conversation or the conversations that we might have as a team?
- How can I or the organisation help your voice and that of other underrepresented voices be heard more clearly within the organisation?

There are a number of tools that have been devised to support you with having wellbeing conversations and formulating plans with the supervisee to address self-care and wellbeing.

These include the Research in Practice Reflective Supervision Tools:

- Supervisee anxiety scale
- Seven learnable skills of resilience
- Self-help audit plan
- Wagnild and Young resilience scale
- Social GRRRAACCEESSS and the LUUT Model

As well as:

- Community Care Inform Stress Management Guide for Managers
- MIND Wellbeing Action Plan

You can also link in supervisees into our corporate wellbeing offer from our Live Well, Work Well team which includes 30 minute one-to-one consultation, NHS Health Checks, Boditrax Scanning, Mental Health Screening, and Wellbeing Advice and Signposting Opportunities.

Containing difficult emotions in supervision

Personal one-to-one supervisions can evoke difficult emotions, one of the key functions of supervision is to practitioners to process the emotional responses that arise as a result of their work. Emotional responses can be triggered by many factors in practice. Building and sustaining relationships with children and families who may be in crisis and severe distress can be challenging, and practitioners need space and time in supervision to reflect on this. However, staff also need space to process and talk about their workload, organisational culture and working conditions, relationships with other staff and colleagues, and the challenges of working with other professionals to manage risk in a multi-disciplinary environment.

If practitioners are not contained and supported by practice supervisors, they are likely to feel overwhelmed and this will impact on how they communicate with children and families. However, when practitioners are well supervised they are able to reach out to and connect with children and families to build containing and connected relationships.

The concept of containment was first developed by Bion (1962) and refers to the process of being emotionally receptive to another person's troubled, perturbed, anxious, turbulent feelings and states of mind. Bion argued that all of us feel uncontained some of the time and, when we do, we need the help of another person (the container) to settle ourselves. This process helps us to make the emotional material we are processing more 'digestible' and tolerable. The more settled an emotional state resulting from containment, the more possible it is to think more clearly about one's experience, name one's feelings, and locate which feelings come from where, and what belongs to whom.

Please see section 7 for the Research in Practice Tool that will support your supervision practice in relation to containment.

Giving feedback to practitioners in your team

As a practice supervisor, giving clear, constructive feedback to a supervisee about any aspect of their work or practice that requires improvement can be challenging. As a general rule, feedback should be balanced and focus on areas where the supervisee is working well and also areas for development. However, practice supervisors may also be faced with situations in which they need to provide more formal feedback to supervisees, identifying areas where their work needs to improve.

It can be hard finding a way to give someone feedback, especially if you are not sure how they'll respond. This can lead to situations where you reflect back and realise that you did not cover all the areas of feedback you wanted to raise or, alternatively, may have brushed more lightly over the discussion than you would have liked. It can, therefore, be helpful to follow a simple approach that helps to focus on delivering the key messages that are important for your supervisee to hear. The i-perspective approach was developed by Charlotte Calkin (Director Restorative Engagement Forum @CharleyCrowther). This approach was developed from a restorative perspective and acknowledges; What has been happening? What has the impact been? What would you like to happen next?

See section 7 for the annex related to this area of supervision practice.

Having courageous conversations as a practice supervisor

Having a courageous conversation with a supervisee requires practice supervisors to be transparent about their role and explicit that one of the functions of supervision is to hold practitioners to account for their work. We are mindful that this always takes place in an organisational environment that shapes the issues that arise. Courageous conversations are, therefore, challenging to get right.

Courageous conversations work better if they take place within a supportive, relationally-based supervisory environment that is built on trust. One of the most important ways of building trust between a supervisor and supervisee is to talk through a supervision agreement together at the start of your working relationship. Davys (2019) highlights that supervision agreements cover important matters that lay the foundations for any subsequent courageous conversations that might need to take place in supervision.

Preparation is key when thinking about how you structure a courageous conversation. Preparing restorative questions to take you through a process of reflecting on a number of aspects of the challenging situation from the perspective of both you and your supervisee. Also allowing the supervisee to take time to reflect on what you have raised, as this may come as a surprise to them

Ury's (1991) work in the field of negotiation provides some useful points for holding courageous conversations. He advocates building a 'golden bridge' that potentially allows both parties to feel positive about the outcome of any negotiation. The key elements of building a golden bridge are:

- Be collaborative
- Be curious
- Allow people to save face

- Keep the process straight forward

See section 7 for further guidance related to having courageous conversations.

