

# Policy Document

## Rochdale Children's Social Care Services Supervision Policy



# Document Control

**Document Title: Rochdale Children's Social Care Services Supervision Policy**

## Summary

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## Document Approvals

This document requires the following approvals.

Name	Title	Date of Issue	Version Number
CSMT	Directorate Team	24/01/2024	1

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## 1. Introduction

### 1.1 Purpose of this policy

In Rochdale, we are committed to ensuring that all members of the workforce who support children and their families have access to the support they need to do their roles well. Good quality supervision ensures that we deliver good outcomes for children and families. This policy applies to all individuals who work with children and families in their roles.

The purpose of this policy is to set out the expectations about supervision in Rochdale. The policy promotes consistency around how supervision is delivered and recorded and how supervision promotes good quality work with children and families.

This policy sets out our supervision model, roles and responsibilities in supervision, and tools to support good quality supervision. This policy also sets out how we will review and evaluate supervision to ensure that it is good quality.

It is important that the supervision policy be read alongside and in conjunction with Rochdale Children's Services Practice Standards and Rochdale Quality Assurance Framework to fully understand the expected standards of practice, the role of supervision to uphold these practice standards and the mechanisms in place that will evaluate and develop good quality supervision and social work practice.

In Rochdale Children's Services, we have an equality focus in all that we do. All practitioners deserve an equitable experience of supervision and management, so that everyone has a chance to reflect, make good decisions and have a clear support mechanism in their work with children. Our children and families all deserve equitable treatment and aspiration which we want to achieve through reflective and anti -discriminatory decision-making during supervision.

The Standards for Employers of Social Workers in England promote the value of the social work profession by setting out a framework that creates an ethical and effective work environment and supports high quality social work practice wherever that takes place.

### Standard 5

'Enabling Professionals' states: Effective and appropriate supervision: As a responsible employer of Social Workers, you should:

- Put in place arrangements to support good quality and regular critically reflective supervision by people with the necessary skills and qualifications in Social Work.
- Maintain an up-to-date awareness of changes to Standards and other guidance affecting the role and practice of Social Work.
- Be creative about the models of supervision used and the learning opportunities that are made available e.g. shadow opportunities, buddying, mentoring and action learning sets.
- Encourage the Social Worker to take responsibility for their professional supervision, alongside the organisation.

This policy is underpinned by The Standards for Employers of Social Workers in England and the post qualifying Knowledge and Skills Statement for Child, and Family Practice Supervisors This statement of knowledge and skills provides the basis for accrediting practice supervisors in child and family social work.

## 1.2 What is supervision?

Supervision is defined as 'a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional, and personal objectives which together promote the best outcomes for service users' (Morrison, 2005). We recognise that supervision is a key part of motivating and helping our workforce, who we value highly.

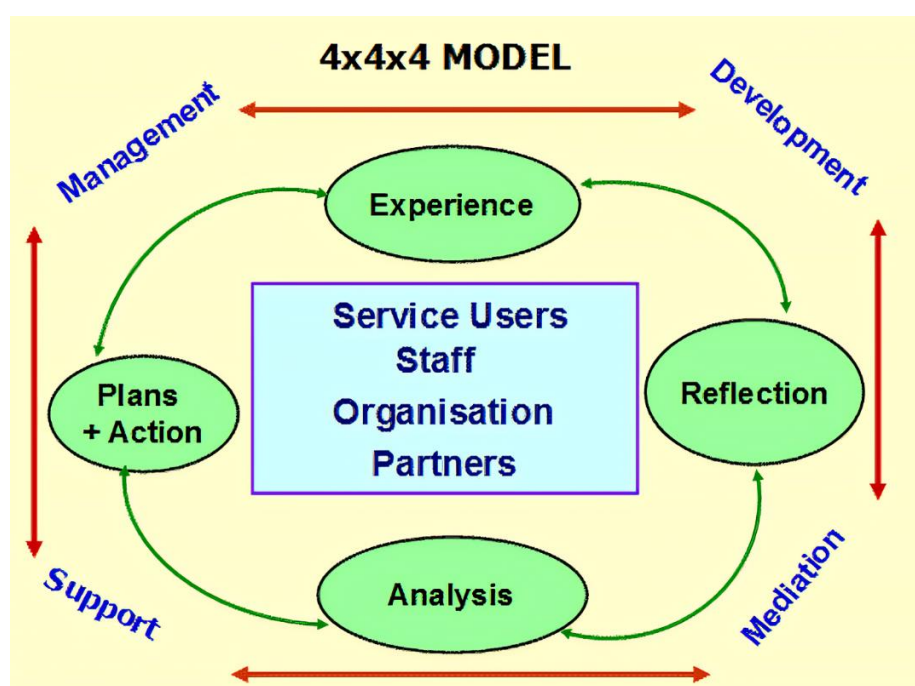
Supervision is a regular meeting that should take place to support all those working with children and families. This will typically be with your manager however; it may be another experienced worker. During supervision, there should be discussions about work with children and families to consider performance, expected standards around practice but also to reflect critically on what might need to happen to achieve good outcomes for those children and their families. This includes thinking about how the work affects you personally or how things in your personal life might affect your work. There should also be a space to consider your own learning and development and what support you might need for you to deliver and support impactful interventions with children and their families.

## 1.3 Policy

### Our supervision model: 4x4x4 Model

Our supervision model in Rochdale is the 4x4x4 supervision model by Tony Morrison. The model highlights the importance of holistic supervision, which considers the person alongside the work that they are doing and recognises how these impact on one another.

A key principle of the model is that supervision is part of the intervention with people who use services – it is not a separate activity but is directly linked with the quality of service provided and the positive impact this will have on children and families.



This model integrates the four functions of supervision in blue, with the reflective supervision cycle in the green ovals and focuses on the needs and priorities of the four stakeholders in the centre box. For professional development or problem solving to be fully effective, all four parts of the learning cycle need to be engaged.

