Name/Title of Policy:	Supervision and Staff Development Policy
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Reviewed By:	John Foreman, ASC Service Manager, Libby Newman (EDT Manager) & Michael Gibson (Transitions Manager)

> *Gateshead Council is committed to promoting the development of its staff through supervision to ensure that service users receive a quality service which is safe and efficient, and staff are enabled to develop their skills and knowledge.*

1. INTRODUCTION

The following guidance and framework have been developed for all highly experienced social workers / Approved Mental Health Professionals (AMHPs) working within the Emergency Duty Team (EDT) working directly with children, young people, vulnerable adults, and their families. The focus throughout the supervision process is to support and enable the delivery of a safe, high-quality service for children, young people, vulnerable adults and families, and wider communities; as well as identifying and providing opportunities for Continuous Professional Development (CPD). EDT is a statutory generic social work service that applies out of office hours where a response is necessary immediately to achieve excellent outcomes for all using current best practice and legislation whilst adhering to local and national policy.

2. POLICY CONTEXT

The Standards for Employers of social workers in England apply to all employers of social workers and describe the joint expectation on employers and social workers to ensure that CPD is ongoing. They also outline the entitlement each social worker has to CPD and the expectation that all social workers will have access to reflective supervision, provided by a registered social worker.

The Professional Capabilities Framework (PCF) provides the standards and expectations for all social workers as they progress through their professional development.

Current regulator: Social Work England (SWE).
SWE set the standards for all the professionals on the SWE Register, stating in broad terms expectations of behaviour and conduct. These may be superseded by any change to regularity framework.

3. LEGAL CONTEXT

a) Equality Act 2010
b) Health and Safety at Work Act 1974 Employment Rights Act 1996
c) Employment Act 2002 (Dispute Regulations) 2004
d) Data Protection Act 1998
e) Access to Medical Reports Act 1988
f) Human Rights Act 1998
g) Children's Homes Regulations 2015
h) Fostering Services: National Minimum Standards 2011
i) Adoption: National Minimum Standards 2013
j) The Assessed and Supported Year in Employment 2015 guidance
k) Children Act 1989
l) Care Act 2014
m) Mental Capacity Act 2005
n) Mental Health Act 1983 as Amended 2007
o) Housing Act 1996 Part 7

> *'Supervision must enable and support workers to build effective professional relationships, develop good practice, and exercise both professional judgement and discretion in decision-making. 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. It is therefore at the core of individual and group continuing professional development'*
>
> **Skills for Care, 2007**

We recognise that services can only be delivered by competent staff who:

- Know what is expected of them, understand their role and their responsibilities.
- Have sufficient capacity.
- Have the skills, knowledge and qualifications needed to do their job.
- Have access to training and development opportunities.
- Are supported and managed effectively.
- Are enabled to reflect critically on their practice in a safe and trusting environment.

4. PRINCIPLES OF SUPERVISION

The purpose of supervision is to ensure our service meets its statutory requirements by focusing on developing and motivating staff for the benefit of the individual, the organisation as a whole and the families we work with. We aim to achieve this through the following principles:

- Supporting and developing a strong culture of reflective practice and adaptive learning
- Seeing social work supervision and consultation as an activity that is not isolated or limited to a monthly meeting.
- Ensuring that formal supervision takes place regularly and consistently, and when cancelled, is rearranged within 5 working days, where practicable due to shift patterns and availability.
- Ensuring manager/supervisor availability where the social work activity is taking place via an on-call system.
- Promoting and encouraging continuous learning and knowledge sharing.
- Providing regular supervision training for social work supervisors.
- Providing professional supervision by a registered social worker for social workers whose line manager is not a social worker.
- Ensuring that supervision time is protected and uninterrupted.
- The best interests of children and young people are paramount; to reflect on the needs of vulnerable adults, carers, and communities.
- Supervision promotes, and models, anti-discriminatory practice.
- Supervision is cognisant of adult learning theory.

5. THE FUNCTIONS OF SUPERVISION INCLUDE: *(Based on Tony Morrison's work, 2005)*

5.1 Management – Ensuring competent/accountable practice and performance

The purpose of this function is to ensure that work for which staff may be held accountable is carried out to a satisfactory standard within the Council's policies and procedures. This function will be achieved through:

- Ensuring that records and administration are complete.
- Conducting regular appraisal and development.
- Evaluating the effectiveness of all practice areas and outcomes, through reflection and professional challenge.
- Celebrating success and acknowledging work done well.

5.2 Staff Development – Facilitating continuous professional development

The purpose of this function is to enable staff to reflect on their own competence, and to facilitate their development through the identification of learning opportunities. This will be achieved through:

- Identifying preferred learning styles and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Constructing, implementing, and reviewing personal development plans.
- Giving constructive feedback on all aspects of performance.
- Developing a 'culture of learning'.