Appreciative Inquiry

Appreciative Inquiry is a learning method that focusses on finding and building strengths in practice as opposed to focussing on weaknesses. In the context of supervision, it asks supervisees to reflect on positive aspects of their practice, what has worked well and the circumstances surrounding this to help learn from, and build on, the strengths identified.

Appreciative Inquiry should take place in all personal one-to-one supervisions and team meetings. Supervision and team meetings are an ideal setting to use Appreciative Inquiry as participants have an opportunity to work together with a common objective, the process can strengthen relationships and it leads to a generally positive working environment, helping to boost morale.

See section 7 for further guidance on how to lead Appreciative Inquiry in supervision and team meetings.

4.3 Practice guidance for practice focused supervision

Framing the dilemma

Many tools that help support decision making and critical thinking require the supervisee to identify and clearly articulate a key issue. By refining your thinking prior to a reflective supervision session, you will gain more clarity and rigour from the process of exploring the issue.

By initially defining the key issues faced prior to the practice focused supervision, allows us to create a space with clarity to then understand whether or not this is the crucial issue, and whether or not the supervisee can gain any traction on it to produce change in the child's lived life.

Please see section 7 for further guidance on how to frame dilemmas in supervision.

Having reflective discussions in supervision

Reflective discussions help increase practitioners' awareness about their interactions with, and responses to, children and families, peers and other professionals. They also provide an essential reflective space in which practitioners can recognise and acknowledge the personal effects of frequent exposure to trauma, hardship and loss. These discussions are all the more relevant if supervisees include details of similar experiences from their own lives. While supervisors need to maintain clear boundaries within supervision, it's widely accepted by the profession that reflective discussions should help supervisees explore how they use power in their roles, ethical dilemmas, personal and professional challenges in practice, and how practitioners understand and communicate their values when working with children, young people and families.

By pressing the pause button and creating a space and time to utilise the reflective supervision cycle (Morrison 2005); experience, reflection, analysis and planning.

Head, Heart, Hands

Social Pedagogy highlights the importance of bringing our whole self when we are reflecting in supervision about our children, young people and families and also when thinking about how supervision is conducted. This enables the supervisee to reflect on their own blueprint, whether they approach situations with their head, heart and hands or whether they have any bias'. This reflection then allows the supervisee and supervisor to have open and honest conversations about how the supervisee can be more intentional in bringing their whole self to a situation.

The supervisor must also be intentional in pro social modelling head, heart and hands within the supervision itself.

- Head – utilising reflective skills and theoretical knowledge and experiences to assess a situation and develop actions
- Heart – the importance of utilising our own emotions and human side to create a restorative relationship with our children, young people and families and also supervisor and supervisee.
- Hands – refers to the skills the supervisee and supervisor uses to create and develop a relationship

Please see attached in section 7 a RiP Head, Heart, Hands practice tool for use in supervision.

Systemic Questions

A system is any combination of parts that interact to form an identifiable whole. Systemic questions have application across a number of different human groupings or systems, where the interest lies in thinking about connection and relationships. Systemic thinking aims to make new connections between beliefs, behaviours and relationships to help positive change happen.

Systemic questions are a fundamental tool of systemic practice because they aim to make these connections and facilitate change. They are particularly helpful in supervision, for inviting supervisees to think about their work with families in different ways.

The different types of systemic questions include:

- Circular questions – questions that elicit information to provide context and understanding to information presented.
- Connecting questions – questions that enable exploration into a hypothesis by connecting behavioural patterns with consequences or situations.
- Questions about relationships – questions that seek to understand different perspectives within the family unit.
- Questions about differences – questions that recognise that people have different perspectives and numerous narratives may occur within one family unit

- Questions about beliefs – questions that offer clarity and understanding about the families belief system.
- Action questions – questions that invite practitioners to think about potential actions to be considered or actions to be reviewed

Please find attached a RiP supervision tool that can support you in supervision.

Harm Analysis Matrix

The Signs of Safety Harm Matrix provides a clear structure to assist professionals to analyse any harm that has occurred to children caused by adult behaviour or the harm that has happened to a child/teen when the young person is engaged in at risk behaviours.

