

Leeds City Council
Children and Families Services



'Making a Difference'

Supervision Framework

November 2023

About the Document	
Title	'Making a Difference' Supervision Framework. August 2022
Purpose	The purpose of this Framework is to outline how in which supervision should be undertaken for Children and Families staff.
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1. Scope of this Supervision Framework

'Making a Difference' – Supervision Framework, sets out how supervision is carried out within Children and Families Services in Leeds. This framework is for all staff in Children and Families Services. There are some specific sections which may relate only to social work staff or those working directly with children, young people, and their families. Where this is the case, this will be clarified. We all carry out our duties to benefit the children and young people of Leeds, and this remains at the heart of all that we do.

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. The ethos and context of this framework is communicated through regular training for managers(supervisors) and staff (supervisees) and is intended to provide an understanding about the requirements and processes of staff supervision.

2. Context

This policy has been developed within the context of the following standards and guidance:

- [Children's Homes Regulations 2015](#)
- [Fostering Services National Minimum Standards](#) These standards also specify the requirements for supervision of foster carers. These standards also specify the requirements for supervision of foster carers.
- [Adoption: National Minimum Standards 2013](#)
- [Professional standards - Social Work England](#)
- Standard 5 – Effective and appropriate Supervision: [The Standards for Employers of Social Workers in England](#) published by the Local Government Association (2014);
- The [Assessed and Supported Year in Employment](#) for child and family services
- The Council's [staff appraisal](#) guidance
- The Children and Families Trust Board and Leeds Safeguarding Children Board: [Supervision: Policy and Guidance | Leeds Safeguarding Children Partnership](#)
- [Leeds Practice Model](#)
- [Practice Standards for Children's Social Work](#)

3. Framework and Policy

3.1 Introduction

'Supervision must enable and support workers to build effective professional relationships, develop good practice and exercise both professional judgement and discretion in decisionmaking. 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'
(Skills for Care, 2007)

It is a fundamental belief in Leeds Children and Families Services that staff are the most important asset in fulfilling its responsibility to provide a quality service to children, young people, and their families. This is consistent with the Council's values of 'Working as a team for Leeds'.

Supervision is an important right and benefit for everyone. It benefits the individual, the organisation, and it benefits those who use our services. Supervision which supports staff to critically analyse, reflect on their work and their practice, and to manage the emotional impact of what they do, will result in better outcomes for families. Supervisors and supervisees are jointly responsible for

ensuring that supervision meets the requirements as set out in this document, and that it is rooted in anti-oppressive practice guaranteeing equality and diversity.

Leeds City Council aims to provide appropriate, responsive, and flexible services for its citizens, and especially those who are most in need of support and can only do this if the staff employed by Children and Families Services:

- 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 are managed effectively

3.2 Definition and purpose of supervision

Supervision is a regular 1:1 meeting between the supervisor and supervisee to meet organisational, professional, and personal objectives. Depending on your role in the organisation this could be a regular 1:1 on your personal development or could also include discussions about cases that you are allocated.

Supervision can also occur at any time that a supervisee needs support or if a supervisor needs to be part of decision making. This can be outside of a formal 1:1 meeting. The relationship between the supervisor and supervisee is key to ensure 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 openly and effectively.

The purpose of supervision is that:

The supervisee leaves supervision with a clear sense of the direction of their work and the steps they are going to take, and they are energised to do so

