**Sefton Council Supervision Policy**

**Children’s Services**

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| **POLICY INFORMATION SHEET** | |
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| **Service Area** | Children’s Services |
| **Date effective from** | August 2022 |
| **Responsible Officer** | Director Children’s Services and Education |
| **Date of Reviews** | To be reviewed bi-annually |
| **Status**   * **Mandatory (all staff must adhere to guidance)** * **Optional (Procedures and practice can vary between teams** | Mandatory for all staff  There will be variations in the frequency of supervision depending on roles |
| **Target Audience** | All employees within Children’s Services; to include agency workers.  workerworkworkworkworworkemployee  stafstaemployees |
| **Date of Decision** | August 2022 |
| **Superseded Documents** | **March 2021** |
| **Updated** | **12.05.23** |

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**Supervision - Supporting Employees in a Challenging Social Care Environment**

# INTRODUCTION

* 1. Sefton Council is committed to ensuring that all employees receive good quality, effective and regular supervision in line with their needs and the requirements of their role. This includes those working on a temporary (including Agency staff), permanent, part time or full-time basis. Whilst this policy is applicable to all employees working within Children’s Services, it will highlight specific requirements for Social Work practitioners and those who work directly with children, young people and their families. It will reflect the principles set out within the Standards for Employers of Social Workers and is in line with Social Work England Standards – Supervision and Reflection.
* **Standard 4.2**

Supervision describes the support and guidance Social Workers access to critically reflect on and improve their practice. It is aimed at supporting Social Workers to consider their own values and judgements and provides a means for exploring Social Workers practice, including ethical dilemmas, cultural issues and decision making.

* **Standard 4.6 and 4.8**

Reflection encourages a review of a professional experience to help inform future practice. Critical reflection moves beyond this and encourages the Social Worker to examine their approach, judgements, decisions, and interventions, as well as the steps taken to provide objective support, free from the Social Workers own values, views, and beliefs.

* 1. Supervision has a vital role to play in supporting employees in a challenging social care environment. It is also one of the foundations of service governance as it provides opportunity for employees to be individually accountable for the quality of their work and practice.
  2. Supervision is a two-way process involving rights and responsibilities for both supervisors and supervisees. For it to be effective, it must be valued across the organisation and reflect an approach of high support and high challenge.
  3. Supervision is:
     + An important on-going process in which all Children’s Services employees receive guidance, support, and challenge in a formal setting.
     + The opportunity for employees to think, explore and confront issues that are pertinent to their ability to perform their role to the expected standard and to agreed objectives and outcomes
     + A mutually beneficial exchange which allows both parties to explore what, why and how work is undertaken and managed within the overarching framework of Sefton Council priorities and relevant legislation.
  4. All employers should ensure that they have a supervision policy in place which governs supervision, and which:
* Locates responsibility for that policy with the Principal Social Worker or other appropriate Senior Manager
* Requires the actual frequency and quality of supervision to be monitored against clear expectations.
  1. This Supervision Policy provides a framework for supervision for Sefton Children’s Services Managers, Independent Reviewing Officers, Child Protection Chairs, Team Managers, Assistant Team Managers, Social Workers, and others who are in a role where they are required to be a professional Social Worker and registered with Social Work England. This policy also applies to other roles across Children’s Services to include childcare practitioners who do not have a social work qualification and business support employees.
  2. All new managers will receive appropriate training and support in undertaking supervision before being required to undertake this aspect of the managerial role.

# SUPERVISION FRAMEWORK

* 1. Supervision should be planned and take place between an employee (supervisee) and

their line manager (supervisor); either face to face or via a Microsoft Teams meeting if

there is good reason for this.

* 1. Through the process of formal supervision, it is expected that:
* Line managers keep up to date on casework and wider operational issues
* Practitioners will be empowered to influence decisions being made which impact on the quality of services provided to children, young people, families, and foster carers/parents
* Supervision is undertaken in a supportive, strength-based manner to gain the best out of employees and ultimately the best outcomes for children, young people, families, foster carers and significant others.
  1. Managers are responsible for ensuring that everyone they line manage has a designated.

supervisor with whom they meet individually for direct formal supervision.

* 1. All qualified Social Workers must be supervised by a manager who is a qualified Social

Worker registered with Social Work England. This includes any temporary, casual or

agency staff including sessional workers and volunteers.