## 1.4 The 4 stakeholders in supervision

There are four key stakeholders in supervision who are involved and/or impacted by good quality supervision:

- **Service users** – This is the children and families who we work with in Rochdale
- **Staff** – This is the people who deliver work for children and families in Rochdale
- **Organisation** – This is Rochdale Children's Services and includes the standards and expectations it sets, its systems, processes, and culture.
- **Partners** – This is those who we work alongside to deliver for children and families in Rochdale, including police, education, health, voluntary organisations and other professionals.

Practice supervisors are qualified Social Workers whose primary function is to supervise the practice and decision-making of child and family practitioners, and to develop the skills of individuals and teams within child and family social work services. This requires experience of working with a high level of social complexity and harm and is likely to require substantial experience of working within the statutory system.

Research suggests supervision is associated with a range of positive outcomes for supervisees, organisations and children and families as follows:

- Supervision is associated with increased job satisfaction and increased confidence in practice.
- Supervision can influence the extent to which employees believe Rochdale as an employer values their contributions and cares about their well-being.
- Good supervision can be associated with lower levels of practitioner stress and promotes greater well-being.
- An empowering and strengths basis approach to supervision can empower practitioner's confidence and decision-making skills.
- Supervision can be associated with improved practice and service development and improvement.
- The quality of supervision and the supervisory relationship is often highlighted as an important factor in promoting staff retention.
- Good quality supervision promotes positive relationships with children and families and a culture of working with and not doing to.
- Reflective supervision can support practice development and improvement, promote safe and proportionate decision-making and achieve better outcomes for children and families.

## 1.5 The 4 functions of supervision

Supervision should meet four core functions:

- **Management** – Supervision should ensure work is competent and safe and that there is accountability for performance. It includes making practice decisions during supervision and ensuring there is accountability around who will do what. This helps ensure that our work is good quality, timely and impactful for children and families in Rochdale.
- **Development** – Supervision should consider the worker's learning and development needs and how they can continue to develop professionally. This should be based on the worker's own evaluation of their practice and needs, as well as feedback from children and families, professionals and direct observations of practice. This will not only have an impact on the workers and their own professional development but also impacts on the quality of work they deliver and positively impacts on children and families they work with. All practitioners should receive a regular appraisal (currently a DELVE conversation) and have a plan as to how will they develop in their role. This should be considered in supervision on a regular basis to ensure everyone experiences being valued and invested in and that we work together to help practitioners to progress in their careers within Rochdale.



- **Mediation** – Supervision has an important role in helping the worker to understand Rochdale Children's Services as an organisation and providing role clarity. It also considers how this role fits with wider multi-agency partnerships and ensures effective partnership working so that the multi-agency network can collectively deliver effective and impactful support for children and families.
- **Support** - Supervision should focus on the emotional impact of the work on the individual and any resulting stress and seek to provide support. Through providing this support, the worker can cope with the challenges presented by the work and recognise the potential impact of any emotions on decision-making. There needs to be a focus on wellbeing and how this can be supported, in a kind and thoughtful way.

### 1.6 The 4 elements of the reflective cycle

Reflecting on the work we do is at the core of supervision and there are four core elements to the reflective cycle:

- **Experience** – The worker considers what has been happening since the last supervision for the child and family. What is the story?
- **Reflection** – The supervisor supports the worker to think about the experience and what has been happening for the child by asking questions. What has been working well, what are we worried about, and what could be done differently? The worker and supervisor also consider what the child's voice is and what their view is about what has been happening.
- **Analysis** – The worker and supervisor consider the meaning of what has been happening. What is our analysis of the child's current situation and the impact of our intervention? Who are the family and why is what we are seeing happening. Is our current plan working or should we be doing something differently?
- **Plans and Actions** - The worker and the supervisor consider what needs to happen now. What actions need to be taken, and by who, for good outcomes to be achieved for the child. Through setting clear plans and actions, the worker leaves their supervision with clarity and a way forward. Actions that are agreed will directly positively influence the child and their family.

### 1.7 Our Practice Standards and Practice Model

Supervision in Rochdale considers the quality of practice and holds practice to account using our practice standards and our practice model. Our practice standards provide a framework that can be referred to in order to hold our practice to account and provide clarity around what is expected for children and families in Rochdale.

Our practice model is based upon family safeguarding, which supports participation with families and families identifying what needs to change and their own solutions leading to good outcomes for children. This is a strengths-based model that looks for and builds on family strengths.

When working with families where there are concerns about domestic abuse, we implement our domestic abuse approach to ensure we are collaborating with the survivors of domestic abuse and holding domestic abuse perpetrators to account by helping them understand their behaviour and being clear about how this behaviour affects children.

Supervision supports workers with identifying family strengths and solutions, promoting participation with families and embedding our practice approaches.

### 1.8 Supervision standards

**Supervision should be monthly for any member of staff with case holding responsibilities and their line managers.**

**Supervision should be more regular for NQSWs who will need supervision weekly and fortnightly while they settle into the role**

It is critically important that managers ensure the right conditions are set for supervision and the following expected practice guidance sets out requirements.