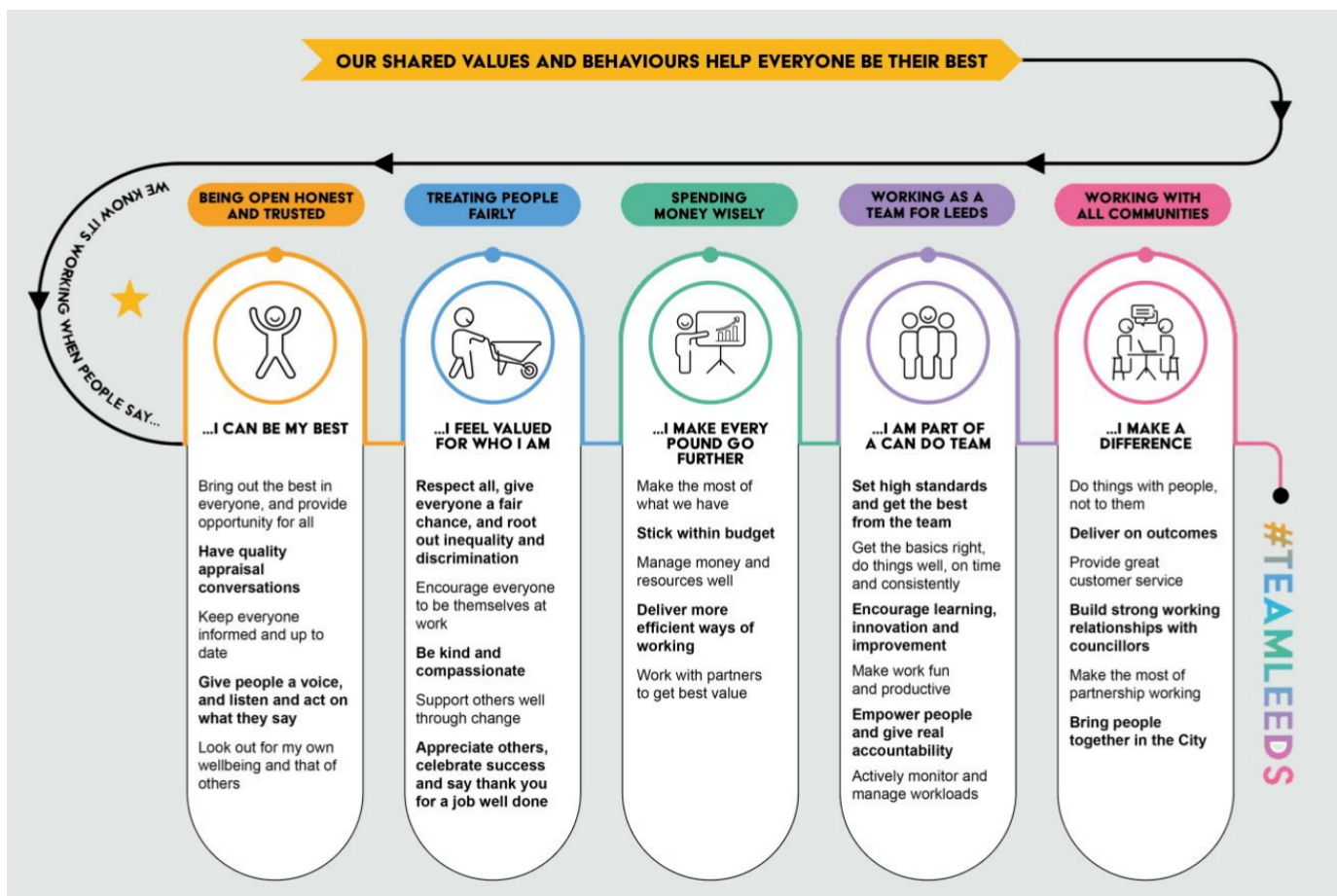
3.3 Assumptions, Principles & the Leeds Practice Model

Wherever we work in Children and Families Service, we have a shared set of assumptions, principles, and a model of practice.

The assumptions include -

- We are child and family focused, capturing their voice, and considering their identity and culture
- We offer outcome focused supervision as part of restorative practice. For outcome focused supervision to be effective and meet its purpose, it must offer both challenge and support
- It relies on effective working relationships where we are open and transparent about what is working well and where we can improve. This includes having conversations and questioning each other through being curious
- There is a genuine desire to increase understanding; improve decision making; make improvements; evaluate practice; and act on learning
- It is an essential component of Continuous Professional Development