* 1. A supervision agreement should be drawn up jointly at the beginning of every new supervisory relationship. (**Appendix 1**) This should be reviewed at least annually or as required. It can be amended to suit individual needs. Expectations in respect of frequency will link to particular roles.
  2. Team meetings, peer supervision, group supervision, case discussions, mentoring and action learning sets can be used in addition to one-to-one supervision to enable reflection, collective work planning and problem solving. Such settings typically involve more than one employee and can bring together different people from the same service who have different roles in supporting a child, young person, family or carer. In some circumstances it will be appropriate to record group discussions on children’s/ young people’s or foster carer/parents’ electronic records.
  3. It is recognised that some employees will require guidance outside of formal supervision and that supervision will sometimes be required at the point of need, in the case of crisis, increased concerns or sudden changes. The purpose of supervision in this context is to listen to the employee, debrief, review safety planning, or provide additional advice and support. Any case management discussions, decisions and actions should be recorded on the case supervision records on the child, young person or foster carer/parents electronic case file (Liquid Logic).

# FREQUENCY – WELFARE SUPERVISION

3.1 The frequency and duration of supervision shall be specified in an employee’s supervision

contract, **however, there are minimum standards relevant to particular roles.**

3.2 The frequency and duration of supervision is dependent on a range of factors, to include:

* The role of the employee
* Whether the employee is newly qualified in their role
* The development needs of the employee
* The degree of complexity and risk in work being undertaken by the employee
* If either supervisor or supervisee feels this is necessary to provide additional support or achieve performance objectives or targets considered necessary.

In certain circumstances, dependent upon the category and proportionate with the level of responsibility designated to the post, supervision may occur on a less frequent basis. In these circumstances the frequency of supervision (which must not be less than once every eight weeks) will be agreed with the line manager at the initial supervision and recorded within the supervision contract and reviewed annually.

**Note:** There are additional minimum standards for certain roles, including Social Workers and Children’s Residential staff, which are detailed below.

* + 1. Both supervisor and supervisee should plan supervision and treat it as a priority. Line managers should keep prebooked supervision dates free and only cancel in exceptional circumstances.
  1. Supervisors are responsible for rescheduling any cancelled sessions at the earliest opportunity.
  2. **Assistant Directors and Service Managers** shall receive supervision from their line manager at least on a **bi-monthly basis; for a minimum of 90 minutes.**
  3. **Team Managers** and all other managers of practitioners shall receive supervision from their line managers on a **monthly basis; for a minimum of 90 minutes.**
  4. Managers who do not supervise Social Workers who hold case responsibility shall receive supervision from their line manager on at least a bimonthly basis; for a minimum of 90 minutes e.g., IRO/CP Chair Team Managers, Practice Improvement Managers, IRO and CP Chairs.
  5. **Social Workers** shall receive supervision from their line managers **at least monthly**. This shall be planned for **a minimum of 90 minutes**.
  6. **Personal Advisors** shall receive supervision from their line managers on at least a **bi- monthly basis.** This shall be planned for **a minimum of 90 minutes.**
  7. **Child Social Care Support Worker/ Placement Support Worker/Family Connector** roles shall receive supervision from their line manager **at least bimonthly**; for **a minimum of 90 minutes.**
  8. **Business Support** employees should receive welfare supervision from their line manager **at least bi-monthly.** Business Support employees will be exposed to information in their course of their work which can have a significant impact on them. Support at point of need will also be required.
  9. **Newly Qualified Social Workers (NQSW’s)** undertaking their Assessed and Supported Year of Employment (ASYE) must have regular, reflective supervision with a manager who is a qualified and registered Social Worker. The frequency of supervision for all newly qualified social workers is **once a week for the first six weeks; once a fortnight for the next six months and monthly thereafter.** Supervision meetings should be **at least 90 minutes.**
  10. NQSWs will be supported within Sefton Social Work Academy where there will be opportunity for group supervision, case reviews and collective discussions which may negate the need for weekly supervision on some occasions; but should not replace formal supervision.
  11. At the start of the ASYE a Learning Agreement must be completed on commencement of employment at an initial meeting. Subsequent review meetings will be held throughout the duration of the assessed year at 3, 6 and 12 months to assess progress.
  12. **Frontline participants** will require supervision as agreed with programme provider; at **least monthly for a minimum of 90 minutes.** They will be supported within Sefton Social Work Academy.
  13. **Student Social Workers** on practice placement will require supervision as agreed with

programme providers.

