



Nottingham
City Council



Nottingham City Council Children's Integrated Services Supervision Policy and Practice Guidance 2022



Title	Supervision Policy and Guidance
Purpose	To set out how Nottingham City Council Children and Families Services will undertake effective supervision with their staff.
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Owner's role	Corporate Director for People Children and Families, and Director for Children Integrated Services Children and Families
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1. Introduction

Children's Integrated Services are committed to promoting a strong and positive culture of supervision for staff. Regular, monthly supervisions are mandatory ensuring that staff receive effective and reflective supervision, which promotes continuous professional development and evidences informed practice using the Signs of Safety framework. This in turn supports good outcomes for children and families.

The purpose of this policy and procedure is to outline how supervision is to be carried out throughout Nottingham City Children's Service [Nottingham City Council Children's Integrated Services Workforce Strategy 2020 – 2023](#)

2. Scope of the Supervision Policy

Supervision has a vital role to play in supporting staff in a challenging care environment

Supervision is a two-way process involving rights and responsibilities for both supervisors and for those they supervise.

This Supervision Policy is linked to the [Workforce Development Strategy 2020-2023](#), the Quality Assurance, [Individual Supervision and Practice Standards in Nottingham City Council Children and Families Services](#).

3. Definition and Model of Supervision

'A process by which one worker is given responsibility by the organisation to work with another to in order to meet organisational professional and personal objectives which together promote the best outcomes to services users'. (Morrison 2005)*

Nottingham City Children's Services defines Supervision as a regular one to one meeting between the supervisor and staff member (supervisee) in order to review organisational, professional and personal objectives

In Nottingham City our practice focuses on a **Strengths based approach**, supported by **Signs of Safety/Success model** assisting with understanding risk and safety planning. This is echoed in Reflective supervision with referencing the following models on.

The [Morrison's 4x4x4 model](#) is based on the work of **Tony Morrison** (Staff Supervision in Social Care - Tony Morrison 1993). [Rolfe et al \(2001\) reflective framework model](#) is used within **reflective supervision** and the 4x4x4 model in supervision.

4. Supervision Contract

The Supervision Contract [Appendix 1: Supervision Contract](#) is agreed at the beginning of the supervisory period and commits the supervisor and the supervisee to the practice and process of supervision, responsibilities and expectations.

It should be updated if circumstances change, for example a change in the grade of the supervisee.

Where a change in line manager occurs a three-way handover meeting including both the outgoing and incoming supervisors should take place (where possible) and a new Supervision Contract signed.

5. Supervision Folders

Every supervisee will have their own virtual supervision folder which is stored electronically. Supervision Folders will be transferred to a new supervisor when there is a change in line manager or the supervisee moves to a new post, within Children and Families Services. **(see Individual Supervision and Practice Standards Standard 2 and 3)** [Individual Supervision Policy & Practice Standards](#)

6. Frequency of Supervision

Managers and Supervisors will ensure that all children are considered in formal supervision as frequently as is appropriate, considering the other ways that the case has been considered and level of risk to child or worker. Team Managers and Supervisors will be mindful of the possibility of drift and avoidance of reflective discussion.

Case supervision is undertaken on those cases where the supervisee has been allocated a referral and/or piece of work to be completed. The supervisee may be the Key Social Worker, Lead Professional or be providing a service as part of the plan and/or Team Around the Child. Case supervision provides the supervisor and in turn the organisation with oversight of casework.

Where one or more members of staff are jointly working with a family, joint /group supervision may be beneficial.

Newly Qualified Social Workers only

During the Assessed and Supported Year of Employment (ASYE), the supervision for newly qualified social workers will be tailored to their needs, but there will be increased supervision alongside protected time dedicated to learning and development. Newly Qualified Social Workers will also have a reduced case load.