The principles that underpin our Supervision are -

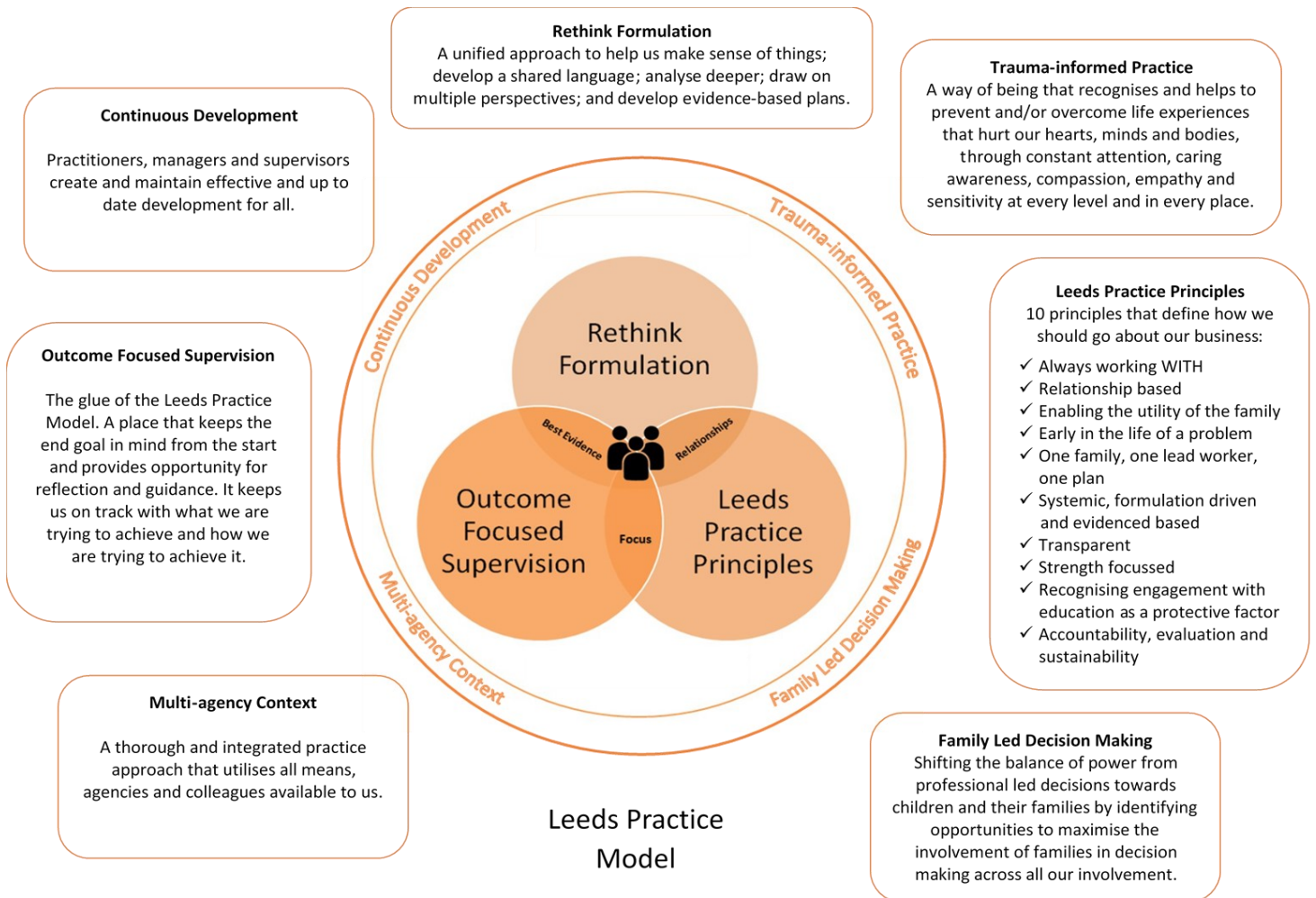


The Leeds Practice Principles are –

1. **Always working WITH** – creating a context of high support and high challenge with children, young people and families and each other;
2. **Relationship based** – assuming that engagement and best outcomes are achieved through trusting and respectful relationships with each other, taking responsibility for creating and maintaining effective relationships at all levels;
3. **Enabling the utility of the family** – putting the family at the heart of everything we do; recognising and enabling the networks and skills within the family; and wherever possible families determine the direction of care and intervention;
4. **Early in the life of a problem** – engaging families in appropriate and effective support immediately when an issue is identified and maintaining a persistent offer to engage in support;
5. **One family, one lead worker, one plan** – wherever possible working to reduce numbers of practitioners involved with a single family and identifying one lead practitioner to coordinate a single comprehensive family plan. Where agencies are also involved with the adults in the family, a Think Family, Work Family approach should be adopted;
6. **Systemic, formulation driven and evidence based** – all plans consider the whole system around a family, information is effectively analysed and plans are created using the best available evidence;
7. **Transparent** – children, young people and families are as fully informed as possible and are always involved in and understand decisions that concern themselves and their families;
8. **Strength focussed** – all interactions, interventions and plans are seeking, affirming and utilising existing knowledge, skills and abilities; and adopt an evidence based approach to assessing needs and managing risk;
9. **Recognising that engagement with education is a protective factor** – seeking to

maximise attendance, attainment and achievement;

10. **Accountability, evaluation and sustainability** – always working to continually understand a situation, improve plans and find ways to enable independence and reduce reliability on services.



3.4 Model of supervision

Our agreed model of supervision is that of Tony Morrison and is from the publication *‘Staff Supervision in Social Care’ (2005)*. The approach uses an adapted Kolb Experiential Learning Cycle often referred to as the 4x4x4 supervision model. Although the model is the preferred model for Social Workers, it can be used across other roles and therefore is the preferred model for all staff in Children and Families.

‘The importance of getting the supervision of staff right in social care, and of positive role modelling by managers, cannot be overstated. The quality of services to vulnerable users and the level of staff morale, skills and motivation are all inextricably bound up with the fate of supervision and the degree to which supervisors and managers model the attitudes and behaviours that the organisation wishes its frontline staff to adopt. Put starkly, it is not the existence of supervision per se that makes a difference; what is necessary is good supervision’

(Tony Morrison- Staff Supervision in Social Care)

This model is complementary to that of the Leeds Practice Principles. When used effectively the 4x4x4 supervision model will enable supervisors and supervisees to:

- Critically reflect upon practice;

- Achieve practice standards and expectations for both supervisees and supervisors;
- Learn from experience with the child, family and other agencies;and
- Balance the need to focus on the individual worker and the individual child

The 4x4x4 supervision model has three fundamental elements which together provide a framework for supervision that can be adapted to work effectively across Social Care Settings. The three elements are:

