**Adult Social Care**

**Supervision Policy and Practice Guidance**

**LONDON BOROUGH OF HARINGEY**

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**Contents**

|  |  |  |
| --- | --- | --- |
| **Item** | **Section** | **Page no.** |
|  | **Introduction**  | 2 |
| 1 | **Policy Scope** | 2 |
| 2 | **Expectations** | 2 |
| 3 | **Roles and Responsibilities** | 3 |
| 4 | **Supervision Options** | 4 |
| 5 | **Supervision Practice** | 5 |
| 6 | **Recording Supervision** | 6 |
| 7 | **Learning and Development** | 7 |
| 8 | **Confidentiality**  | 7 |
| 9 | **Storage and Retention of Supervision Records** | 8 |
| 10 | **Governance and Quality Assurance** | 8 |
|  | **Appendix 1 - Supervision Agreement Template** | 10 |
|  | **Appendix 2 - Supervision Discussion Record** | 15 |
|  | **Appendix 3 – Supervision Practice Model.** | 19 |
|  | **Appendix 4 – Remote Supervision Factsheet** | 21 |

**Introduction**

Haringey Adult Social Care (ASC) wants to ensure that good quality, strengths based supervision is in place to assure best practice, support staff wellbeing and improve outcomes for residents, families and carers in our Haringey community.

The purpose of supervision is to establish accountability and promote professional development, health, and wellbeing. The process of supervision ensures a link between the values, policies and statutory responsibilities of the organisation and the delivery of practice excellence.

High quality supervision has many benefits, it builds staff resilience, informs decision making, and enhances fulfilment and commitment to practice and to Haringey’s vision and ambition. Most importantly, it supports a culture of best practice which promotes better outcomes for Haringey residents.

1 **Policy Scope**

The purpose of this policy is to provide a framework of core principles and minimum standards for supervision available to staff within ASC. It applies to supervision for all ASC staff, including practitioners and other operational support staff, administrative staff, managers and temporary staff (agency) working within ASC.

The policy and practice guidance:

1. Establishes expectations and standards.
2. Promotes and ensures equality and diversity is mainstreamed into all supervisory discussions holding an anti-discriminatory lens on all actions and decisions.
3. Supports staff to understand their role and the effectiveness of their contribution to the safe delivery of services.
4. Promotes development of skills, knowledge, behaviours, values, attitudes and (where applicable) professional capabilities necessary to carry out their role.
5. Assures professional supervision for social workers and occupational therapists.

**2 Expectations**

*2.1 The ASC Senior Management Team is responsible and accountable for:*

* The implementation of this policy and that supervision resources and learning and development opportunities are in place.
* Ensuring that this policy is reviewed as a minimum very two years, in line with standard procedure, and before this if statutory changes.
* That there is a robust system for assurance and governance of practice principles and standards.

*2.2 Line Managers are responsible and accountable for:*

* Ensuring that there is an effective system in place for supervision with their staff group.
* Ensuring supervision is occurring for their staff at the recommended frequency.
* Ensuring supervision is of acceptable quality and in line with the policy and practice standards. A quality assurance framework will support managers to assess the quality of practice.
* Accessing resources and learning and development opportunities to support supervision.
* Ensuring staff with a professional registration receive professional supervision. This is of particular importance where the line manager is from a different professional background to that of their staff.

2.3 Supervisees are responsible and accountable for:

* Take responsibility for attending one to one supervision as set out in their supervision agreement.
* Prepare adequately for supervision and take an active part in the process.
* Take responsibility for raising any concerns they may have about the quality of the supervisory relationship with the supervisor or, if this is not possible, the third party named within the supervision agreement.

**3 Roles and Responsibilities**

3.1 *Supervisees* are employees who receive regular line management supervision from their respective manager. If an employee holds a health or social care professional qualification e.g. in social work or occupational therapy they should have access to professional supervision – *see section 4 Supervision Options.*

*Supervisors* are expected to have regular one to one supervision for their staff. Wherever possible supervisors will also be of the same profession. If this is not the case then professional supervision will be arranged.