When supervising newly qualified Social Workers, Team Managers and Supervisors must refer to Assessed and Supported Year in Employment (ASYE) Booklet and any other related ASYE documents

Priority

Priority will need to be given to a minimum of **monthly** planned Supervision discussions for children:

- Subject to a child protection investigation/plan, (section 47)
- Subject of Court proceedings
- Where there is concern re. Missing from home or care, Child Criminal Exploitation or Child Sexual Exploitation
- In Care in non-permanent placements or recently placed with a family or back home.
- In an Unregulated/unregistered placement

All cases should be discussed in supervision within four weeks of allocation or transfer of Keyworker.

Discussion and consideration should be given to the frequency of supervision:

- Where there is a Child in Care, the **Social Worker** should receive case supervision on a minimum of an **eight weekly** basis, (four weekly until permanency plan agreed);
- Where a child is accessing short breaks provision every 12 weeks in line with visiting frequency
- Where a young person is self-sufficient and stable i.e. university/ staying put placements - 8-12 weekly supervision
- Where a young person in prison long term who is not due to be released before age 21
- A Care leaver allocated in Adult Social Care due to individual needs, in a stable home, few changes i.e. residential placements or shared lives placements.

In all cases it is the responsibility of the supervisor to ensure that a worker's case load has the appropriate level of supervision and that every case is supervised and

case supervision recorded on Liquidlogic at least once within each **eight-week period**.

In all cases it is the responsibility of the supervisee to bring to the attention of the supervisor any significant changes in circumstances where frequency of supervision may need to be increased or an 'ad hoc discussion or decision' may be required.

Individual supervision can be formal, taking place in a pre-arranged meeting, or informal by way of unplanned discussions between a practitioner and a supervisor/manager must be recorded on Liquid Logic in Case notes. The standards for the provision of formal supervision. Guidance on recording informal supervision (see **Standard One and Standard Four – Recording [Individual Supervision Policy & Practice Standards](#)**).

7. Personal Supervision

Personal/One to One Supervision is the opportunity for supervisors/managers and staff members to:

- Spend dedicated time ensuring that the member of staff understands the role to which they are appointed to;
- Give time and space to ensure that the supervisor can hear of any issues both personal and professional which are affecting the member of staff within the post held, and ensures support is in place. e.g. leave arrangements or hearing about health and wellbeing difficulties, or problems in the workplace;
- Give and receive constructive feedback- this includes focusing on individual strengths;
- Give and receive clear direction around tasks and work planning, and for the employer and organisation to provide support including ensuring that lieu time arrangements are agreed;
- Jointly review learning and development needs and agree how these needs will be met. The learning and developments 'needs' are to be explicit to ensure excellent practice standards for the child and family.
- Provide a forum in which performance concerns are identified and plans formulated to improve performance and monitor such plans;
- Provide a basis for the collection of evidence for the annual appraisal of staff for both parties, with particular reference to training, learning and development needs, please refer to the **Individual Performance Review** framework;
- Any conduct or practice development actions should be recorded together with proposed activities to support the supervisee to meet the required practice or professional standard. Conduct and Practice issues may be recorded within the supervisee's professional supervision record where

appropriate. (See **Standard two - Preparation** [Individual Supervision Policy & Practice Standards](#))

- Personal Supervision Notes must be completed by the Supervisor **within two working days** of the supervision meeting.

8. Case Supervision

- The objectives of case supervision, based upon Signs of Safety, is to improve outcomes for children and to develop excellent practitioners by meeting the **Post-qualifying standard: Knowledge and Skills Statements for Child & Family Practitioners**:
- Enabling the organisation, through the supervisor, to ascertain that a practitioner is reaching the required standard in relation to delivery both in specific and general tasks in delivering a service to the child and family (**Post-qualifying standard: Knowledge and Skills Statements for Child & Family Practitioners 2 and 9**)
- Identifying and enabling clear and effective management of risk. (Risks to child, family, staff member, and organisation);
- Enabling targets and objectives to be agreed and outcomes to be monitored in relation to specific cases or roles (including allocation records);
- Establishing a clear understanding of accountability;
- Being challenging and inquisitive as to the progress and management of the case, taking responsibility for ensuring progress is achieved in order to assist the child to reach his or her potential, and relating to Signs of Safety Assessment and Planning;
- Ensuring that recording on the child's record is child centred with information governance and records management policy, procedure and guidance (**Post-qualifying standard: Knowledge and Skills Statements for Child & Family Practitioners 7**)
- Confirming that the welfare of the child is paramount and that their wishes, views and feelings have been ascertained, taken into consideration and recorded;
- Ensuring that you are working with findings to ensure that the parent(s)/carer(s) views have been sought, taken into consideration and recorded;
- Evidencing that the child's voice has been heard and consistently listened to, ensuring the child's journey has been tracked and wherever possible that the child has contributed to the assessment, planning, review and decision making;