- 4 Functions of supervision – **Management, Development, Mediation, Support**
- 4 Stakeholders in the supervisory process – **Service Users, Staff, Organisation, Partners**
- 4 Stages of the Kolb learning cycle – **Experience, reflection, analysis, plans and action**

How the model works:

There are three interlinked aspects, with four components in each (twelve interlinked components in all):

Four Functions

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

Four Stakeholders

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

Four stages of the Kolb cycle

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

4x4x4 Model



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

- Have you developed a meaningful relationship with the child? If so, how?
- How effective is the multi-agency meeting at focussing on the needs of the child?
- Have you experienced similar situations to a child/family and how is that affecting your perception and understanding?
- Explore the experience through the perspective of a different stakeholder (the child, parent, or another professional)

The challenge for the supervisor is to balance reflective supervision and validating staff experiences, alongside that of ensuring that tasks are completed timely and there is a clear plan of progression of work.

Additional informative guides to aid understanding of the model of supervision have been developed and can be found at [Resources and Forms Library](#). There are specific guides in relation to –

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

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

4x4x4 Model is a copy of the model to use as a visual prompt within supervision to cover all aspects of the model.

4. The Supervision Process

There are a number of tools and resources that have been developed to aid the supervision process. All can be found at; [Resources and Forms Library](#)

4.1 Supervisor to Supervisee Ratios

It is difficult to give an exact number of supervisor to supervisee ratio, however a general guide is 1 Supervisor to 8-10 supervisees. Where that ratio is exceeded the supervisor's line manager should review the arrangements to ensure that any potentially negative impact is reduced. This may involve agreeing a different frequency for supervision, arranging for more experienced staff to take on some supervisory responsibilities, supplementing 1:1 supervisions with group supervision etc. It must be remembered that all supervisees are entitled to 1:1 supervision and that any alternative arrangements should complement and not replace it.

4.2 Practical considerations for supervision

The following are all essential practical considerations for quality supervision:

- There is a *Supervision Agreement* in place between supervisee and supervisor
- It is recorded on the *Personal Supervision Record*. Records are shared between supervisor and supervisee within agreed timescales
- Planned sessions take place regularly
- It takes place in locations that support confidential and productive discussions
- It links to appraisals and any required professional standards
- Quality assurance of supervision informs service development
- Self-care is an essential component of effective supervision and *Self Care Plans* can be developed, reviewed and adapted throughout the relationship

4.3 Supervision Agreement

Before commencing a supervisory relationship, preparation is essential. A *Supervision Preparation Tool* has been devised as part of the *Supervision Agreement* to support development of the relationship as well as to be transparent as to ground rules, preparation, the conversation and actions.

The Supervision Agreement should be **updated annually or if there is a change in supervisor.**

When the Supervision Agreement has been agreed, it should be signed by both the supervisor and the supervisee. A copy should be retained on the file held by the supervisor.

At the start of the supervisory relationship and prior to negotiating the Supervision Agreement, a *Supervision History* and /or the *Learning Styles Questionnaire* can be useful to complete to inform the agreement.

If at any time during the supervisory relationship or if the supervision agreement is not being upheld, **both parties** have a responsibility to raise this in line with the Difficulties Resolution Process.

4.4 Frequency of Supervision

The frequency of supervision will be

dependent on the role each person plays within the organisation, their skills, experience, team requirements and government/professional guidelines. A summary of frequency guidance for staff in different roles is included below. Supervision sessions should be planned a minimum of three months in advance.



Social Work case supervision – the frequency for discussion and review of all cases for children and young people should be **3 monthly at a minimum** or more frequent if this is required due to the particular circumstances. This includes children and young people subject to a Child in Need plan, Child Protection plan and Children Looked After plan.

Early Help case supervision - the frequency for discussion and review of all cases for children and young people should be **3 monthly at a minimum** or more frequent if this is required due to the particular circumstances. This includes children and young people subject to an Early Help Plan.

Non-social work staff 1:1 personal supervision:

Which staff	Frequency and who supervises
Early Help staff	<p>Monthly by the relevant line manager – however this may be more frequent in individual services</p> <p>There are specific supervision arrangements in the Multi-Systemic Therapy Service which should be followed</p> <p>The Cluster Chair is responsible for ensuring that the Targeted Services Leader (TSL) receives supervision</p> <p>The TSL is responsible for ensuring all other Cluster staff receive supervision</p>
Other Children and Families staff members	It is likely that supervision is carried out monthly by the relevant line manager – however this will be decided in individual services

Social work staff 1:1 personal supervision:

Colleagues working in fostering must receive supervision to meet the requirements of the [Fostering Services: National Minimum Standards 2011](#). These standards also specify the requirements for supervision of foster carers.

Colleagues working in adoption must receive supervision to meet the requirements of the [Adoption: National Minimum Standards 2013](#).