* 1. **New employees within residential homes** must receive **fortnightly supervision for the first 6 months of their employment.**
  2. **Agency/Casual Residential staff** must receive supervision **every 16 sessions they work.**
  3. Line managers should keep prebooked supervision dates free and only cancel in exceptional circumstances. Notes of all welfare supervisions should be stored safely on employees’ individual files held on SharePoint.
  4. Supervision should be free of interruptions.

# CONTENT OF SUPERVISION

* 1. There are four key components to supervision:

**Performance/ Line Management**

* 1. This is about accountability for practice and quality individually and within the team. This includes managing team resources, delegation and workload management, performance appraisal, absence management, duty of care, support, and other HR processes. Line Managers will need to consider key tasks undertaken by the employee. This may include individual cases, administrative or practical duties depending on the nature of the service.
  2. It shall also include discussion about any additional duties undertaken such as action learning sets, auditing of practice, multi-agency practice reviews or mentoring. These shall be reflected within the supervision record.
  3. All Social Work students and qualified Social Workers should use Social Work England professional standards as a basis for supervision, including evaluation of capability and identifying development needs.
  4. Performance management will involve:
     + Reviewing work undertaken **with a focus on outcomes and child impact**
     + Reviewing the current plan and ensuring any action relate and remain relevant.
     + Solution focused problem solving
     + Reflection, analysis, and challenge
     + Agreeing tasks and priorities for future work; with clear, smart timescales
     + Communication of policies and procedures
     + Communication of Team/Service/Directorate/Council objectives and adherence
     + Learning from auditing of practice
     + Partnership working
* Ensuring individual employees conduct does not fall below the standards set out in the code of practice for council employees, and for Social Workers by Social Work England.
  1. **Direct Observation of Practice** will be undertaken in an ongoing way, at least annually by the individual line manager or via another manager. E.g., IRO observation at Cared for Review Meeting, Case Progression Manager during court hearing, Observation of telephone call to families etc. **(Appendix 2)** Observation plays a vital part in monitoring the quality of work and relationships with children, young people, parents and others. As of 01.12.21, Social Work England registration requires Social Workers to submit 2 pieces of continuing professional development (CPD) in order to renew social work registration; one piece of CPD must be a peer reflection. When discussing CPD with a peer or manager; consideration of what has been learnt and the positive impact the CPD activity has had; or will have on the way in which the practitioner works with others and improves outcomes is expected.
  2. During Practice Week in October each year there will be cross service observation planned.

**Professional Supervision for Social Workers/Development**

* 1. A key aspect of this function is reviewing and reflecting on practice issues. This may include reviewing roles, relationships, any unconscious bias and impact, evaluating the outcomes of work, ensuring confident use of evidence-based practice tools, up to date research and maximising opportunities for wider learning.
  2. Professional development is central to supervision. Areas for growth and development should be continuously reviewed with individuals through their Performance Development Plan (PDR) via MySeftonMySpace. Every employee should review their PDR with their line manager annually and have regular check ins throughout the year which focus on motivating and getting the best out of people, stretching known strengths and creating opportunities for new learning and development. The PDR must also have a clear focus on health and wellbeing.
  3. Having regular check in conversations can reduce isolation, identify any issues early on, build trust, rapport, and confidence. MySeftonMySpace covers a range of topics which encourage reflection, consideration of priorities and objectives, “One Council” values and future goal planning.
  4. It is important that Social Workers have the relevant skills, knowledge, understanding and attributes to undertake their role, and progress their careers. Constructive feedback and observation of practice should be part of the learning process for Social Workers and Supervisors. Supervision should also ensure that Social Workers are registered with the Social Work England. See also:

[Social Work England, Standards of continuing professional development](https://www.socialworkengland.org.uk/).

* 1. Supervision shall support employee’s development through:
     + Identifying contributions/achievements and giving praise
     + Constructive feedback on performance
     + Identifying strengths/difficulties and encouraging development
     + Considering feedback from others
     + Ensuring completion of mandatory training
     + Identifying training and development needs, opportunities and how these can best be met e.g., shadowing, mentoring, training course, e-learning, project work, task group membership, auditing, private study.
     + Identifying other issues to assist supervisees in finding strategies to ensure they remain effective in their roles.