- Supervising managers and supervisees hold individual and joint responsibility to ensure purposeful and effective professional and child and young person case management supervision takes place. Practitioners are required to prepare for supervision by identifying areas for discussions in advance and bringing any necessary documentation to the meeting.
- The supervising manager adopts the role of facilitator rather than the 'expert' promoting learning, confidence in practice and shared ownership of the decisions that are made.
- Creating the time for supervision demonstrates the value placed on it. Therefore Social Workers and other staff who have child and young person accountability or co-working responsibility must have supervision every 4 weeks as a minimum.
- Newly Qualified Social Workers in their Assessed and Supported Year in Employment (ASYE) should have increased supervision as outlined in the ASYE Programme to ensure there is regular support as part of their learning and protected work load.
- For child and young person case management supervision, it is acknowledged that these discussions and supervision will take place both during and outside of planned supervision sessions. Child and young person case management supervision recording in children's case notes on LCS should be used to record supervision.
- Supervisors are trained in supervision processes and the application of these procedures and that new supervisors are inducted into this supervision policy and procedures.
- Any disagreements arising between the Supervisor and Supervisee are recorded together with proposed activities to resolve or escalate as required.
- Monthly reports will be run on the timeliness of children and young person's case management supervision which will be reported on by the Heads of Service at the monthly performance meeting.
- All audit tools have Supervision and Management Oversight running through them as a 'golden thread'.
- We will regularly dip sample supervisions each month to gain a better understanding of the quality of supervision offered.
- Supervision should cover all functions of supervision in line with the 4x4x4 model and should promote reflective discussion. Practitioners need to be enabled to think about families in their context and within an understanding of their identity. Reflective discussions should be aided by research, theories and models to encourage professional curiosity.

**The following is the minimum timeframes for child and young person case management supervision, these are minimum timeframes, and it is recognised that more frequent supervision may be required to respond to the child or young person's needs.**

<b>Nature of Involvement</b>	<b>Minimum Frequency of Child &amp; Young Person Case Management Supervision</b>
C& F Assessment	Review at 10 days in LCS by Practice Manager (10 day checkpoint) and then monthly
Child in Need	Monthly
Child Protection Plan	Monthly
Children in proceedings and pre proceedings	Monthly
Cared for Children in short term placements, including children placed with parents.	Monthly
Cared for Children long term matched placements	Bimonthly/Monthly if known high level of harm
Care Leavers 18 - 21yrs	Bimonthly/Monthly if known high level of harm



Care Leavers 21yrs +	Bi monthly
Transition for Children Cared for and Care Leavers (16- 18 years old range)	Joint supervision between allocated Social Worker and Personal Advisor at point of PA allocation and at point of transfer to Care experienced Team when young person reaches 18 years old.
Complex Safeguarding  Joint supervision between CST and case accountable Social Worker	Monthly for CST practitioner with CST Manager  There will be Initial and exit check points between CST Team Manager and case accountable Team Manager to ensure plans are being progressed. Joint supervision between CST Team and case accountable Team can happen if there is benefit to re-focus on the progression of the child/ young person's plan, this will be at the discretion of the relevant managers involved. Supervision by the Complex Safeguarding Team (CST) supervision needs to focus on the contextual harm that the child/ young person faces whilst acknowledging the wider holistic needs of the child/ young person. There needs to reference to the main plan (Child In Need/ Child Protection/ Cared for Child) in order to discuss and join up all activity between the two teams involved and in order to ensure progress is documented and impact of intervention is measured.
Foster Carers	Bi Monthly
Youth Justice	Monthly

#### All supervision:

- Explore opportunities for shared learning - where one or more members of staff are jointly working with a child or family, joint supervision will be beneficial and should be considered.
- Supervision sessions should be planned no less than 12 months in advance and should only be rearranged if unavoidable (due to Court or annual leave commitments) and rearranged at the earliest opportunity.
- A minimum of 1.5 hrs should be allocated for professional face to face child and young person case management supervision sessions.
- At the beginning of the supervisory relationship the supervising manager and the supervisee should discuss and agree a 'Supervision Agreement' that sets out the expectations of supervision. This should be renewed annually or in- between times if required. (See **Appendix B - Supervision Agreement template**).
- Supervising managers should ensure face to face supervision sessions take place in a quiet and confidential area that is uninterrupted. Supervising managers must ensure arrangements are made for their work to be covered during planned supervision sessions. Supervisors should think about how they record decision-making and are clear about the rationale for why a decision has been made.
- Children and young people case management supervision records must be placed on the child's

case file within **five** working days, using the agreed case note template in LCS on the child and young person's file. When recording case supervision discussions, it is important to remember that this is the child's file. Supervision records need to consider what our role is in the child's story and capture the child's voice and experience. We need to consider the child reading what we have written in the future - our recording should help a child understand what decisions have been made and what steps have been taken to promote their safety and wellbeing. We encourage practitioners to write as if the child will read it all and so it needs to be clear, simple and straightforward. Positive language about children and families should be used and achievements should be recorded and celebrated.

- A record of Professional Supervision must be provided to the supervisee within a maximum **seven** working days of the supervision session taking place on the agreed Professional Supervision template. (See Appendix C - Professional Supervision template).

Each service has a folder on V: drive which is only accessible to Practice Manager, Head of Service and the Business Support Manager for the appropriate service area. Within each service folder are sub folder for teams such as FSP. This folder should contain all personal details which include sickness returns, Delve's and copies of any ad-hoc supervisions/performance related documents alongside the personal supervision records for all staff. Individual Practice Managers are responsible for uploading and keeping records up to date. All supervision folders have access to view restrictions for privacy.

## 1.9 Roles and Responsibilities

Good quality supervision relies on the supervisor, the supervisee and the wider organisation all playing their part in supervision and being clear on their roles and responsibilities.