Which staff	Frequency and who supervises
Non-qualified social work staff	Monthly by Team Manager or Advanced Practitioner
Family Support staff in RES Teams	Monthly by Team Manager
Student Social Workers	Weekly then fortnightly at a point agreed by the Practice Educator and the student. To be undertaken by a Practice Educator who has completed the Professional Standards for Social Work (PEPS) training
Newly qualified social workers in their Assessed and Supported Year in Employment (ASYE)	Weekly for the first 6 weeks; fortnightly up to the 6 month review and at least monthly thereafter by Team Manager
Social Workers returning to work or who have had a major change of role	Every two weeks for an agreed period, then monthly by Team Manager
Social Workers with more than 12 months experience – including in RES Teams	Monthly by Team Manager
Supervising Fostering Social Workers	Monthly by Team Manager
Senior Social Workers	Monthly by Team Manager
Advanced Practitioners	Monthly by Team Manager
Independent Reviewing Officers or Child Protection Chairs	Monthly by Team Manager
Team Managers	Monthly by Service Delivery Manager
Service Delivery Managers	Monthly by Head of Service
Heads of Service	Monthly by Chief Officer
Chief Officer	Monthly by Deputy Director

Children’s Homes staff 1:1 personal supervision:

Colleagues working in Children’s Homes must receive supervision to meet the requirements of the [Children’s Homes Regulations 2015](#).

The supervision of Children’s Home practitioners and managers who should have regular supervision sessions at monthly intervals should take account of, recognise and allow for flexibility around:

- the shifts of supervisor and supervisee;

- school holiday periods when the young people are in the home more and need more face-to-face staff time; and
- the regular daily informal supervision that goes on during shifts and during the transfer of shifts

Which staff	Frequency and who supervises
Registered Managers	Monthly by Service Delivery Manager - Children's Homes
Deputy Home Manager	Monthly by Registered Manager
Senior Practitioner	Monthly by Registered Manager or Deputy Home Manager
Residential Practitioners	Monthly by Registered Manager, Deputy Home Manager or Senior Practitioner
Casual Residential Practitioners	Monthly by Registered Manager, Deputy Home Manager or Senior Practitioner

4.5 Co-working in Social Care

Where there are co-working arrangements for a child or young person, the responsibilities and actions for each worker should be clarified and recorded on the electronic case file. Confirmation of co-working arrangements should be included in the personal supervision records for each worker and include reflection on how well the arrangement is working.

NB: *If there is co working with a Student Social Worker or Trainee Social Worker, the lead worker should be the qualified Social Worker with the Student or Trainee being added as an additional.*

4.6 Newly qualified social workers (NQSWS)

The Assessed and Supported Year in Employment (ASYE) was recommended by the Social Work Task Force and introduced in September 2012. We refer to newly qualified social workers as NQSW's who are in their ASYE. When supervising NQSWs, team managers must refer to [ASYE documents from Jan 2021 - All Documents](#). This booklet is stored on SharePoint and as such there is restricted access. If you do not have access to this and require it, please contact - WorkforceDevelopment@leeds.gov.uk

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

- a reduced caseload
- regular supervision – up to 1 ½ hours duration of uninterrupted time, weekly for the first 6 weeks; fortnightly up to the 6 month review and at least monthly thereafter
- protected professional development time – 10% of their working week
- regular reviews – 3, 6 and 9 with the final review 11 months post starting the ASYE programme
- initial and end assessment against the [Knowledge and Skills Statements](#)
- continuous holistic assessment against the [Professional Standards](#)
- A mentor – this is usually an Advanced Practitioner or Senior Social Worker in the team who can hold additional fortnightly reflective mentoring sessions and co-work cases. These sessions can be individual or group meetings

4.7 Pre-Supervision Report for social work

For social workers, a *Pre Supervision Report* tool was developed to aid the supervision process. This report can be run on Mosaic by either the Supervisor or Supervisee and its aim is to provide an accurate overview of the workers full caseload and to spot any trends in managing the workload. It is not expected that all work will be up to date, but it should provide an early indication of any

drawbacks and encourage prompt discussion.

Useful suggestions about its use include:

- Worker generates the report a week before supervision and takes remedial action to update records that are inaccurate;
- Supervisor generates the report and selects any themes arising for discussion;
- Worker and Supervisor identify IT issues and involve admin/IT to take remedial action to children's casefiles that have arisen due to unintended consequences elsewhere in the system;
- Worker and Supervisor use this to discuss the appropriateness, and quantity of the workload;

***NB:** The intention of this report is that it is to be used to support managerial oversight and themes for discussion. It should not ever become the sole focus of supervision as a means to discuss every case. That would be contrary to the principles outlined in this framework.*

4.8 Group Supervision

Group supervision may be used to complement 1:1 supervision. It cannot be used as an alternative to 1:1 supervision.