3.2 Supervision is a collaborative practice and both participants have a responsibility to prepare and participate to ensure good supervision takes place.

3.3 Supervisors must ensure that supervision is a safe and collaborative space for supervisees to reflect on their practice. Discussion together about emotional resilience is important as is the development of skills and knowledge that empower supervisees to do things differently and manage their workloads.

3.4 Supervision should support staff to be creative and develop their practice in accordance with our strengths-based practice approach.

3.5 It is the responsibility of both supervisor and supervisee to ensure that regular supervision is taking place. Where supervision is not happening and attempts have been made to address this by the supervisee with the supervisor this should be escalated to the supervisors line manager.

**4 Supervision Options**

***4.1 Line Management Supervision***

The recommended model of supervision in Haringey is the *4x4x4* model. This model aligns well with a strengths-based approach and provides a useful framework for approaching supervision for both the supervisor and supervisee. It focuses on 4 main areas, management, development, support and mediation. Further *information can be found in appendix 3 and in the Adult Social Care Practice Guide*

During the Covid-19 pandemic supervision practice, whilst working remotely out of office, has been developed and refined. This virtual supervision practice may continue under hybrid working. *Further information can be found in Appendix 4.*

***4.2 Professional Supervision***

Social workers and occupational therapists should have access to professional/clinical supervision. This can be provided as part of the line management supervision if the manager is of the same profession, if not then this should be arranged through another medium, e.g. with a manager of the same profession or through professional group supervision.

Professional/Clinical Supervision should be in line with identified professional standards and include the following areas:

* Reflection on application of the knowledge and skill (KSS) and practice capability statements (for social workers).
* The application of specific theoretical frameworks and evidence-based practice and updating knowledge and skills and relating this to practice.
* Professional leadership of practice of complex work i.e. safeguarding vulnerable adults.
* Reflection on profession-specific input to contribute to the overall objectives of the service.
* Maintenance of registration and professional standards to assure competence in carrying out the professional role.
* Compliant with the ASYE programme if a social worker is newly qualified.

The Chief Social Worker / Department of Health and Social Care (DHSC) have introduced post qualifying best practice standards for practice supervisors. Research in Practice has delivered some training to support organisations to think about embedding these standards. The standards can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762818/Post-qualifying_standards_for_social_work_supervisors.pdf). The website with resources can be found [here](https://adultsdp.researchinpractice.org.uk/)

The College of Occupational Therapists (COT) has developed supervision guidance to enable practitioners and managers to set up healthy and effective supervision practices. This provides ideas and information that will be useful to those providing supervision and those receiving it. <https://www.rcot.co.uk/files/supervision-guidance-occupational-therapists-and-their-managers-2015>

***4.3 Other Forms of Supervision***

For some parts of the Adult Social Care Service, there are other ways in which staff receive support, discuss and seek advice on their work and new ideas and methods of working which can include:

* Informal discussions with managers/supervisors
* Case discussion
* Social care forums
* Peer discussions
* Team meetings
* Practice Meetings
* Mentoring
* Coaching
* Reflective practice sessions
* Specialist advice or consultation.
* 1:1 Principal Social Worker sessions

These are valuable and helpful ways in which staff can broaden their knowledge and expertise sitting alongside formal supervision, not in replace of it. The line manager always remains accountable for the work of their staff and important or sensitive decisions and actions should not be taken without their knowledge and agreement and following relevant procedures.

Where there is a professional supervisor involved, the line manager, professional supervisor and supervisee should work together collaboratively for example, occasional 3-way meetings and sharing supervision notes.

**5 Supervision Practice**

***5.1 Standards***

* Supervisors must have the appropriate training or learning opportunities and resources to develop their skills and be effective supervisors.
* A Supervision agreement must be agreed between parties and reviewed on an annual basis or before if required.
* Supervision should take place at a prearranged place and time, in a confidential space/way and with an agreed agenda and preparation by both supervisor and supervisee. In virtual settings please remember the use of headsets only makes half of the conversation confidential.
* Supervisors and supervisees should work collaboratively and have strength-based conversations to develop a strong and positive relationships.
* Supervision must promote and ensure equality and diversity is included in all supervisory discussions holding an anti-discriminatory lens on all actions and decisions. These diversity discussions should be recorded as part of the notes.
* Supervision will take place on a minimum monthly basis for 1.5 hours.
* A written record of every supervision discussion should be recorded and signed – or electronically signed in an agreed way - by both parties.
* Where there is a dispute between the supervisor and supervisee, mediation should be provided by the line manager’s supervisor in the first instance.