### 1.10 The supervisor is responsible for:

- Ensuring that a supervision agreement is completed at the outset of the supervisory relationship and within the supervisee's induction period. (Appendix 2)
- Arranging a suitable time and location for supervision with the supervisee in advance.
- Ensuring that supervision takes place a minimum of once a month.
- Ensuring that additional supervision is provided for Newly Qualified Social Workers where this is needed, including weekly/fortnightly supervision when they first start their ASYE.
- Ensuring that supervision provides protected time without interruptions and distractions.
- Identifying and providing other opportunities for group supervision, case consultations or other opportunities for reflection to complement individual supervision.
- Creating a space in supervision that is safe, sensitive, curious and supportive.
- Incorporating feedback from children and families, other professionals and from direct observations into supervision discussions to support decision-making and/or the development of the supervisee.
- Understanding the learning needs of their supervisee and considering these in how they support their development.
- Ensuring a safe environment for supervisees to be able to share experiences around their identity, including any of the protected characteristics.
- Ensuring that the core functions of supervision are met.
- Ensuring a reflective cycle is used during supervision discussions to support our understanding of children and families experience, assess the impact of our work and set clear actions that will positively impact on children.
- Maintaining accurate and clear records of supervision which are recorded in line with guidance on recording supervision (see recording supervision below) This includes clearly revisiting the agreed actions from previous supervisions and recording the rationale for any decisions made in supervision and what actions the supervisee needs to take.
- Undertaking relevant training to support them in this role.
- Any complaints, concerns about practice, need to be discussed and recorded on the personal supervision file to keep a clear record of concerns that could be referred to later if needed.

- The supervisor is responsible for an annual appraisal, Delve conversation, that is revisited every where development and career progression is discussed, and opportunities are given for all workers equitably.
- Getting a copy of car insurance documents, MOT and driving license from the supervisee and checking this annually during personal supervision to evidence that they are suitable to claim mileage from Rochdale Council for the online file.

**1.11 The supervisee is responsible for:**

- Contributing to and signing the supervisory agreement at the start of the supervisory relationship ( see appendix 2)
- Attending supervision regularly at the time and location agreed
- Being an active participant in supervision who brings an agenda
- Preparing for supervision, including identifying cases where they are worried and which they would like to discuss and mapping out the update in advance of supervision.
- Ensuring that actions agreed in supervision are carried out and are recorded in a timely manner
- Ensuring that relevant case records, assessments, plans or chronologies are as up to date as possible and can support supervision discussions, reflection and good decision-making.
- Communicating with the supervisor any difficulties implementing decisions or plans which have been agreed in supervision and seek guidance outside of formal supervision where needed.
- Being open, reflective and receptive to feedback on their own practice to support their development
- Identifying their own support and development needs and being committed to their development, including attending training that might be identified via supervision.
- Raising any issues with the regularity or support offered via supervision, initially with the supervisor. If this is not addressed satisfactorily, the supervisee should notify the manager of the supervisor or their social work consultant.

**1.12 Rochdale Children Services is responsible for:**

- Providing appropriate guidance, support and training to support supervisors and supervisees with the supervision process.
- Implementing and supporting quality assurance activities to evaluate and support delivery of good quality of supervision.
- Mediating where there are issues around the supervisory relationship or where aspects of the roles or responsibilities are not being fulfilled in line with this policy. If there are repeated issues that cannot be resolved, this may need to be considered as a performance or conduct matter.
- Supporting the development of a wider culture of learning and development to promote good practice and the quality of supervision discussions.
- Ensuring that this policy is regularly reviewed and updated to reflect changes in practice or the organisation.

**1.13 Supervision Behaviours**

Good quality supervision that delivers good quality outcomes for children and families is not just about individual roles and responsibilities. It is about the relationship between supervisor and supervisee, a positive supervision culture and strengths based, anti-oppressive practice being upheld during supervision.

- We listen to children and families within supervision and demonstrate this in our recording.
- We evaluate our work in terms of impact for children under our strategic outcomes of safe, happy, healthy, and successful.
- We focus on individual children, their needs and we form and evaluate our plan based on these needs.
- We hold each other accountable for our actions and what we said we would do.
- We are curious and inquisitive about what is happening to children and spend time reflecting on this.
- We are kind and give feedback that is constructive and helpful. We are also willing to receive feedback with openness and want to learn from each other.

- We use supervision as a safe place to discuss issues of identity, to identify and challenge bias or inequality we see and consider how we best understand children and families.
- We critically reflect on whether our interventions are positively impacting children and look for creative ways to improve our practice and engagement with children and families.
- Supervision will be a learning environment to allow for reflection, research, use of models and discussion to ensure the best possible decision making together.
- We reflect on our own values and biases and use supervision as a space to develop our awareness of these and how these impact on our work.
- We are open to talking about our wellbeing and supervision is a space to consider what support we need in order to do the best work possible.

#### **1.14 Recording informal supervision and management oversight**

Outside of supervision there are other times where informal supervision or discussion may take place about cases due to a significant change or a decision needing to be made.

There should be clear management oversight added to the file that evidences that a discussion has taken place around this between the manager and the worker and the outcome of this. Where a decision needs to be made by a Service Manager or Head of Service this should be recorded on the file by the person responsible for making this decision.

In order to get a consistent approach regarding Management Oversight on case files for children and so decisions are captured clearly and concisely for children to understand in later life, managers should use the following headings when writing management oversight on Liquid Logic:

**Presenting need (including impact for child or young person):**

**Actions (with timescales):**

**Rationale for Actions:**

**Date to review:**

#### **1.15 Recording management oversight of reports and other documents**

This refers to social work documents where oversight is needed from a manager to support decision-making or oversight around the quality of practice. This includes but is not limited to - EHASH screening, child and family assessments, the child's plan, child protection reports, cared for child review reports, pathway plans and audits. Managers should demonstrate through their oversight consideration of the information gathered in the report, the analysis and recommendations and provide a clear decision about whether they support this recommendation and their rationale as to why or why not. Any issues around quality, drift or delay, lack of progress or other issues should also be addressed clearly within management oversight and clear next steps identified to address any areas of concern.

#### **1.16 Family Safeguarding - Group supervision**

Within the Family Support and Protection service there is an expectation that each team around the child or family will have group supervision led by the Practice Manager or Advanced Practitioner. It is the responsibility of the Practice Manager to ensure that this takes place regularly and in line with the above standards.

All involved workers are expected to regularly attend and contribute to group supervision in a meaningful way.

Group supervision should be recorded as described above and will be accessible to all professionals involved in the working with the child and family members.