Most assessments tend to focus on concerning adult behaviours such as violence, drug use, mental illness, poor standards of care and are not explicit about the impact of the concerning behaviours on the child or young person. The Signs of Safety Harm Matrix can assist professionals to carefully think through and articulate impact on the child. Clearly thinking through the detail of the harm causing behaviour and its impact on the child/young person enables professionals to prepare explicit and detailed danger statements and allows them to then work with the family in a clear and focussed way.

Chronicity Action/Impact	Timespan	First incident	Worst Incident	Last Incident
Behaviour <i>The dangerous or harm causing adult behaviour. Can also be a young person's dangerous behaviour</i>				
Severity <i>Describes how bad the harmful adult behaviour is</i>				
Impact <i>Describes the physical and emotional impact of the adult behaviours on the child</i>				

Please see section 7 for further information and support for using the harm analysis matrix tool in supervision.

4. Quality of Practice, Learning and Review



5.1 Quality of Practice Framework

East Riding CYPSSS Quality of Practice Framework sets out the reflective space requirements for children's electronic files. Quality of Practice is the responsibility of all supervisors and of senior management.

- The quality of practice process aims to ensure that the standards of supervision are being followed and that:
- All staff are being supervised professionally and effectively
- All supervision sessions are being appropriately recorded in a timely manner
- Supervision is improving practice, ensuring effective practice management and closure and keeping families, young people and children safe
- Supervision is being used develop the practice of practitioners with a balance of high support and high challenge
- All staff have individual Supervision Agreements which are being kept up to date and reviewed
- The supervision process promotes equal opportunities and anti-discriminatory practice
- The quality of practice framework seeks to ascertain, by a variety of methods, whether supervision practice is meeting our commitment to and aims of supervision

Supervision will be reviewed to ensure the standards are being met and to ensure the quality of supervision by:

- An annual observation of supervision for each manager by a peer - This observation will include direct observation of a supervision session, a conversation with the supervisee, and a conversation with the supervisor. The observing manager will provide reflective feedback to the supervising manager. New managers could benefit from an observation of supervision within the first three months of the start of their new role.
- Dip sample of supervision files - supervising managers line manager will undertake a review of the supervision files to ensure that the standards as set out above are being met by the supervisor and supervisee. This will take place on a quarterly basis by the supervising managers line manager.
- Performance information for each team will indicate if the standards are being met in relation frequency of practice-focused supervision.
- A staff survey – An annual survey will be carried out which includes questions about supervision, you will know this as the CYPSSS Health Check an anonymous survey, which seeks feedback from staff about supervision and other aspects of their working life. The outcomes are analysed, and improvements are identified.

Please see section 7 for an Observation of Supervision Template for use.

5.2 Difficulties Resolution

It is important that supervisees take action to ensure they are receiving quality supervision and having their development needs identified and met. If it becomes apparent at any point that a supervisee is not receiving supervision to the standard required they should:

- In the first instance have a conversation with their supervisor clarifying the difficulties, which they feel, have arisen.
- The supervisee and their supervisor may find some of the following activities useful in analysing and reflecting on why supervision is not working effectively
- Review of the Supervision Agreement and expectations
- Using the Kolb Reflective questions more formally to help the reflective cycle
- Starting the reflective discussion in a different part of the Kolb cycle
- Completing the learning styles questionnaire to help understand the impact of differing learning styles and needs. See section 7 for tool available in relation to learning styles questionnaire.

If difficulties still arise or the supervisee is unable to find solutions, they (and their supervisor) should meet with the Supervisor's Line Manager. The difficulties should be discussed, and outcomes agreed. It is the responsibility of the Supervisor's line manager to ensure that these difficulties are satisfactorily resolved. It may be appropriate for the Line Manager to observe supervision to help both parties understand the difficulties and identify solutions.

It is absolutely essential that all parties understand that however difficult it is, any member of staff who feels that the quality of supervision is not meeting the needs of themselves or other stakeholders in the process must raise it through the line management; if necessary, seek support from a peer within your team to do this. It is also the responsibility of Supervisors and their line managers to check out with staff when opportunities arise within daily practice, how effective supervision is at meeting their needs. Children, young people, families and partner agencies have a right to work with effectively supervised staff.

It should also be recognised that on occasions, where a sufficient degree of understanding and trust cannot be reached by a supervisor and supervisee, then a change of supervisor may be the solution.