It can be particularly useful within social care including social work teams, Restorative Early Support Teams, residential settings, with groups of NQSWs, with teams implementing change such as teams learning how to work within Leeds Practice Framework.

Rethink Forums are a great way to get started in implementing group activity within teams. Details of the Rethink Forums can be found by emailing - childrens.innovations@leeds.gov.uk

4.9 Re-arranged supervision:

Supervision should not be cancelled, however in exceptional circumstances it may be re-arranged. The session should be re-arranged to take place within 5 working days of the date of the original booked session. If supervision has to be re-arranged due to 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 2 weeks, 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 so that any pattern of disruption to supervision on the part of the supervisor or supervisee can be noticed as early as possible and restorative action taken.

4.10 Understanding ethnicity and identity, and tackling inequality – Black Lives Matter

We are all responsible for ensuring that we recognise differences across diverse communities and challenge the impact of disadvantage and discrimination. This is the case in relation to the children and families with whom we serve, and also for staff within our organisation. This means that as supervisors and supervisee's we need to have open conversations about how we can support one another and ensure that our staff from all backgrounds feel supported.

Leeds City Council is committed to being an inclusive employer and as such is participating in a pilot seeking to improve the experience of Black, Asian and minority ethnic staff in Social Care. More information can be found at; [Workplace race equality standard \(WRES\) \(leeds.gov.uk\)](https://www.leeds.gov.uk/workplace-race-equality-standard-wres)

To understand the lived experiences of Black, Asian and minority ethnic children and families, supervisors need to create the conditions for reflective discussions during supervision. To enable a reflective discussion the supervisor needs to think about:

- Opportunities and challenges in helping practitioners to learn, reflect and develop skills, knowledge and confidence for exploration of these issues
- Methods to nurture practitioners learning and development

Through reflective inquisitive discussions, supervisors enable supervisees to stop, pause and think about identity and culture in a purposeful way. Discussing culture and identity in supervision helps stop us making assumptions and allows for more effective working relationships, and assessments that lead to outcome focused plans. When we don't know or ask, we are more likely to make assumptions around cultural norms, expectations and identity.

Example questions supervisors can ask to help start a reflective discussion:

- What are the 'cultural norms'? What does this mean for the child and family?
- Think about the additional barriers that might be faced by the child and family?
- What are the family's cultural views on education, health, accessing services?
- What do you understand about the child and family's culture?
- How does the child/parent describe themselves? Help me understand the family

4.11 Self Care and Staff Care

The main elements of supervision are to support and promote the development of effective staff wellbeing. Helping all staff who work with children and young people, requires the use of self as the main agent for relationship building, offering support or 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 maintain good mental health and continue to work effectively.

It is the responsibility of both supervisor and supervisee 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.

As with all aspects of our staff care approach, better questions are the key to developing confidence and effecting change. Genuine inquiry can promote trusting relationships and a safe, respectful, and supportive work environment even in times of complex change. 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 challenge 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?

Going further than 'how are you?'

Supervisors are encouraged to look in more depth at the conversations that are had as part of supervision. The question 'how are you' can be answered with a simple 'I am fine' or be greeted with information about every difficulty or challenge. This may be helpful in the short term but does not necessarily build understanding or help the worker access the specific support they may need. Supervisors can use a more structured approach and resources to assist with such conversations. If, in supervision, we can make our questions more specific and individually tailored to the supervisees own development plan then we can encourage more meaningful conversations. Conversations where a high support, high challenge approach can be more easily adopted, help structure plans to move forward and be developed. For example:

- 'Tell me about how you are looking after yourself at the minute?'
- 'There is a lot going on for you right now- let's review your self-care plan and make sure it is still working for you.'

Or for more specific examples of the impact of our work with families:

- 'The S family you are working with have lots of challenges at the moment, some of these issues have been really difficult for you in previous situations – how do you feel your relationship is going with them at the moment?'

Self-care plan

At the start of the supervisory relationship and at any time afterwards, supervisors should discuss self-care with the people they supervise. A self-care plan can be developed setting out how the supervisee will self-care. To support them to identify what would help them, a number of tools have been devised – *Self Care documents: Plan, Formulation, Fit, and Barriers*

To aid the self-care plan, there is a wealth of staff care information on Insite including the [Health, safety and wellbeing toolkit](#). Supervisors and supervisees can look at this either together to plan support, assessments, or access to services.

4.12 Supervision File

All supervisees will have an electronic Supervision File. The Supervision File will be stored on a restricted access and view folder. If supervisee's move supervisors, then their file should follow them and be shared between managers to store in the correct place.

There are clear Corporate Policies in relation to information management which can be found at; [Information the Council holds about staff](#), [Managing information toolkit](#), and [Keeping records about staff - good practice](#)

Supervisors should ensure that the Supervision File contains folders as outlined below.