### **1.17 Direct observations of practice**

Direct observation of a practitioner's practice with families tells managers a lot more about their practice than just their recording or a description of events. It will enable a manager to see:

- The tone and the way families are spoken to
- Does the practitioner speak knowledgeably with people?
- Is the practitioner "working with" families confidently?
- Is there any bias or unfairness in the way that they are working?
- Does the practitioner have the trust of the children or families?
- Areas for improvement, skill development and coaching
- Does the practitioner show skills in relating to children and gaining their views?

Supervisors should be actively observing staff and always offering them constructive feedback afterwards in order to help practice development with tips on how to keep improving. This should happen for every staff member regularly and a formal direct observation of practice should take place a minimum of once a year for every worker. Direct observations of practice will also be undertaken as part of the cycle of the Quality Assurance Framework on the topic of that quarter to develop an understanding of practice on the chose theme and support further development of practice. This also allows the manager to gain feedback from the family about their members of staff so they can learn and develop from this. Feedback should be SMART and should happen directly after the observation. It is important that both positive feedback and constructive feedback be given so the worker can learn and develop as a result. All managers should expect and welcome constructive and fair feedback.

### **Quality assurance of supervision**

The quality of supervision underpins the quality and effectiveness of the service we provide for Rochdale's children and families and so is assessed as part of the QAF. In order to support and learn from best practice we have provided a tool to be used throughout social work so that we observe and feedback on the manager's supervision. We know how key supervision is to good practice and we are committed to supporting managers to this to a high standard.

Our evaluation of all supervisors in CSC will be based on three equally important elements

- A review of the record of the last 3 months' supervision
- An annual observation of supervision including a conversation with the supervisee
- A strength based reflective conversation with the supervisor to identify best practice learning.

Audits should be done with the supervisor as a learning exercise carried out in a strength-based way.

### **2. Resources to support reflection**

Reflective practice allows for learning and deepening our understanding. Reflection on our role in the story helps contain worker's anxieties, while giving them focus. It allows workers to make sense of their experience and gives it context, developing their understanding of practice. Some workers need more help and questions to reflect well, and the supervisor needs to give the appropriate space for these discussions in individual supervision and group supervision. This helps to develop a learning culture of professional curiosity and resilience.

To support supervisors with promoting reflection in supervision several resources have been collated which can be used during supervision. These are included in the appendices.

### 3. Guidance Document Governance

Consisting of:

- Identify who within Rochdale Borough Council is accountable, responsible, informed or consulted with regards to this policy. The following definitions on the next page apply:

**Responsible** the person(s) responsible for developing and implementing the policy.

**Accountable** the person who has ultimate accountability and authority for the policy.

**Ownership** the person(s) or group who has overall ownership of the policy.

**Consulted** the person(s) or groups to be consulted prior to implementation of policy.

**Informed** the person(s) or groups to be informed after implementing or amending the policy.

Responsible	Bev Paris, Principal C&F Social Worker
Accountable	Children's Social Care Directorate
Ownership	Children's Social Care Directorate
Consulted	
Informed	

### 4. Appendices

1. Template Supervision Agreement
2. Worker's Details Form
3. Template for recording personal supervision
4. Template for recording case supervision on children
5. Quality Assurance Tool
6. Resources for supervision – SHARE model for supervision
7. Resources for supervision – Prochaska and DiClemente Cycle of Change
8. Resources for supervision – Resilience Matrix
9. Resources for supervision – Systemic questions for supervision



## Appendix 1 – Template Supervision Agreement

This supervision agreement is made between:

<b>Name of Supervisee:</b>	<b>Job Title:</b>
<b>Name of Supervisor:</b>	<b>Job Title:</b>
<b>Date of agreement:</b>	

The purpose of this supervision agreement is to outline those issues and to serve as a resource for our work together.

### Aims of Supervision

**Supervisee:** To have a safe relationship to reflect on challenging issues, positive outcomes and to feel supported in practice. To be supported with decision making and planning for cases. To have a space to think about your emotional wellbeing and to think about your development.

**Supervisor:** To provide a safe and supportive supervisory environment that promotes engagement, effective, safe practice, which considers the workers wellbeing and promotes support around this and which supports continuing professional development.

### Regularity of Supervision

- We will meet at least a minimum of monthly. This will only change in the event of annual leave, sickness or emergencies.
- Formal supervision sessions will be for 1.5 to 2 hours each.
- If there is a need to meet outside of our regular times for work related issues this will be respected, explored and accounted for as informal supervision.
- We will book the dates for supervision and appraisal in advance, confirming the next appointment at the end of each session and arranging to meet at a mutually convenient place and time.
- If the arrangement needs to be changed, the onus is on the person who needs to make the change to notify the other, giving as much notice as possible.
- We will have group supervision every 6 weeks.

### Interruptions

Interruptions will be kept to a minimum. These will occur in emergencies only. As your supervisor, I will arrange a private and confidential space for us to meet, ensuring that you have my undivided attention for your supervision.

### **Recording of Sessions**

We agree to abide by the guidelines as laid down in the Rochdale's Supervision Practice and Policy Document with regard to confidentiality and standards for record keeping.

The supervisor will take main responsibility for recording supervision discussions.

Records of personal supervision will be recorded and shared with the supervisee within 5 working days. The supervisee will raise any issues/amendments with the recording as soon as possible.

Records of all case supervision discussions from supervision will be recorded directly onto Liquidlogic on the child/family file by the supervisor within 5 working days.

### **Content of Supervision**

During supervision, we will follow the 4x4x4 model of supervision. We will discuss both the work you are doing and how this impacts on you. This will include thinking about:

- Case Management and making practice decisions for children to understand the impact of our interventions and what needs to happen. This will be recorded in
- Your development and thinking about what might support you to continue developing. This may include thinking about feedback from other professionals or children and families.
- Understanding Rochdale Children's Services and your role. This may include thinking about policies or procedures you need to follow, practice standards or other information you need to know on order to do your role.
- Supporting you in your role by thinking about the emotional impact of the work, how you stay well and look after yourself.