***5.2 Practice Principles and Values.***

* Value openness and honesty, empathy, critical reflection and analysis.
* Work in partnership.
* Ensure equality and diversity are at the heart of discussions, hold an anti-discriminatory lens on all actions and decisions.
* Value well-being and promote understanding of individual circumstances.
* Be clear on standards and expectations, recognise and promote positive practice, appraise and invest in learning and development.
* Be clear on HR policies and procedures.
* Prepare for supervision with an agenda and topics for discussion
* Share reflective discussion to support critical and reflective thinking.
* Ensure that key discussion points and decisions are recorded

**6 Recording Supervision**.

6.1 To establish effective relationships, both parties should sign a supervision agreement setting out how supervision will take place. *A template for the agreement can be found in Appendix 1****.***The supervision agreement must be reviewed annually and if and when there are any significant policy changes.

6.2 All supervision discussions held within a formal setting are recorded and copies are signed and kept by both the supervisor and supervisee. *A template for recording discussion can be found in Appendix 2.*

1. Records should clearly detail any decisions that have been made, reasons and any agreed actions, who will take responsibility for the actions, and the timescale for carrying out these actions.
2. The detail included in the supervision record is a matter of judgement for supervisor and supervisee. In general the record should be detailed enough so reference to professional competency or capability frameworks where necessary. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.
3. Discussions on cases should be focused on those with the highest level of risk, complexity and those having a negative impact on the practitioner. We do not expect all cases to be discussed at every supervision. However, we do expect all cases to have been discussed and updated at least every 3 months. This also ensures cases are being closed in a timely way.
4. The supervision record should be completed in a timely way, agreed and signed by both parties and stored confidentially.
5. If there is disagreement as to the content of the record, this should be recorded by the supervisor and escalated through line management.
6. Any decisions made in supervision with regard to a person who receives support by ASC should be clearly recorded on their case notes on Liquid Logic.

6.3 Supervision notes may be used as part of performance monitoring. The professional supervision record may also be used as evidence to submit to professional regulating authorities to demonstrate adherence to professional standards should this be required. For internal supervision audits discussions regarding personal wellbeing can be removed and replaced with “wellbeing discussion"

6.4 Specific requirements for supervision are required for newly qualified Social Workers under the ASYE programme and for newly qualified Occupational Therapists.

**7 Learning and Development**

7.1 There are learning development opportunities for supervisors to promote effective practice.

7.2 We are working towards embedding the post qualifying standards for practice supervisors (for social work) and using the framework to support and develop training.

7.3 Supervision learning and development resources and training opportunities can be found on the My Learning and on the Adult Learning and Development Plan.

**8 Confidentiality.**

8.1 Confidentiality is important in the development of supervisory relationships. Creating a safe environment for supervision, where the boundaries of confidentiality are explicit, will assist both parties.

8.2 Supervisors are responsible for keeping a record of supervision meetings. All discussions will be treated as confidential on a need-to-know basis. There are circumstances, however, where it will be necessary for supervisors to discuss information gained from supervision with senior managers and/or senior professionals. Similarly, supervision records may be released for the purpose of monitoring the quality of supervision or used as documentation in disciplinary or legal proceedings.

8.3 Any major concerns relating to the supervisee’s practice or performance identified as a result of supervision should be discussed with the supervisee, before the supervisor reports these to their line manager.

8.4 The supervisee should keep a record of supervision as part of their continuous professional development portfolio. Any record should avoid personal identification of adults, carers or third parties. Any information and decisions should be recorded in the relevant file and held electronically.

8.5 Confidentiality under supervision does not exclude the supervisor or supervisee from their responsibilities under their respective professional Codes of Conduct and current relevant legislation.