9. Facilitating Reflective Practice

Reflective supervision is above all a learning process in which the supervisor engages with the supervisee to:

- Explore a supervisee's practice and factors influencing their practice responses (including emotions, assumptions, power relations and the wider social context);
- Develop a shared understanding of the knowledge base informing their analysis and the limitations of their thinking; and

- Use this understanding to inform next steps.

Six principles of reflective supervision

1. To deepen and broaden workers' knowledge and critical analysis skills;
2. To enable confident, competent, creative and independent decision-making;
3. To help workers build clear plans that seek to enable positive change for children and families;
4. To develop a relationship that helps staff feel valued, supported and motivated;
5. To support the development of workers' emotional resilience and self-awareness;
6. To promote the development of a learning culture within the organisation.

The Supervisor as learning facilitator

The supervisor's role in facilitating reflective learning is critical. The **Post-qualifying standard: Knowledge and Skills Statements for Child & Family Practitioners** sets out the skills needed for 'developing excellent practitioners'. Practice supervisors should:

- 'Facilitate use of the best evidence to devise effective interventions';
- 'Recognise the strengths and development needs of practitioners';
- 'Use practice observation, reflection and feedback mechanisms, including the views of children and families, to develop practice';
- 'Develop a culture of learning and improvement, where staff are sufficiently stretched and mentored to meet their aspirations';
- 'Recognise when the role of Practice Supervisor is to teach and when it would be more effective to draw on practitioners' own knowledge'. (DfE, 2015).

Case Supervision Records

The Case Supervision Record must be completed on the child/young person's electronic file **within two working days** of the supervision meeting. This is the *supervisor's* responsibility. All Liquid Logic records, including 'Reflective case supervision' and management oversight are recorded on the child's record, and care should be taken to ensure that written records are clear, and written with the knowledge that citizens may wish to access records. A Liquid Logic record is a history of a child's journey. (Standard four- [Individual Supervision and Practice Standards](#))

- Where a decision is made about a child/young person/family/foster carer or adopter **outside of a supervision meeting** the decision will be recorded on the child/young person's electronic file as Management Oversight
- **Disagreements** about a child's case decisions and direction should be referenced on the child/carer's case record and should remain child/family focused. Whereas detailed issues about a worker's capability should only be recorded on personal

supervision records. Equally, internal disputes that sometimes occur between people, teams or services should not be on the child/carer's record (**see standard three - [Individual Supervision and Practice Standards](#)**)

10. Different types of supervision

There are different types of supervision that can complement one to one personal and case supervision. An example is group supervision using the Signs of Safety/Success model in conjunction with individual supervision. Peer group supervision may also be appropriate as another avenue for personal and professional support, especially in discussing some of the more complex feelings that some areas of social work can provoke for staff.

Children and Families Services are therefore committed to promoting opportunities for 'supervision' including, but not limited to: -

- **Mentoring and Coaching**
- **Group Supervision** using the Signs of Safety/Success model; The Signs of Safety/Success model emphasises the need to create a learning organisation, where a culture of appreciative inquiry is encouraged and where risk is shared.
- Group supervision should take place monthly and encourage practitioners to reflect on practice and how attitudes, approaches and skills affect the relationships they have with both service users and colleagues. This may involve working through the values and principles and giving examples of how these principles have been applied in practice. Examples may relate to professionalism, conduct and confidentiality.
- A record of the group supervision needs to be recorded on the child's electronic file in the Case Supervision Record by the facilitator of the Signs of Safety group supervision