Folder Name	What to include in them
Supervision Agreement	The Supervision Agreement should be updated with any new supervisor and supervisee relationship
Records of Personal Supervision	The record of personal supervision should be completed monthly and appear in date order
Attendance or sickness monitoring and	Documentation in relation to return to work

management	information or management processes about sickness. <i>Copies of sick notes should not be included as this contradicts GDPR</i>
Referrals to Occupational Health and referrals to any support services	Any referral documents made to support services for the supervisee that the supervisor has completed. This includes occupational health, as well as referrals for work station assessments etc
Performance management data and discussions or Individual Action Plan	Documentation in relation to performance management processes or informal action plans to improve compliance. <i>Child level data should not be included as this contradicts GDPR</i>
Self care documents (this will include (but not limited to) a self-care plan and any StressRisk Assessment	Any self care documents that have been completed as part of the Wellbeing Tool Kit
Compliments and Complaints	Any compliments or complaints should be recorded with the Complaint Teams. Any copies kept should be anonymised and used to inform learning and development, and appraisal objectives. <i>Reflective Practice Review Forms</i> can also be kept in this section.

Paper 'working files' are not recommended. This is due to issues in relation to confidentiality and duplication of documents. Any such written documents must be saved electronically to the electronic Supervision File. This means that any documents not already saved electronically to the Supervision File must be scanned and saved accordingly.

There is no formal requirement for the mentoring Sessions for NQSWs in their ASYE's to be recorded by the Advanced Practitioner. There will be times that it would be valuable for this to happen so that the Supervisor is aware of what is being offered, and that the notes can form part of the overall Supervision File. The decision about whether written notes are required is one for the Advanced Practitioner and Supervisor.

4.13 Record Keeping

There are different aspects to record keeping when it comes to supervision. This can be broken down in to two main areas, which are case supervision and personal supervision.

Case Supervision is that in relation to case reflection about specific families, planning work, decision making and management oversight. This will only be recorded on a child's individual record. Children's information should not be included in records of personal supervision.

Personal supervision should be recorded on the Personal Supervision Record which can be found in the [Resources and Forms Library](#) on Tri X.

General standards for recording keeping

<p>The Supervision Agreement will set out a general agenda for a supervision session. At the beginning of each supervision additional items can be added</p>
<p>The written recording of supervision sessions is the responsibility of the supervisor. It is good practice for the supervisee to make a note of any actions so as they can progress these whilst awaiting the written notes</p>
<p>The detail included in the supervision record is a matter of judgement for the supervisor and supervisee. In general, the record should be detailed enough so that the issue can be revisited at a later date and still be understood. A short summary of the discussion and the decisions or action points or understanding arising from it should be sufficient in most cases</p>
<p>Where possible, supervision records should be typed. If the supervisor prefers to handwrite personal supervision records, this is permissible providing it forms part of the Supervision Agreement and the supervisor's handwriting is legible. All handwritten records or templates must be scanned in and uploaded to the electronic Supervision File</p>
<p>The actual content of the record of personal supervision should be negotiated if there are personal issues that the supervisee does not wish to be recorded, or there is disagreement over a recording of a conversation.</p> <p>If agreed wording cannot be reached, then this needs to be recorded in the document with both perspectives.</p>
<p>Supervisors should give a copy of the record to the supervisee for signature within 10 working days. The supervisee should sign or agree by email and return the record to the supervisor in 5 working days to be uploaded. If there is no response by the supervisee, then it is agreed that the recording of the supervision is accurate.</p>
<p>Records should clearly detail any decisions that have been made, and the reasons for these. Any agreed actions will include - who will take responsibility and the timescale for carrying out these actions</p>
<p>The supervision record and appraisal are the property of Leeds City Council Children and Families Services and will be subject to inspection and audit</p>

4.14 Restorative Resolution

It is important that supervisees take action to ensure they are receiving quality supervision and are having their development needs identified and met. If it becomes apparent at any point that this is not happening then 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 reflecting on why supervision is not working effectively and how to move this forward -

- Supervision History Exercise
- Review of the Supervision Agreement and expectations
- Reflecting on the Kolb 4 x 4 x 4 model and its use within your supervision
- Completing the learning styles questionnaire to help understand the impact of differing learning styles and needs

If difficulties continue to 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 identify solutions.

It is absolutely essential that all parties understand that however difficult it is, clear communication is key to address the issue. Any worker who feels that the quality of supervision is not meeting their needs must raise it with their supervisor. If necessary, workers can seek support from a peer within their team to do this. It is also the responsibility of supervisors and their Line Managers to check out with workers how effective supervision is at meeting their needs. Service users and partner agencies have a right to work with effectively supervised staff.

As part of trying to find resolutions it may be helpful to hold a [restorative conference](#)

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. Any such changes would need to be agreed with the Supervisor's Line Manager and there should be clear evidence of what has been attempted to resolve issues.