**Welfare/Support Needs**

* 1. Effective supervision requires a clear agenda considered by both supervisor and supervisee. It is 2-way process with rights and responsibilities.
  2. Employees will be given support via the supervision process, with opportunity to find out how an employee is experiencing their work, their role within a team and their performance.
  3. Supervision is an opportunity to show value to employees, provide constructive feedback on performance and acknowledge good practice. Supervision should not be used as a counselling session. It should be supportive, reflective, challenging and involve:
  + Discussion of personal issues in so far as they have an impact on the supervisee’s work performance.
  + Discussion in respect of any stress-related issues and support options
  + Sharing of concerns and identifying back-up and support in difficult situations
  + Guidance on the use of appropriate staff care processes and mechanisms.
  + Review of attendance, absence, annual leave, agile work
  + Supporting, maintaining, and valuing competent performance and confirming when standards have been met.
  + Discussion about any issues of oppression that the supervisee wishes to raise, from personal experience to institutional and structural matters.
  + Referrals to Occupational Health support or services such as Kooth, Quell and Listening Ear.

**Mediation**

* 1. This relates to how we engage individuals within the organization:
     + Negotiating and clarifying team role and responsibilities
     + Allocation of resources
     + Promoting Sefton “One Council” values
     + Consultation and briefing about organisational developments or information.
     + Mediation between employees within the team or other parts of the organisation or with outside agencies
     + Involving employees in decision-making, organizational change and improvement.

**Additional requirements for supervision in Children’s Residential Services**

* 1. In addition to the above requirements Residential Managers of Children’s Homes also have a duty to ensure the requirements of the Care Standards Act 2000 are met during supervision. These are:
     + Responses to and methods of working with children and young people.
     + Work with any child for whom the staff member is key worker.
     + Staff members role including their accountability in fulfilling the home’s Statement of Purpose
     + Staff members work in fulfilling the placement plan.
     + Degree of personal involvement, feelings, concerns, and stress
     + Staff training and development.
     + Feedback on performance
     + Guidance on current and new tasks including maintaining standards.
     + Personal issues which may impinge on the member of staff’s ability to carry out their duties effectively
     + Reviewing and discussing any measures of physical intervention used
     + Reviewing the usage and effectiveness of any behaviour management focusing on outcomes

Each of these aspects must be addressed in every supervision session with members of residential staff.

# CONFIDENTIALITY

* 1. Each supervision session is confidential between Supervisor and Supervisee. This helps to build and ensure a trusting relationship.
  2. There may be circumstances when Senior Managers and/or auditors need to consider supervision records. These circumstances include concerns relating to the public interest, the law, risk to employees or families and professional conduct. Where formal performance management processes have been initiated (separate to the supervision process), it may be necessary to refer to the supervision records to demonstrate certain issues were addressed in supervision.
  3. Inspectors also have access to supervision records and documents to ensure employees are provided with adequate, timely support and good quality supervision.
  4. Those who are providing supervision will also receive supervision which should address and monitor their effectiveness as Supervisors. Considering supervision records will be part of reviewing supervision style, content of notes, support for supervisees to develop competence and performance.
  5. Auditing of supervision records will be carried out to ensure that employees are being appropriately supervised. Audit activity will inform improvement planning, service delivery, identify training needs and consider practice to ensure that supervision is driving plans and contributing to best outcomes.
  6. Issues raised within supervision may need to be shared with other managers and staff when they concern issues of policy development, poor performance, discipline, GDPR, child protection and risk management.
  7. Other issues may be shared with the agreement of both the supervisor and supervisee.
  8. If there is any uncertainty about what should/should not be shared the supervisor’s line manager should be consulted for advice.
  9. GDPR statement [3 1\_sefton\_data\_protection\_and\_confidentiality\_policy\_v6.pdf (smbc.loc)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fintranet.smbc.loc%2Fmedia%2F613683%2F3-1_sefton_data_protection_and_confidentiality_policy_v6.pdf&data=05%7C01%7CSion.MORRIS%40sefton.gov.uk%7C311bf94cad25479b36de08da6422113d%7Cbf3a3387dc954c7d940e49cc2fc9d4f1%7C0%7C0%7C637932394715221966%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=iuwivP%2BmplpCs%2F1CdVXp3qpvn15T4BzlkHceVKktfbs%3D&reserved=0)
  10. If a supervisee has not had appropriate supervision (quantity or quality) they should raise this with their immediate supervisor and or relevant Service Manager/Assistant Director.