5. Learning and Development for effective supervision



If we want our supervisory staff to provide good quality and meaningful supervision for our workforce, then we need to provide the training necessary to equip them to do so. This will enable our managers to support staff in CYPSSS to a high quality and consistent approach across the workforce. Our supervision training will be offered via the Effective Practice Academy under the Aspiring Managers and Leadership and Management faculties.

Supervision skills training for new managers will be provided in a timely manner and within 12 months of becoming a supervisor. Refresher courses will be available to book and it is recommended that existing managers refresh their learning every five years at a minimum or when recommended by their manager. In addition, any new manager will be provided with introductory support around supervision by the Principal Social Worker or Principal Practice Lead within 4 weeks of commencing the role as part of the academy induction faculty.

Practitioners who are Aspiring Managers will also be able to access supervision training that will introduce them to the principles of supervision and supervision tools, which will then be built upon on in the training available when practitioners move into management positions.






We will be providing training to all managers on our Model of Practice 'Stronger Together' embedding social pedagogy, restorative practices, systemic practices and Signs of Safety within supervision. In addition, the Leadership and Management faculty of the Effective Practice Academy will provide an extensive development package which will focus on all aspects of the managerial role.

All practitioners with a supervisory responsibility will be required to attend the available training.






6. Forms and Additional Guidance






















7a. Forms

A.	Supervision agreement	 A. Supervision Agreement.docx
B.	Personal supervision template	 B. Personal supervision template.docx
C.	Group supervision template	 C. Group supervision template.docx
D.	Supervision observation template	 D. Observation of Supervision Form.doc
E.	EDR form	 E. EDR Form - 2021.doc

7b. Additional Guidance

1.	Supervisee anxiety scale	 1. Supervisee anxiety scale.pdf
2.	Seven learnable skills of resilience	 2. Seven learnable skills of resilience.pdf
3.	Self-help audit plan	 3. Self-help audit plan.pdf
4.	Wagnild and Young resilience scale	 4. Wagnild and Young resilience scale
5.	Community Care Inform Stress Management Guide for Managers	 5. Community Care Inform Stress Management Guide for Managers

6.	MIND Wellbeing Action Plan	 6. MIND Wellbeing Action Plan.pdf
7.	Containing difficult emotions in supervision	 7. Containing difficult emotions in supervision
8.	Giving feedback to workers in your team	 8. Giving feedback to workers in your team.
9.	Having Courageous Conversations as a Practice Supervisor	 9. Having Courageous Conversations
10.	Appreciative Inquiry in supervision and team meetings	 10. Appreciative Inquiry in supervision
11.	Appreciative Inquiry - 3 way script group learning	 11. Appreciative Inquiry - 3 way script
12.	Framing the dilemma	 12. Framing the dilemma.pdf
13.	Having reflective discussions in supervision	 13. Having reflective discussions in supervision
14.	Head, heart, hands in supervision	 14. Head, heart, hands in supervision.
15.	Using systemic questions in supervision	 15. Using systemic questions in supervision
16.	Purpose of the Signs of Safety Harm Analysis Matrix	 16. Purpose of the Signs of Safety Harm
17.	Harm Matrix Generic Blank	 17. Harm Matrix Generic Blank.docx
18.	Learning styles questionnaire	 18. Learning Styles Questionnaire and Guidance
19.	Practice Guidance for Supervisors regarding tackling racism and inequality in supervision	 19. Practice Guidance for Supervisors regarding
20.	AI miniature tip book	 20. AI miniature tip book.pdf

21.	Self-Evaluation, Self-Reflection and Learning Process	 21. Self-Evaluation, Self-Reflection and Le
22.	EDR Guide	 22. EDR Guide - 2021.docx
23.	Professional Wellbeing Self Assessment Tool	 23. Professional Wellbeing Self Assess
24.	Supervision History Tool	 24. Supervision History Tool.pdf

7b. Additional Reading

- The Munro Review of Child Protection
- Signs of Safety Knowledge Bank - [Home - Signs of Safety Knowledge Bank](#)
- Social Work Task Force – Standards for Employers of Social Workers in England
Supervision Framework (Local Government Association)
- Working Together to Safeguard Children (2018)
- Providing Effective Supervision (Skills for Care)
- Early Professional Development: Guide for Supervisors (CWDC)
- Reflective Supervision Resource Pack (Research in Practice 2017)