The *Reflective Discussion Form* has been devised to support such conversations and can be found in the [Resources and Forms Library](#). This tool includes the supervisor, supervisee and a facilitator to assist with learning from what happened, what worked well and what we can learn. Actions will be identified for either a supervisee or organisational learning and these will be followed through as part of supervision or wider corporate plans. This tool can be used for a wide variety of conversations and is not limited to that of Restorative Resolution.

4.15 Supervision file retention

When a supervisee leaves the Council, supervisors should follow the guidance at; [Managing information toolkit](#). There is a Corporate policy which needs to be followed in relation to the retention of file. Generally speaking, certain records should be retained for 6 years after the member of staff has left and then be deleted.

4.16 Confidentiality and Access

Supervision is a private but not a confidential process. This means that records are the property of the organisation, not the individual. Access to supervision records should be controlled. Any individuals viewing them will have a legitimate use.

From time-to-time supervisors will need to discuss the content of supervision sessions with others, e.g. their own line manager. This will always be with the knowledge of the supervisee.

Supervisees should also be aware, that other than themselves and their supervisor, others may access records. These might include:

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

4.17 Managing Performance

It is the supervisor's responsibility to ensure that there is an effective working relationship with the supervisee. Conversations as part of supervision will cover managing performance whether this is to

praise positive progress or highlight where issues have arisen.

Where performance is an issue, it is acknowledged that this can be attributed to a range of factors, some of which are temporary in nature, or others which need more development. If performance of a supervisee does give rise to concern, then there should be an open acknowledgment of this at the earliest opportunity. This should occur within an existing culture of openness and restorative practice. Various adjustments and extra support can be agreed to assist and try to remedy the situation. An action plan should be recorded in supervision which should be recorded clearly and succinctly.

The following is a framework for both the supervisor and supervisee to improve performance. Within supervision we will -

- Assess and analyse the supervisee's performance, which may include observing them, identifying strengths and areas for improvement
- Explore with the supervisee how the supervisor can assist with identifying solutions
- Give feedback to the supervisee about performance concerns that is based on evidence
- Listen to and consider the supervisee's view, including context and coming to a shared understanding
- Carefully set goals, clarifying what needs to change, and what improved performance would look like
- Where appropriate, identify training and developmental activity, work-redesign or occupational health strategies to achieve improvements
- Clarify the expectations for regular and, if necessary, enhanced supervision
- Review progress and clarify next steps if there has been no improvement

If performance does not improve or is not sustained, supervisors should discuss with their Line Manager and a HR Advisor to decide the next steps. It is imperative that any concerns and identified actions to support staff are clearly documented in personal supervision records to support this process.

4.18 Training in Supervision

'Frontline managers are the keystones of the organisation. They have a key role in determining whether standards of practice are consistently maintained in supporting staff engaged in complex, personally demanding practice, and ensuring staff are continually developed in knowledge based practice' Report of Chief Inspector of Social Services 2000

Leeds Children and Families Service recognises the importance of supporting managers to develop supervision skills and will provide access to training and tools for this as part of a Management Induction. Supervision skills training will be available to book through [Performance and Learning](#) . It is recommended that existing managers refresh their learning every 5 years at a minimum or when recommended by their manager.

Social work staff who are the Aspiring Managers programme should also be considered for access to supervision training; however, in order to make the most of the training they should have some experience of delivering supervision prior to or immediately after attending the training.

4.19 Quality Assurance of personal supervision

It is highly important that we ensure that all supervision being offered is of consistent quality. To assure ourselves of this, there are several tools that we will use. All tools used will be kept within the appropriate Supervision File and stored in the relevant folder. A supervisor will decide with their Line Manager when such tools should be used. It is recommended as a minimum that the *Observation of*

Supervision and the *Audit of Supervision* are used annually. All tools can be found at; [Resources and Forms Library](#)

QA Tool	How to use
Observation of Supervision	A supervisor will be observed in supervision with a supervisee by their Line Manager. This observation will include - direct observation of a supervision session; a conversation with the supervisee; a conversation with the supervisor; and a review of the supervision file. The Line Manager will then analyse all the information, and identify areas of good practice, or that which requires development.
Audit of Supervision	A supervisor's Line Manager will use the Supervision Audit Outcome to review the documentation and recording on the personal supervision file. The Line Manager will then analyse all the information, and identify areas of good practice, or that which requires development.
Health Check	<p>The annual Health Check will be carried out which includes questions about supervision. The Health Check is anonymous. <i>Additionally, Social Workers will have access to the LGA Social Work Health Check.</i></p> <p>The outcomes for the Health Check and also the LGA Social Work Health Check are analysed and development plans devised.</p>

4.20 Appraisal

The objective of an appraisal is to ensure that all employees within an organisation have an opportunity to discuss their work plan and development needs. Guidance about all aspects of appraisal and the expectations and responsibilities for workers and managers is available at [Appraisals](#)

Appraisals are a key part of development for a supervisee. The objectives should be reviewed regularly as part of supervision and updated.

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