During each supervision, you will have clear actions to support you with your casework with children but also to support your continuing development.

### **Supervision behaviours**

To create a positive supervisory relationship and environment we will follow Rochdale supervision behaviours:

- We listen to children and families within supervision and demonstrate this in our recording.
- We evaluate our work in terms of impact for children under our strategic outcomes of safe, happy, healthy, and successful.
- We focus on individual children, their needs and we form and evaluate our plan based on these needs.
- We hold each other accountable for our actions and what we said we would do.
- We are curious and inquisitive about what is happening to children and spend time reflecting on this.
- We are kind and give feedback that is constructive and helpful. We are also willing to receive feedback with openness and want to learn from each other.

- We use supervision as a safe place to discuss issues of identity, to identify and challenge bias or inequality we see and consider how we best understand children and families.
- We critically reflect on whether our interventions are positively impacting children and look for creative ways to improve our practice and engagement with children and families.
- Supervision will be a learning environment to allow for reflection, research, use of models and discussion to ensure the best possible decision making together.
- We reflect on our own values and biases and use supervision as a space to develop our awareness of these and how these impact on our work.
- We are open to talking about our wellbeing and supervision is a space to consider what support we need in order to do the best work possible.

**Additional needs which need to be considered to support you**

If there are any additional needs in terms of your previous work or life experience, the way you learn or process information, or any health issues or disability which may impact on how you do your role or how best you can be supported to do your role, it is important this is discussed and recorded at the earliest opportunity during supervision. This will enable support to be put in place.

**Statement of Responsibility**

We will both follow the responsibilities as set out in the Rochdale Supervision Practice and Policy document.

**Plan for providing feedback to one another and handling obstacles and/or disagreements:**

We will strive for openness between us, and any difficulties that may arise within the supervision relationship should be discussed between us in the first instance.

If issues cannot be resolved, these should be raised with the supervisor's manager or social work consultant for guidance as per the Rochdale Supervision Practice and Policy document.

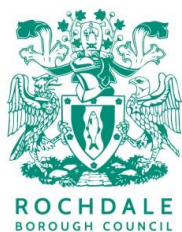
**We have read understood and agree with the Rochdale Supervision Practice and Policy document and will follow this supervision agreement.**

**Supervisee Signature:** .....

**Date:** .....

**Supervisor Signature:** .....

**Date:** .....



**Appendix 2 – Worker's details**

**Name:**

**SWE Number:**

**DBS Number:**

**Address:**

**Telephone number:**

**Emergency Contact Details**

**Name** .....

**Relationship** .....

**Phone number** .....

**Name** .....

**Relationship** .....

**Phone Number** .....

**Any other important information**

**Appendix 3 – Template for recording personal supervision**

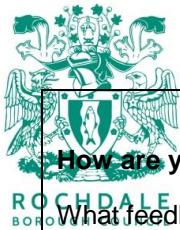
**Name**.....

**Post**.....

**Line Manager**.....

**Date**.....

Topic for discussion	Notes
How are you?	
<p><b>What steps can be taken to help you stay well and look after yourself?</b></p> <p>This might include thinking about:</p> <ul style="list-style-type: none"> <li>• Your caseload</li> <li>• Taking annual leave or toil</li> <li>• Working from office/home or thinking about flexibility</li> </ul>	



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**How are you doing at work?**

What feedback have you received from families/other professionals/colleagues and what does this tell you about your work?

What have you achieved that you are proud of?

Is there any areas of learning which have been identified?

Are there any concerns around performance where support is needed?

**What steps have you taken/will you be taking to develop your practice and continue to develop professionally?**

Think about feedback you have received/ areas of interest/ areas you feel less confident when planning future development activities. This might support your work with a specific child or family.

You might want to think about future career aspirations and what support/steps might need to happen to get there.

**Review of any actions from previous personal supervision**

Spend some time thinking about what actions you agreed previously to look after yourself and develop and whether these have been achieved. What is the evidence of personal development.

**TIME AND DATE OF NEXT SUPERVISION** .....

**SIGNATURE (SUPERVISEE) DATE** .....

**SIGNATURE (SUPERVISOR) DATE** .....



#### Appendix 4 - Recording Case Supervision Guidance

<b>Date of Supervision</b>	
<b>Attendees and role</b>	

#### **What is the story?**

The reason for our involvement and what has been happening since the last supervision/during our intervention to date, to include agreed review of previously agreed actions.

#### **Review of Previous Actions:**

*Prompts:*

*Why did we become involved?*

*Has there been any new worries, significant incidents or achievements since the last supervision?*

*Has the child been seen in line with timescales? If not, why not?*

*Have multi-agency meetings/reviews or other statutory meetings happened within timescales? If not, why not?*

*What steps have been taken by parents, partners and CS to progress the plan.*

#### **The child's world**

**Supervisor and practitioner(s) reflect on the child's experience and individual needs.**

*Prompts:*

*What are the child's individual needs and how these are currently being met by parents and the wider network are.*

*What do we understand about the child's identity and how does this impact on what we are doing?*

*Have you used social graces to help you reflect on this?*

*What is their current experience of parenting and how is this impacting them?*

*What do they say about our intervention?*

*Has the child's voice been captured through direct work and/or information shared by significant people in their life. If not, what needs to happen so this can be captured?*

*Think about using the SHARE model by Siobhan Maclean to reflect on what you have seen, heard, done and read.*