8.6 Supervision should be based on anti-oppressive principles and should be sensitive to the protected characteristics stated in the Equality Act 2010.

**9 Storage and Retention of Supervision Records**

9.1 Supervision records should be stored securely and access to them controlled. Ideally supervision records should be held electronically. Both supervisor and supervisee will hold a copy of the supervision agreement.

9.2 A copy of the supervision records will be retained securely by both parties and can be released under certain circumstances – see section 8.2

9.3 If a supervisee transfers to another team, supervisor, or professional supervisor within Haringey ASC their records should be passed on to the new supervisor or professional supervisor.

9.4 When an employee leaves Haringey, HR keep their records for seven years before archiving them. Supervisors should notify HR services to arrange storage of supervision records via the record management process rather than continue to hold them locally.

**10 Governance and Quality Assurance**

Quality assurance provides governance and ensures that both the organisation and staff are receiving supervision that is of a high quality, is enabling and supports ongoing development and good practice.

A framework for quality assurance is developing and there are some current tools in place but we want to ensure this is more inclusive and supports a strengths-based way of working together.

The quality assurance framework will include

* LGA Social Work/Care Health Check
* Anonymous Staff Supervision Survey for all
* Self-assessment – using recommended tool
* Peer discussions
* Social care forums
* Audit of Supervision Training – attendance and quality
* Peer Review
* Auditing

**Appendix 1**

**Appendix 1**.

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| --- |
| **Supervision Agreement** |
| **Agreement between.......................................and...............................................................** |
| This agreement is designed to be a working tool to underpin the development and maintenance of an effective supervisory relationship. The agreement should be:* Completed within the first two months of a new supervisory relationship being established;
* Reviewed at least once a year.
 |
| The expectations of the organisation regarding supervision are set out within the Supervision Policy, are non-negotiable and provide the framework for this agreement. *The effectiveness of the supervision agreement depends upon the quality of conversation between the supervisor and supervise is very important that this document provides a foundation for discussion. It should be completed at the conclusion of an exploration of the issues and not become a form filling exercise.* |
| **Practical Arrangements** Frequency of one to one supervision..................................................................................Duration................................................................................................................................Venue...................................................................................................................................Arrangements if either party needs to cancel.....................................................................................................................................................................................................................Availability of the supervisor for ad hoc discussions between sessions will be.................... .............................................................................................................................................. |
| **Content**The process for agreeing the agenda will be.........................................................................................................................................................................................................................Preparation for supervision will include........................................................................................................................................................................................................................................................................................................................................................................Particular priority areas to be discussed regularly....................................................................................................................................................................................................................................................................................................................................................... |
| **Making Supervision Work**What does the supervisee bring to this relationship (e.g. previous work experience, experience of being supervised, preferred learning style)?...........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................What are the supervisee’s expectations of the supervisor?.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................What are the supervisor’s expectations of the supervisee?........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................Are there any factors to acknowledge as relevant to the development of the supervisory relationship (e.g. race, culture, gender, sexual orientation, impairment)?...............................................................................................................................................................................................................................................................................................................................................................................................................................Agreed “permissions” e.g. It is OK for the supervisor not to know all the answers/for the supervisee to say they are stuck, etc.................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................How will we recognise when the supervisory relationship is not working effectively?...............................................................................................................................................................................................................................................................................................................................................................................................................................What methods will be used to resolve any difficulties in working together?............................................................................................................................................................................................................................................................................................................................................................................................................................... |
| **Recording**Case discussions and decisions made in formal supervision or during ad hoc discussions will be recorded on the adult’s record. Responsibility for this lies with ...................................................................................................................................................................................................................................................................The content of one to one supervision sessions regarding the development and support needs of the supervisee will be recorded, agreed by both parties and placed in the supervisee’s file. Responsibility for this lies with................................................................... ...............................................................................................................................................  |
| **Any other relevant issues for this agreement?**............................................................................................................................................................................................................................................................................................................................................................................................................................... |
| **Date Agreement due to be reviewed:** |
| Signed:Supervisor:Supervisee:Date: |