# RECORDING SUPERVISION

* 1. Supervisors must ensure that they consider the principles of UK General Data Protection Regulation (UK GDPR), tailored by the Data Protection Act 2018, i.e., any personal information held on an individual is accurate, adequate, relevant, not excessive, available to the individual, and kept no longer than is necessary.
  2. The supervisor shall make a supervision record that evidences challenge, praise, reflection and constructive critical analysis and provide a copy to the supervisee on the standard **Welfare Supervision Record** (**Appendix 5)** within 5 working days. Copies should be signed by both supervisor and supervisee to demonstrate agreement that notes are correct.
  3. Welfare supervision notes must be uploaded to SharePoint, so they are stored securely, available as a record and are accessible if required.

# CASE SUPERVISION RECORD

**Frequency**

1. In Children’s Services case discussions should be recorded separately on the appropriate **supervision form on the child’s, young persons, foster carers electronic record (Liquid Logic).**
   1. A case supervision record should be completed on each child/young persons (under age 18) individual record **every month** (e.g., May, June, July) **with the exception of the following where:**

* Permanency has been achieved and the child remains cared for by long-term foster carers and their visiting frequency has reduced to 12 or 26 weeks (if ratified at Cared for Children statutory review by IRO). Supervision can reduce to bimonthly. This reduced frequency must be identified within management oversight and recorded within the case summary.
* Where Children with Complex Needs (CWCN) Review Hub support children/young people, and they are accessing support packages which are reviewed every 6 to 12 months. Supervision can take place on a bimonthly basis.
* Where young adults are supported by the Care Experienced Team (Personal Advisors); case supervision can be bimonthly.
  1. The case supervision record will provide evidence of management oversight, reflection, and decision-making as well as agreed actions with clear timescales to review and progress the child or young person’s plan. It will always be important to consider whether the plan continues to be right for the child.
  2. In the Fostering service, case discussions should also be recorded separately on the appropriate supervision form on the foster carer/parent’s electronic record (Liquid Logic). It is expected that supervision takes place on each individual carer as a **minimum – once a month.**

# SUPERVISION AGREEMENT

1. For Children’s Services employees a **Supervision Agreement** (**Appendix 1**) will be drawn up for all workers by their supervisor at the start of any new supervisory relationship. This should set out agreeddates and times for supervision over the coming year.
   1. The supervision contract must cover:
   * Format of supervision
   * Frequency of supervision and dates of future supervision sessions for the coming year of contract period.
   * Agree key tasks of the supervisee that will provide the focus for supervision.
   * Who will have access to supervision records
   * The procedure for dealing with any disagreements including the name of a manager the supervisee can contact if they feel their supervision is not meeting the policy requirements.
   * Date for review of supervision contract. This will normally be after 12 months unless either the supervisor or the supervisee feels an earlier review is needed or there is a change of supervisor.
   * Supervision standards including roles and responsibilities of both supervisee and supervisor.
   1. The supervisor will provide the supervisee with a schedule of supervision sessions covering the 12-month period. These should be specified in the supervision contract. The supervisor is responsible for rescheduling these sessions if they are cancelled for any reason. Dates should be diarized into electronic calendars at the outset of the supervisory relationship.
   2. The supervision contract should be signed and dated by both parties and stored on SharePoint in the employee’s file.
   3. If the supervisor and supervisee cannot agree on any aspect of work performance or service delivery, either party may refer the issue to the relevant Senior Manager for resolution. The disagreement and its resolution will be recorded on the Supervision Record.
   4. In the case of Managers, the resolution process will involve the relevant Senior Manager: for example, the Assistant Director in the case of dispute between a Service Manager and Team Manager and the Director in the case of dispute between an Assistant Director and Service Manager. The disagreement and its resolution will be recorded on the Supervision Record.
   5. If a supervisee is concerned about any aspect of their manager’s supervision practice and they are not able to resolve the issue in discussion with the manager, they may speak with the relevant Senior Manager who will address the issue raised.