- Compliance with anti-discriminatory practice.

5.3 Support – Providing personal and emotional support

The purpose of this is to ensure that all staff are given the opportunity to reflect on the impact of the work on them and prevent issues adversely affecting their work with service users. This will be achieved through:

- Creating a safe environment within supervision.
- Clarifying the boundaries between support, counselling, consultation, and confidentiality
- Enabling and empowering expression of feelings.
- Monitoring the health and emotional functioning of the staff member, especially with regards to the effect of stress.

5.4 Mediation – Engaging the individual with the organisation

The purpose of this function is to ensure that issues arising from the interface between the staff member, team, and the organisation are dealt with satisfactorily. This will be achieved through:

- Clarifying the team's role and function.
- Briefing senior management about key issues.
- Managing concerns and complaints about colleagues.
- Consulting and briefing staff on organisational developments.
- Contributing to policy and procedures within EDT service and wider organisation.

6. SUPERVISION METHODS

6.1 Individual

Formal, regular, one-to-one supervision which takes place in private at a pre-arranged time, at the beginning of which, an agenda is set. This method of supervision will be in place for all staff.

6.2 Responsive Supervision

Supervision which takes place either individually, or in a group, in response to a particular set of circumstances. This may take the form of a member of staff 'checking out' a particular decision that needs to be made immediately or debriefing a staff member following an incident or crisis. This will be provided by on-call management or EDT manager where available.

6.3 Group Supervision

This will involve a group of staff, who are all involved in the same task, meeting with a supervisor to discuss issues about the work they are doing and the way they work together as a team. This may form part of a staff meeting and will include case discussion focusing on care planning with individual children, families, young people, vulnerable adults, carers, and/or wider community issues.

7. OBSERVATION OF PRACTICE

As a minimum, Practice Supervisors should observe their supervisee in practice once a year. See attached template at Appendix 5.

8. QUALITY ASSURANCE

8.1

The quality of case supervision will be audited as part of the Council's regular schedule of case file audits. The outcomes of these audits will be reported to senior leaders and staff throughout CWL. These will inform any necessary training and development opportunities for both supervisors and supervisees.

8.2

Supervision files will be audited on an annual basis by the Senior Practice Supervisor, where they manage Practice Supervisors, and the Service Manager for their Senior Practice Supervisors/ Team Managers. The findings should be discussed with their Service Manager. The supervisee will have the right to remove any sensitive personal information prior to any audit. See attached template at Appendix 4.

9. PROCEDURES

9.1 The frequency of supervision in the Emergency Duty Team Service is as follows:

Highly Experienced EDT Workers	Monthly
EDT Team Manager/ Practice Supervisor	Monthly

Part-time staff should receive adequate and appropriate supervision. The frequency of supervision should be agreed with the staff member, considering the individual's working arrangements and the standard set out above. Sessional staff will receive necessary responsive supervision and Individual supervision from their substantive line management.

The supervision of students will be at the discretion of the manager and Practice Educator and will take place on either a weekly or fortnightly basis as agreed in the Practice Learning Agreement.

10. SUPERVISION AGREEMENTS

The Supervision Agreement (see Appendix 1) will capture the foundation of the relationship between each individual worker and their supervisor. It must be negotiated and agreed on an individual basis and reviewed on an annual basis (or earlier if necessary).

11. CONFIDENTIALITY

Supervision is a private but not necessarily a confidential process. Supervisors will maintain confidentiality regarding personal information about their supervisees unless it is relevant to:
   a) Make recommendations for action concerning that worker's professional performance.
   b) The pursuit of disciplinary action involving that worker.
   c) If the Supervisor feels that it is necessary to disclose confidential information to their Line Manager, this will only be done with the full knowledge of the supervisee.

Supervision records are the property of the organisation, although, personal information not relevant to work issues should not be recorded in formal supervision records.

12. COMPLAINT AND REVIEW PROCESS

Supervisees should be clear about whom they can contact if they feel that the terms of their Supervision Agreement are not being met and this cannot be resolved within the supervision and review process. If supervisees have concerns in relation to their Supervision Agreement, this should be discussed with the appropriate Service Manager.

A review of the Supervision Agreement should be undertaken regularly.

13. SUPERVISION RECORDS

Supervision records should demonstrate that the following minimum standards and objectives are met.

Objectives:
- Operations of the team are consistent with the objectives of the Adult Social Care generic EDT which encapsulates objectives of Children's Social Care for the purposes of the service.
- Workers are clear about their roles and responsibilities.
- An appropriate climate/culture exists in which to promote good practice.
- To assist professional development.
- Reduce problems likely to affect a worker's abilities to deliver services.