#### **Analysis of current situation and impact on the child:**

**Our worries:**

**What is working well:**

<b>Other factors:</b>	
-----------------------	--

<b>Impact of our intervention on the child / young person</b>
<p><i>Prompts:</i></p> <p><i>Does the family understand what the plan is and are they on board with this? Has this been co-produced with them and what are we doing to creatively engage them?</i></p> <p><i>Are there any barriers to change? Have you reflected on Prochaska and DiClemente cycle of change to help you understand this?</i></p> <p><i>Is the current plan still relevant? Does it reflect our current worries and goals for the child? If not, what needs to happen?</i></p> <p><i>Has there been drift and delay? If so, why and what will be done about this?</i></p> <p><i>Has risk increased/decreased and what does this mean for our future involvement?</i></p>

<b><u>Next steps</u></b> <b>Record any plans and actions which need to happen for the child:</b>
<p><i>Prompts:</i></p> <p><i>What actions have been identified during supervision and when will they happen?</i></p> <p><i>Think about the multi-agency network and wider family and what they can do to support the child</i></p> <p><i>Purposeful actions to get impact for children.</i></p> <p><i>Add realistic and achievable timescales.</i></p>

#### 4.1 Appendix 5 - Supervision File Peer Audit Tool

##### Audit of Case File Management Supervision

<b>Auditor name</b>	
<b>Role of auditor</b>	
<b>Date:</b>	
<b>Manager's Name</b>	
<b>Role of Manager/Supervisor</b>	
<b>Has this audit been completed with the Supervising Manager?</b>	
<b>Overall Audit Judgement by auditor</b>	
<b>Overall Audit Judgement following moderation</b>	

Our evaluation of all supervisors in CSC will be based on three equally important elements:

- A review of the record of the last 3 months' supervision
- An annual observation of supervision including a conversation with the supervisee
- A strength based reflective conversation with the supervisor to identify best practice learning.

Audits should be done with the supervisor as a learning exercise carried out in a strength-based way. This record of observation should be recorded in supervision record (CPD) and be sent to the responsible Head of Service for reporting of themes.

##### Section 1 - Compliance audit - to be completed by the auditor before the supervision audit takes place:

<b>Audit Checklist</b>	<b>Are any of the following missing from the supervision record? Y/N</b>
Personal details present?	
Up to date Supervision Agreement	
Is supervision in timescales?	
Is the recording clear and purposeful?	
Can you see the impact of the work being done when supervision is about children?	
Has the child's voice/needs been considered?	
Have the individual identity needs of the child/family been considered?	
Are the actions from last time covered and workers accountable?	
Are the actions SMART?	
<b>What is working well?</b>	<b>What are you worried about?</b>

<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement to be Good</b>	<b>Inadequate</b>
<b>Does supervision cover?</b>		<b>Comment</b>	
Support and Wellbeing			
Professional Development			
Performance management			
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement to be Good</b>	<b>Inadequate</b>

<b>Learning Environment</b>	<b>Comment</b>		
Was there promotion of good practice? Was training and development encouraged?			
Did the supervisor give constructive feedback? Was a space created for reflection?			
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement to be Good</b>	<b>Inadequate</b>

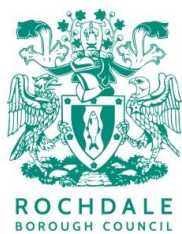
<b>Management Oversight and Strategic Contribution for PMs</b>	<b>Comment</b>
Does the manager give strong and clear oversight and decision making on cases within supervision?	
Do the decisions identify risk and manage it effectively? Is analysis shown?	

Does management oversight drive improved outcomes for children on their timescales?			
<b>Management Oversight for SM/HOS/</b>		<b>Comment</b>	
Does the manager give clear oversight and clarity on complex cases?			
Is there evidence of service development and strategic decision-making?			
Does the supervision allow for wider reflection on areas of citywide responsibilities? What was the impact of the discussion?			
<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement to be Good</b>	<b>Inadequate</b>

<b>To get supervisions to 'good' or 'outstanding, there would be evidence/greater evidence of:</b>

<b>Summary of feedback on audit and observation: Please include feedback and comments from supervisor.</b>

Date actions must be completed by:



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Rochdale Children's Social Care Services Supervision Policy

**Auditors Signature:**

**Date Audit Completed (please enter into supervisor's supervision file):**

**Date of next Audit:**



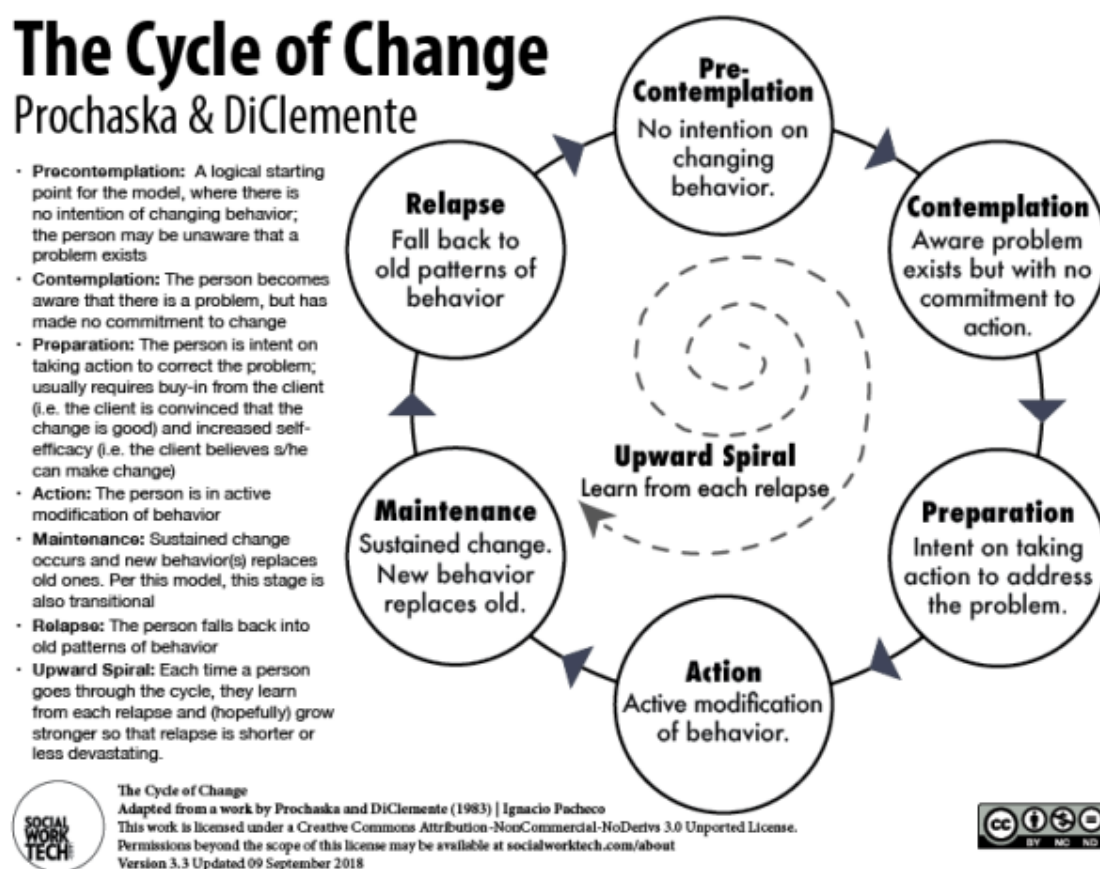
## Appendix 6 - Resource for Supervision - The SHARE model