# SUPERVISION FILE

1. All employees will have an individual supervision file. In the following order this will contain:

* Personal Details – Front Sheet (Appendix 4)
* The current job description and person specification
* Supervision Agreement (Appendix 1)
* Supervision Records
* Personal Development Plan – MySeftonMySpace
* Any Direct Observations of Practice
* Any progression documents e.g., Relevant to progression to Senior Social Worker I grade
* Any Risk Assessments relating to employee’s welfare at work.
  1. For Newly Qualified Social Workers in their Assessed and Supported Year in Employment, a section that includes:
* Correspondence relating specifically to the ASYE.
* ASYE portfolio workbook.
  1. The supervisor will direct the supervisee to the Supervision Policy and procedure documentation on the intranet as part of their induction and request they make themselves familiar with the content.
  2. All welfare supervision sessions must be recorded on the **standard welfare supervision form (Appendix** **3**). All decisions/advice concerning children, young people, young adults or foster carer/parents must be recorded on the case supervision record on the individuals record.
  3. Both elements of supervision should be recorded e.g., individual staff record on welfare form and case supervision on LCS.

# ARCHIVING OF SUPERVISION FILE

1. The supervision record will be stored for the duration of the employees’ period of employment and will be accessible to both the supervisor and supervisee as a reference tool. Upon the employee leaving Sefton Council the supervision record will be archived and retained for 7 years.

# REVIEW OF THE SUPERVISION POLICY

1. The Senior Management Team will keep the policy under review and make changes as deemed appropriate following necessary consultation with interested parties.

# Appendix 1 – SEFTON COUNCIL CHILDREN’S SERVICES SUPERVISION AGREEMENT

**Name Supervisee:**

**Name Supervisor/Manager:**

**KEY TASKS OF SUPERVISEE:**

*This may include individual cases, administrative or practical duties, depending on the nature of the service. It should also include any additional responsibilities undertaken e.g., auditing of practice, mentoring, multi- agency practice, additional support in respect of inexperience or capability.*

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| --- | --- |
| **Workload** | **Professional Development** |
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**MANDATE FOR SUPERVISION:**

Sefton Council expects all employees to be supervised. for certain staff, such as those in their probationary period; Newly Qualified Social Workers in their Assessed & Supported Year of Employment or in situations where there is less responsibility assigned to the post this will be more or less frequent. Monthly supervision is required for Social Workers. The principal functions of the supervisory process are:

1. To ensure that the supervisee carries out their job responsibilities to standards set out in professional code of conduct and policies.
2. To ensure that the supervisee understands their roles and responsibilities (supervisee job description should be available as a basis of discussions).
3. To assist with the professional development of the supervisee.
4. To be a primary source of support for the supervisee recognising the considerable demands of the role.
5. Provide both regular constructive feedback to the supervisee, and to link with the individuals Performance Development Plan and Review process.

**FORMAT OF SUPERVISION:**

* + The supervision meeting will take place in privacy and there will only be interruptions if

…………………………………….

* + The frequency of supervision will be ………………………………………………..
  + The supervision meeting will last for a minimum of: ……………………………..
  + Method of recording the session will be by ……………… and the person responsible for recording the session will be the supervisor. The record will be shared within 5 working days and will be signed by both parties once agreed as an accurate record.
  + Welfare supervision records will be held and stored safely on Sharepoint.
  + Any particular focus for the next session will be noted

**Others who may see the record**

**The supervision meeting will consist of the following:**

1. **Performance Management discussions** to include:

* Activities undertaken
* Case Consultation and discussion (where applicable)
* Case file audit discussion (where applicable)

1. **Professional Development discussions of your skills, knowledge base and value base**

to include:

* Induction requirements (as appropriate)
* Training requirements (and formal completion of Performance Development Plans and Reviews)
* Longer term development plans and setting of professional goals.
* For Registered Social Workers: Review of training progress against the College of Social Work’s Professional Capabilities Framework (PCF).
* For NQSW’s in the Assessed and Supported Year of Employment, on-going assessment and appraisal using the ASYE level of the Professional Capabilities Framework.