Staff receiving supervision are responsible for:
- Preparing for supervision by contributing to an agenda.
- Providing feedback on plans and progress.
- Identifying their own planning and development needs.
- Contributing to the development of a Personal Development Plan.
- Arranging attendance at peer supervision opportunities.

An example of the issues to be covered in a Supervision Agenda can be found In Appendix 3, page 10

14. SUPERVISION RECORDS

14.1 Record Keeping

- The recording of personal supervision sessions is the responsibility of both parties with one taking ownership of drafting the supervision record.
- Reflecting on case examples will be key to understanding practice and supporting the service to meet its needs. These records will focus on practice and learning. Specific issues with any previous involvement, challenges, or examples of outstanding practice, will be recorded separately and distinctly.
- It is expected that both parties will review records and sign any records in a timely manner once they are available. Each takes responsibility for ensuring this is done.
- The records will be stored electronically and will be accessible to both supervisee and supervisor and line management.

14.2 Access

Supervision records and contracts of supervision are the property of Adult Social Care, and not the individual. They are private documents, but not confidential, and may be viewed by line managers, inspectors, and others only as and when appropriate.

14.3 Storage

The completed contract, and supervision notes, will be kept on the supervisee's Supervision Record for future reference upon leaving the council. Copies of the supervision record will also be stored and accessible to both in the shared EDT drive.

14.4 Training Profile

Where training is identified and offered but not taken this will be recorded in a separate training file, recorded in supervision notes, and may be referred to in any A&D process and recording.

14.5 Training Account

It is the aim that each worker is allocated training hours for use during the financial year. These are to cover mandatory training as well as opportunities identified by the supervised and supervisor. It is expected that this will allow a degree of planning and prioritisation of need. This account must be cleared each year as near as possible to zero. There will be exceptions made in times of long-term sickness absence or other extenuating circumstances.

15. BRIEF GUIDANCE FOR SUPERVISORS

It may be helpful for supervisors to reflect on the following points:

- How does the supervisee best learn? Are there any blocks to their learning which need to be worked upon?
- Have I been clear on any aspects of performance which need to be developed, improved, and expanded?
- Have I provided constructive feedback which is fair and well evidenced?
- Have I acknowledged their successes and validated them as a professional?
- Am I clear about the boundaries between support, counselling, consultation, and confidentiality in supervision?
- How have I enabled the supervisee to feel safe in evaluating their practice and how might this impact on their perception of themselves?
- Have I provided an environment that encourages honesty, reflection, and openness?
- Is the worker clear about their roles and responsibilities?
- Have I been clear of what is expected?
- Have I got the balance of time spent discussing cases and other activities appropriate?

For overall workload:

- Does the worker understand the administrative and procedural requirements of their role? Do they know where to obtain relevant information or whom to consult?
- Have relevant 'practice' issues been considered, e.g., alternative ways of working; different approaches and techniques; has consideration been given to relevant literature or research which may inform practice?
- Are there any personnel with skills/knowledge it may be useful to consult?
- Does the worker have sufficient capacity to perform their role safely?
- What type of support would be most suitable to consolidate, or expand, skills/knowledge?

Appendix 1

SUPERVISION AGREEMENT

Gateshead Council

EMERGENCY DUTY TEAM SUPERVISION AGREEMENT

Between:			
Supervisor:		**Supervisee:**	

All information between supervisor and supervisee will be treated with respect and in a professional manner.

Practical Arrangements:			
Frequency:		**Duration:**	

Agenda and structure

Formal supervision sessions should be structured. An agenda will be agreed at the beginning of the supervision session between the supervisor and supervisee in order to make the most effective use of time. Formal supervision sessions should ordinarily last for about and probably no more than, one to two hours.

Content

Supervision will include:
- A strength-based approach and expression of feelings.
- Review of last supervision and actions
- Case discussion and plans
- Performance management
- Training and development
- Other support.

Anti-oppressive

Supervision should be based on anti-oppressive principles and should be sensitive to race, gender, disability, impairment, age, religion, and sexuality.

Record keeping

All supervision sessions should be recorded including areas covered discussion points, agreed action plans, timescales and who the action is to be undertaken by.

Roles of Supervisor & Supervisee

Copies of the record should be available to both supervisor and the supervisee and can be accessed by the supervisor's manager or any other person with a reason to access the supervision record as deemed necessary by the authority.