Vision of Group Supervision

The logic within group supervision is to 'slow the thinking down'. This enables the following:

- Creating and building a shared, structured, collective team and agency learning culture and enable a safe process for thinking through cases using the Signs of Safety approach which is Nottingham City's overarching framework;
- Enable workers to explore each other's cases, bringing their best thinking, including alternative perspectives, and to do this without getting caught in one or two people dominating or the group telling the practitioner whose case it is what they must do;
- Develop a shared practice of bringing a questioning approach to casework rather than trying to arrive at answers ([Signs of Safety Group Supervision](#)).
- **Developmental supervision** with a Manager or Supervisor

- **Team Supervision** - discussions in team meetings on a research topic/key issue in social work practice etc.
- **Clinical Supervision** – please refer to individual Team Service Managers for protocol and guidance.

11. Individual Performance Reviews

The Individual Performance Review is an annual discussion between the supervisee and their line manager/supervisor which focuses on the individuals' performance and development as well as the support that they require from their manager. Although, the discussion is confidential the outcomes belong to the organisation. Their performance and professional development and should be monitored at each month's supervision.

Individual Performance Reviews are recorded on **Oracle Fusion** and findings from them link into the Workforce Development Strategy and assist in ongoing professional development for practitioners.

12. Social Work Registration

For social workers, this Supervision Policy should be read in conjunction with the [Leading and Managing Together](#) and [Children's Social Work Practice Standards](#).

The documents set out basic requirements and are not intended to cover all situations or areas of practice. Both managers and practitioners are expected to use their professional judgement and apply:

- [Social Work England's Professional Standards](#)
- [Post-qualifying standard: knowledge and skills statement for child and family practitioners May 2018](#)
- [The Post-qualifying standard: Knowledge and Skills Statements for Child & Family Practitioners](#) set out the post-qualifying assessment criteria for social workers supporting vulnerable children and families for social workers, professional capability should be measured against [The Post-qualifying standard: Knowledge and Skills Statements for Child & Family Practitioners](#)
- Please refer to the **Nottingham City Children's Integrated Services Values** (see [Appendix 4: Nottingham City Children's Integrated Services Values](#))

13. Quality Assurance

Case Supervision Records are currently audited as part of the wider case file audits and any concern(s) addressed via the Audit Outcome. The audit forms part of the Nottingham City Council Quality Assurance framework for Children and Families ([Case File Audit - Guidance for Auditors](#)).

The principle of confidentiality within case supervision does not exclude the supervisor or supervisee from their responsibilities under [Nottingham City Council Professional Code of Conduct](#). Should evidence of misconduct, unsafe or illegal practice arise, the supervisee is encouraged to report them to a senior manager, but if this does not occur, the supervisor should do so.

Quality Assuring Supervision

Supervisees who believe they are not receiving supervision in accordance with the standards above must draw it to the attention of their supervisor and/or an appropriate person e.g. next level manager within the service.

Supervision Templates

[Supervision Template](#)

[Personal Supervision](#)

[Group Supervision](#)

Entering supervision onto Liquidlogic (see link below)

The templates can be found using this link or by clicking (on the intranet) Childrens integrated services – Liquidlogic – Liquidlogic guidance documents –LCS General Guidance – Case Supervision

[CIS Liquidlogic and ContrOCC Guidance Documents \(nottinghamcity.gov.uk\)](#)

14. Appendices

- [Appendix 1: Supervision Contract](#)
- [Appendix 2: Anchor Principles](#)
- [Appendix 3: The Post-qualifying standard - Knowledge and Skills Statements for Child & Family Practitioners](#)
- [Appendix 4: Nottingham City Children's Integrated Services Values](#)
- [Appendix 5: Direct Observation Recording Template](#)
- [Appendix 6 : Staff Supervision Template](#)
- [Appendix 7: References & Further Reading](#)
- [Appendix 8: Individual Supervision Policy & Practice Standards](#)