1. **Welfare/Support Issues**

* Factors affecting performance
* Personal issues (as appropriate)
* Stress-related issues
* Absence(s) from work
* Health and Safety
* Opportunity for you to give feedback on your experience of and expectation of supervision
* Annual Leave
* Flexi/Time of in Lieu/agile working
* Equal Opportunities – to discuss any issues of oppression that the supervisee wishes to raise, from personal experience to institutional and structural matter

**Auditing of Practice (if applicable):**

Cases which the employee is currently or has previously been involved with may be selected for audit via Children Services Quality Assurance and Impact Framework, or multi-agency file audit process. They may also have been involved in cases subject of Child Safeguarding Practice Reviews (formerly Serious Case Reviews) or other learning and improvement processes.

The supervisor and supervisee will be alerted of planned audit activity in advance. Following audit, the supervisor and supervisee should consider the actions and outcomes to identify any learning; also, the impact upon the worker.

**Expectations of Supervision:**

Good quality reflective supervision requires preparation by both the supervisor and the supervisee.

Following discussion, these are the ways we have agreed to work together to get the most out of supervision:

1. What I want from you as my supervisor ………………………………….
2. What I will contribute as a supervisee ………………………………….
3. What I want from you as the supervisee ……………………………….
4. What I will contribute as the supervisor ………………………………..
5. As the supervisor I am responsible for …………………………………
6. As the supervisee I am responsible for …………………………………..

**ANY OTHER ISSUES**

**Disagreements**

* + If the Manager and supervisee cannot agree on any aspect of work performance or service delivery, either party may refer the issue to the relevant Senior Manager for resolution. The disagreement and its resolution will be recorded on the welfare supervision record; not on the LCS file. There is a separate process in place to deal with escalation related to any practice concerns.
  + In the case of Managers, the resolution process will be as follows: the Assistant Director in the case of dispute between a Service Manager and Team Manager and the Director in the case of dispute between the Assistant Director and a Service Manager. The disagreement and its resolution will be recorded on the welfare supervision record.
  + If a supervisee is concerned about any aspect of the manager’s supervision practice and they are not able to resolve the issue in discussion with the manager, they may speak with the relevant Senior Manager who will address the issue raised.

**Dates of Supervision Meetings (next 12 months)**:

|  |  |
| --- | --- |
| **Month** | **Date** |
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| **Parties to the Contract:** |  | |
|  | **Supervisee** | **Date:** |
| **Date of Review:** | **Supervisor** | **Date:** |

*Note: The agreement must be reviewed on an annual basis. It must also be reviewed when there is a change of supe*

# Appendix 2 - Direct Observation of Practice guidance and record form

At least annually supervisors should complete a direct observation of the supervisee’s practice. Such observations play a vital part in monitoring the quality of work undertaken with children/young people and their parents/carers and form the basis for a reflective discussion between the supervisor and supervisee.

As of 01.12.21, Social Work England registration requires qualified Social Workers to submit 2 pieces of continuing professional development (CPD) in order to renew social work registration; one piece of CPD must be a reflection with a peer.

For some supervisees undertaking assessed developmental programmes or qualifications, e.g., the Assessed and Supported Year in Employment (ASYE), ILM (Institute of Leadership and Management) assessment and vocational qualifications, direct observation of practice will be a familiar activity. As part of these programmes of study direct observation templates are available and should be used. For all other supervisees, the Direct Observation of Practice Record should be used.

**Content of Direct Observation**

**Date / Time / Venue of the Observation:** You should agree these with the supervisee and any others who may be involved in the observation session e.g., child/young person and their parents/carers, other agency representatives and ensure that their explicit consent has been obtained prior to the observation taking place.

**Nature of the Observation:** You should identify what will be observed, who will be present and what the supervisor will be looking for the supervisee to demonstrate in their practice. This should be linked to areas for development identified in supervision, during the PDR process or following previous observations.

**Record of the Observation:** This section is for noting what has been observed. The supervisor should complete this section. However, it may also be helpful for the supervisee to have a copy of the partially completed form before the observation, so that immediately following the session they can note down their own views about the session. This will then enable the supervisor and supervisee to share their perceptions during the feedback session that should follow the direct observation of practice.

**Conclusions / Recommendations:** This section should be completed during the feedback session between the supervisor and supervisee. Agreement should be reached about what action if any is needed following the direct observation session. A note should also be made about who will do what and by when. The observation should record what went well, any areas for improvement or reflection.