**Appendix 2**

**Supervision Record**

**Name of Supervisee:**

**Name of Supervisor:**

**Date:**

**Agenda Items:**

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| --- |
| **Supervisee’s health and well-being** (This can include discussions regarding physical and mental health, stress, sleep, work life balance, self-care)**Details of any sickness, holiday / annual leave** (this can follow on naturally from health & well-being as sickness may be related to stress and planning annual leave can help with work life balance) |
| **Actions required, including timescales and by whom:** |

|  |
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|  **Review of agreed actions from last supervision:** |

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| **Case management;** High risk, complex, safeguarding, decision making, interventions. It is important to discuss the emotional impact of work, cases that may be keeping the supervisee awake at night.. |
| Action required, including timescales and by whom: |

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| --- |
| **Reflective practice discussions:**Some of the case decision may naturally fall into this section but support the supervisee to consider one case / aspect of practice, for reflection / critical analysis.Other ideas for reflection can include using a theoretical model to consider in reflection, for example anti oppressive practice, Strengths based practice, Systems theory.Utilising a tool to support reflective practice, for example John Burnham’s ‘Social Graces’. |
| **Action required, including timescales and by whom:** |

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| **Strength-Based Standards;** How are the strength-based standards being evidenced? What are areas for improvement? What is stopping them utilising this approach - structure, systems, resources etc (Person Centred, Creative, Flexible, Outcome Focused, Positive Approach to Risk, Relationships, Collaborative, Preventative, Local Resource Knowledge, Resource Responsibility, Strong Legal Literacy) . |
| Action required, including timescales and by whom: |

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| **Continued Professional Development and support:**For example, learning & development, training, career progression, feedback from case audits, linking to the Professional Capabilities Framework (PCF), Social Work England standards & registration. |
| **Action required, including timescales and by whom:** |

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| **Diversity, equality, inclusion (DEI):**For example, discussions celebrating diversity, cultures and lived experiences.Ensuring staff are offered same opportunities and privileges regardless of characteristics such as age, race, disability, sexual orientation. Identifying any support that might be required in relation to DEI (E.g. IT equipment)Valuing and respecting all staff. |
| Action required, including timescales and by whom: |

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| --- |
| **Team / organisation discussions, including compliments and complaints:**For example, team dynamics, team development, celebrating successes. |
| Action required, including timescales and by whom: |

|  |
| --- |
| **Any other business**  |
| Action required, including timescales and by whom: |

Signature of Supervisor:

Signature of Supervisee:

Date:

Date of next meeting:

Venue or Virtual:

The template has utilised elements of the Relational & Anti-racist Supervision form developed by BASW, BPS and School of Shabs.

**Appendix 3- The 4x4x4 supervision model**

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**Supervision Model**

The recommended model of supervision in Haringey is the *4x4x4* model (Morrison, 2005). This model aligns well with a strengths-based approach and provides a useful framework for approaching supervision for both the supervisor and supervisee.

|  |  |  |
| --- | --- | --- |
| **Four stakeholders in supervision** | **Four functions of supervision** | **Four elements of the supervisory cycle** |
| People who use services | Management | Experience |
| Staff | Support | Reflection |
| The organisation | Development | Analysis |
| Partner organisations | Mediation | Action planning |

**Four functions of supervision:**

1. Competent, accountable performance/practice (management function)

2. Continuing Professional Development (development function)

3. Personal Support (support function)

4. Engaging the individual with the organisation and developing the professional relationship (mediation function)

**Four stakeholders in supervision:**

If supervision is carried out effectively there should be benefits for stakeholders. Examples of benefits as follows:

1. People we are working with, carers and families – a clear and focused approach from workers who are able to undertake a comprehensive assessment which takes account of needs, risks and involves service users in the process.

2. Supervisees – have clear role accountability and are able to demonstrate a confident, reflective approach to case management, engaging with a range of partners

3. Organisation – supervisors disseminate agency goals, values and policies. They guide and monitor work leading to the development of consistent practice. They value workers which in turn lead to lower rates of turnover, sickness or complaints.