This newly developed model focuses on drawing out the key information to support defensible decision-making. (Maclean, Finch and Tedam 2018)

- Seeing: What have you seen?
- Hearing: What have you heard? (Consider validity)
- Action: What have you done? What have others done?
- Reading: What have you read? Have you recorded clearly?
- Evaluation: What conclusions can you draw?
- It becomes SHARED when you add a defensible decision

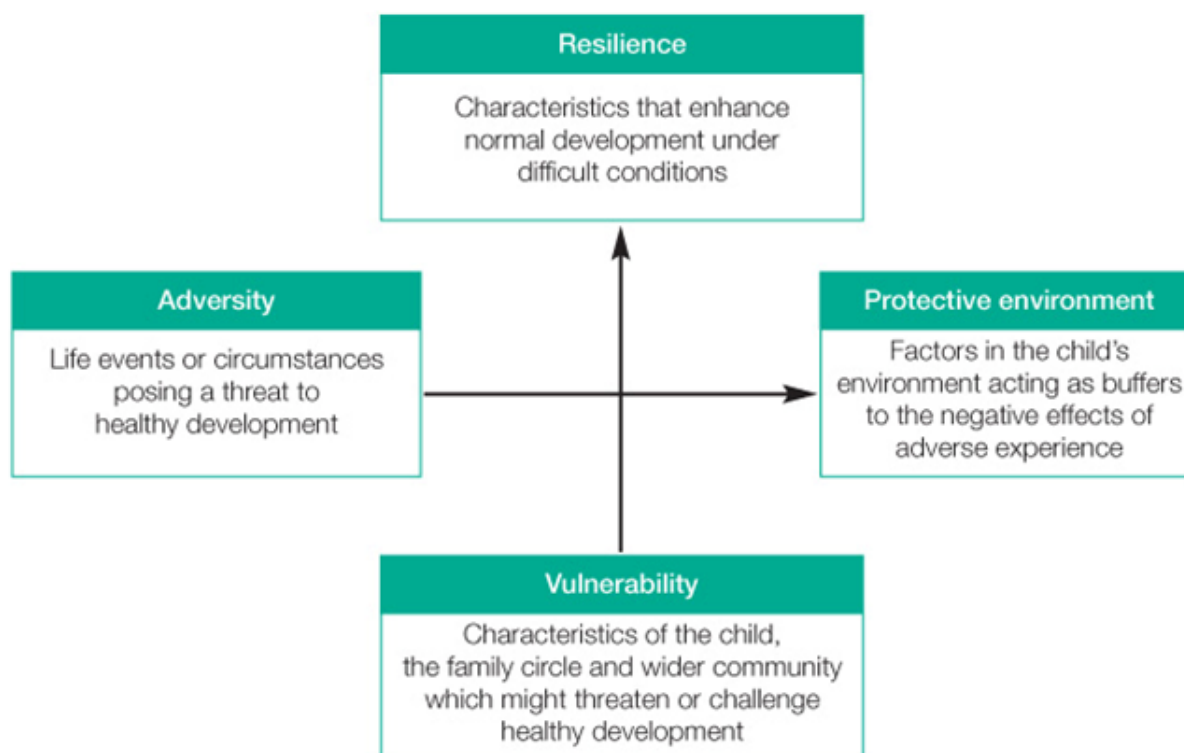
## Appendix 7 - Resource for Supervision - Prochaska and DiClemente Cycle of Change

This is a useful tool to use in supervision when considering the capacity of change for a parent or caregiver and to help social workers consider the viability of change occurring within a child's timeframe and to review progress made over monthly supervision periods.



## Appendix 8 - Resource for Supervision - Resilience matrix

The resilience matrix (Daniel and Wassell 2002) is a helpful tool for making sense of a child's wellbeing and supporting our analysis and risk assessment. It can be difficult to disentangle adversity, vulnerability and resilience that are often inter-twined. This tool helps to organise our thinking and separate out the child's resilience and protective factors from any harm they may have experienced.



## Appendix 9 - Resource for supervision – Using systemic questions in supervision.

These questions can support reflexivity and a deeper understanding. They support flexibility of thinking, open out creative possibilities, as well as gather information. This promotes anti-oppressive practice by encouraging practitioners to take positions of neutrality and curiosity in their work with children and families

<https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Using-systemic-questions-in-supervision.pdf>

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