**This record should then be copied for both parties to consider then held on the individual’s supervision file on SharePoint. Any action that requires review should also be referred to during supervision until the task has been completed.**

**Direct Observation of Practice Record**

|  |
| --- |
| **Date of Observation:** |
| **Venue:** |
| **Nature of Observation:** |
| **Record of Observation:** - *to be completed by supervisor* |
| **Conclusions / Recommendation:** - *Critical reflection of practice and professional development to be completed by Supervisor and Supervisee during feedback session* |
| **Any Actions Required**:  - *state who will do what and by when*  *NB Add to Supervision Agenda for follow up / monitoring until completed.* |

# Appendix 3 - Standard Welfare Supervision Form

**Personal Reflective/Welfare Supervision**

This form of supervision will explore the support and development functions of supervision offering an opportunity for the practitioner to reflect on their welfare as well as their personal and professional development. Welfare supervision should take place monthly unless role specifies otherwise. These sessions will be facilitated by the supervisee’s line manager. There is an expectation that both supervisor and supervisee practitioners prepare for the meeting. Any comments written by the Supervisor following the face-to-face meeting should be shared with the practitioner for approval before finalizing and storing on SharePoint.

**Please Note - all cases discussed should be recorded on the Case Discussion Supervision Form in LCS**

|  |  |
| --- | --- |
| Name of Supervisee |  |
| Name of Supervisor |  |
| Date of this PR/W Supervision |  |
| Date of Last PR/W Supervision |  |
| Does the date between this Supervision and the last Supervision exceed the frequency which was agreed in your Supervision Contract? Is so, why? |  |

|  |
| --- |
| **How am I feeling?** |
|  |
| **Supervisors Comments:** |
|  |
| **How am I managing my work? (Include case discussions where applicable – use only LCS number; no personal details)** |
|  |
| **Supervisors Comments:** |
|  |
| **How am I managing my work/life balance? (Reference flexible working arrangements if relevant)** |
|  |
| **Supervisors Comments:**   * Consider staff welfare/any stress related issues and support that can be offered |
|  |
| **What support do I think would benefit me?** |
|  |
| **Supervisors Comments:** |
|  |
| **Am I accessing opportunities to professionally develop? Any feedback from training completed or research?** |
|  |
| **Supervisors Comments**   * Supervisor to check SWs ME Learning account at least 1 x quarter * To consider induction requirements (as appropriate) * To confirm the practitioner has an up-to-date PDR on file (and if not, specify when this will be completed). If complete, review and consider longer term plans and professional goal setting. * Training requirements/training needs analysis/mandatory training * For NQSWs in the ASYE ongoing assessment and appraisal using the ASYE level of the Professional Capabilities Framework (PCF) * For Social Workers who have completed their ASYE; ongoing assessment and appraisal against PCF for experienced Social Workers to enable progression. |
|  |
| **Do I need any time out? (Annual leave/Toil/Sickness management)** |
|  |
| **Supervisors Comments** |
|  |

|  |
| --- |
| **Supervisor: Update on any actions from previous PR/W Supervision Session:** |
|  |

|  |
| --- |
| **Supervisor: Any actions for practitioner to take away from today’s Welfare Supervision Session:** *Please ensure action plans are SMART with clear timescales.* |
|  |

**Signed Supervisor Date**

**Signed Supervisee Date**

# Appendix 4 - Personal Details Front Sheet

|  |  |  |
| --- | --- | --- |
| Surname |  | |
| Previous Surnames/Known by: |  | |
| Forename (s) |  | |
| Title (Mr/Ms/Miss/Ms/Other) |  | Employee Number |
| Job title |  | |
| Part time/Full time | (If part time, state hours per week) | Date employment started with Sefton:  Date employment started in current post: |
| Service & Team |  | |
| Workplace Address |  | |
| Date of Birth |  | |
| Home Address |  | |
| Home Tel Number |  | |
| Mobile Tel Number |  | |
| Work Mobile Number |  | |
| **EMERGENCY CONTACT INFORMATION** | | |
| Name |  | |
| Relationship |  | |
| Daytime Telephone No |  | |
| Evening Telephone No |  | |
| Mobile Telephone No |  | |
| Address |  | |