4. Partners – workers understand the role of partners, are able to effectively negotiate with them and have accurate expectations when involved in multi-agency assessments and planning.

**Four elements of the supervisory cycle (based on Kolb’s Learning Cycle):**

1. Experience – ‘the story’

2. Reflection – think about the experience e.g. what worked well, what didn’t work as well, what could have been done differently?

3. Analysis - what does the experience mean?

4. Plans/Action – what is the next ‘chapter’ in the story?

The integrated 4x4x4 model provides a coherent, practical, and well-tested framework to integrate these different but connected elements of supervision.

Recognising the different functions of supervision and the needs of different stakeholders is essential. Sometimes the needs of the supervisee, service user, supervisor and agency may be aligned; at other times, they will conflict and the different functions will pull in opposite directions.

**Appendix 4**

**REMOTE SUPERVISION FACTSHEET**

**Checklist: things to consider when doing remote supervision**

Haringey has produced general [guidance on working remotely](https://ascpractice.camden.gov.uk/covid-19-response/testing-working-arrangements-and-support-available-during-covid-19/working-from-home-guidance/#main)

* Take time to renegotiate ground rules and acknowledge what might be different.
For example:
	+ Supervision by phone or video? This will affect your rapport and interaction: ‘face-to-face’ video interaction is preferable if possible.
	+ IT issues – familiarity with technology, connection, appropriate ‘kit’
	+ Environment (physical and emotional) – is the space to holds this conversation appropriate/comfortable/confidential for both of you?
	+ Boundaries between personal and professional self may have shifted / loosened and this may impact on your supervisory relationship
	+ Any adjustments needed when taking these things into account
	+ Think about frequency and length of supervision – you may want to have shorter but more frequent sessions
* Prepare for supervision: set aside 5-10 minutes before supervision to clear your mind and be present
* Specific questions to ask at the start might be:
* Is it a safe/appropriate space to conduct the call? Do both parties feel comfortable? Are you likely to be interrupted?
* Do both parties feel comfortable with the technology – e.g. sharing screens if want to share information etc.
* What is on the agenda?
* How will we take notes of the session?
* Pay particular attention to checking in at the start. Using a tool or resource may help with focus and be more effective than simply saying ‘how are you?’ There are lots of tools to start the conversation; here are a few examples, which you can share or discuss:

|  |  |
| --- | --- |
| [Tools to think about response to the current situation](https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Using-visual-metaphors-to-respond-to-stress-and-trauma.pdf) [Circle of control during Covid](https://knowledgequest.aasl.org/minding-mental-health-during-covid-19/) | [Blob tree](https://www.blobtree.com/?sa=i&url=https://www.pinterest.co.kr/pin/777996904350047657/&psig=AOvVaw1KBlxaTQZHFD17y9-CDs2M&ust=1585753698916000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNjD4KKMxegCFQAAAAAdAAAAABAM)[Feelings wheel](https://www.simplemost.com/feeling-wheel-will-help-better-describe-emotions/)  |

* Focus on well-being: this could include adjustments to working at home, specific issues including caring/childcare responsibilities, issues affecting household, illness, worries
* Agree an agenda of what you will discuss / prioritise for this session. Use the 4 functions of supervision and maintain a balance of well-being support as well as a space to discuss and reflect on work and evidence decision-making. People are struggling with huge amounts of new information – acknowledge this and prioritise what to share and discuss. Try to keep a strength-based approach and maintain balance: what is working well as well as what is not working so well or causing difficulties
* Be clear about expectations and any agreed actions from supervision. Notes of supervision should be kept, evidencing key points of discussion and any decisions
* People will be coping in different ways so a flexible, personalised approach and a space to acknowledge this is key.

**Support for supervisors**You need support and supervision too! Flying on a plane may seem like a distant memory: but remember the safety advice to put on your oxygen mask first before you try to help someone else.

[Self Care Cards](https://ascpractice.camden.gov.uk/media/2612/selfcare-cards.pdf)

[Emotional resilience in times of crisis](https://www.researchinpractice.org.uk/children/news-views/2020/april/emotional-resilience-in-times-of-crisis-how-organisations-can-support-practitioners/)