Cancellations

In the event that a scheduled supervision session has to be cancelled by either party, it will be re-scheduled at the point of cancellation proving to be unavoidable. The session should be re-scheduled to take place within 7 workings days of the date of the original booked session. If the cause of the cancellation is the sickness absence of either party then another supervision session will be booked within 5 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. The reason for supervision not taking place must be recorded by the supervisor in the supervisee supervision record.

Disagreements

Areas of disagreement between supervisor and supervisees will be recorded on the supervision records. Areas of disagreement that cannot be resolved may be referred to the line manager.

Agreement

We agree that supervision will be given and received in accordance with the supervision policy for qualified social work colleagues and colleagues working within the adults assessment service.

Signed:	
Supervisor:	
Signed:	
Supervisee:	
Date:	Click or tap to enter a date.

Adult Social Care *Living thriving lives*

Appendix 2

EDT SUPERVISION RECORD

Supervisee		
Supervisor		
Line Manager (if different from supervisor)		
Date and time:	Click or tap to enter a date.	
Review of last supervision, actions and any matters arising		
Personal support • *Wellbeing* • *Health and safety* • *Sickness* • *Working with risk* • *Annual leave etc*		
Summary of Case Discussion including: • *Intervention undertaken and progression of case for day services- children & adult cases.* • *Hypothesis* • *Critical reflection and challenge on case* • *What feelings were you aware of during your recent contact / work on this case?* • *What feelings were you left with?* • *What assumptions could you / we be making?*	Child Case	
	Adult Case	
Performance management: • *Issues arising from dip samples, MHAA & intervention audits.* • *Work plan & priorities (current workload/new work)* • *Review of targets & individual/team objectives*		
Training & development: • *Review of training activities* • *Discussion of training needs*		
Observation • *Once yearly observation of practice to place* • *Discussion of feedback if observation has taken place in the supervision period*		
Any other business		

Supervisor Signature:		**Date:**	Click or tap to enter a date.

Supervisee Signature:		**Date:**	Click or tap to enter a date.

Appendix 3

<div align="center">SUPERVISION AGENDA</div>

The following agenda provides a framework to help managers and employees to structure their discussions:

- Agree agenda items at the beginning of the meeting
- Check how the member of staff is feeling
- Review the previous supervision notes, tasks and actions and update previous supervision record, as required
- Reflective case discussion
- Managing performance and work update – review tasks, goals, and targets. Revise and agree new targets, as required
- Development and training
- Annual leave/TOIL/Flexi
- Personnel or employment issues including; sickness, disciplinary, grievance, capability
- Equality issues
- Health and safety
- Budgets and finances issues relevant to the service/team or unit/tasks e.g., more cost-effective ways of delivering a service
- Any other business
- Date of next meeting

For some supervisees, particularly managers, the following may also be relevant areas for discussion:

- Corporate and departmental strategic plans
- Business plans
- Budget/finance (if relevant)
- Delivery & Improvement Statement – performance indicators
- Cases – recordings to be on a separate form and placed on service users case file
- Staffing or rota issues
- Complaints and investigations
- Recruitment
- Staff performance and appraisals
- Agree/setting targets and timescales for completion of work
- Monitoring work performance
- Individual and team morale and motivation
- Discussion re-projects or task groups
- Stakeholders and partnership issues

Appendix 4

EDT SUPERVISION RECORD AUDIT CHECKLIST

Team	Supervisor's Name

Supervision Audited by	Date:	Date of Supervision

Supervisee:	
Supervision Agreement In-Place YES ☐ NO ☐	**Comments:**
Frequency – are Supervisions held regularly? YES ☐ NO ☐	**Comments:**
Are Supervision Notes Recorded Appropriately? YES ☐ NO ☐	**Comments:**
Are Supervision Notes Signed? YES ☐ NO ☐	**Comments:**
Stored Appropriately? YES ☐ NO ☐	**Comments:**
CPD / Training & Development Discussed? YES ☐ NO ☐	**Comments:**
Workload Management Discussed? YES ☐ NO ☐	**Comments:**
Reflective Practice Opportunity? YES ☐ NO ☐	**Comments:**
Health & Wellbeing Discussed? YES ☐ NO ☐	**Comments:**

Overall Quality:

Auditor should give feedback to the Supervisor about the quality of the supervision provided:

Appendix 5

EDT RECORD OF DIRECT OBSERVATION OF PRACTICE

Name of Worker:	
Name and Role of Observer:	
Date of Observation:	
Duration:	
Venue:	

Comments:

Signature of Observer:	

Summary of social worker's reflection on the observed practice:

	Agreed Actions	**Timescale for completion**
1.		
2.		
3.		
4.		
5.		

Signature of Observer:		**Date:**	Click or tap to enter a date.
Signature of Worker:		**Date:**	Click or tap to enter a date.