

Title: Supervision Policy

Policy Summary

Supervision is the principal means by which managers in Stockport Family ensure that the local authority's accountability for children and families receiving a service is properly exercised in accordance with its legal obligations.

This policy applies to staff working in all settings, including social workers, team and residential managers, children and family workers, all other fieldwork staff working directly with children and all residential care staff.

Local Strategic Partnerships

Supporting Documents

Recording Policy
Discipline and Grievance
Managing Absence
Corporate Employee Development Policy
Corporate Induction Policy
Health and Safety Policy

Supporting Training

Corporate PDR
Supervision Training Programme
Information Governance

Approved by

Director of Operations
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Quality Assurance

This document is to be reviewed a minimum of every 3 years after its approval date, the next review to occur no later than 2020. Incremental reviews may take place as required.

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1. Introduction

The aim of this policy is to provide a framework for one to one supervision of social workers and senior practitioners in Stockport Family. The policy reflects the restorative approach underpinning all of the work in Stockport Family and will be referred to throughout. The policy has been reviewed with service and team leaders to ensure it meets the needs of the service.

2. Policy Statement

Stockport Council aims to provide high quality services in consultation with, and responsive to residents, partners and other stakeholders.

Stockport Council aims to provide appropriate, responsive and flexible services for the most vulnerable residents in Stockport and can only do this if the staff employed by the Directorate:

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
- Are fully supported in their work and managed effectively.

Supervision is one of the ways this can be achieved. This policy sets out how colleagues can expect to be supervised and provides managers with the key elements needed to supervise colleagues effectively.

3. Definition of supervision

Supervision is a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.

Supervisors can complement individual supervision by using 'mechanisms such as peer supervision and group case consultation to help identify bias, shift thinking and the approach to case work in order to generate better outcomes for children and families (KSS 7 Practice Supervisors).

4. Supervision Process

The supervision process includes three main functions:

4.1 Professional Supervision (case supervision)

All children who are known to Stockport Family and are in need of services beyond universal services should be discussed in professional supervision. These discussions should be recorded on the child's file to show rationale for services, support and decision making.

Discussions about children and their families should be reflective and restorative. This means that there should be –

- What the purpose of the involvement is – and what the shared desired outcomes are. Discussion about risk and strengths.
- Reviewing previous actions - what has been learnt?
- Consideration of the feelings and views of children, families, and other professionals (their unique perspective)
- empathy and respect for children and families (values)
- attention to the emotional impact on the worker and how this might impact on their actions in practice
- a consideration of which part of the [social discipline window](#) the worker is operating in and why, and if this should change.
- A focus on seeking to understand, through curiosity and generating multiple hypothesis. Supervisors will supportively challenge ideas and bias generated in discussion.
- A focus on relationships and repairing harm. Consideration of the impact of what we do on others and hold the principle that in delivery services and intervening in family's lives we should strive to 'do no harm'. This is complex in the area of statutory social work intervention where actions are sometimes needed to protect a child that are contrary to the wishes of adults in a family or indeed the child and so should always be discussed in supervision.

4.2 Line Management

Supervision is a relationship between the employee and their supervisor, and the wider organisation and service wide performance management objectives. This relationship needs to be built on trust, respect, and a shared understanding of roles and responsibilities.

Line managers should provide a supportive environment in which the supervisee is able to perform to the best of their ability and meet the requirements of their role. Line managers should offer feedback, guidance and observe practice to support and challenge the supervisee.

Supervision also is the environment in which any performance issues, capability, disciplinary and grievance issues can be raised, with a view to resolving these at the earliest possible stage. This should be done within the restorative ethos of 'High Support/High Challenge'.

Supervisors must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice within the supervisory relationship and work with service users.

4.3 Continuing Professional Development

All Stockport Family employees will have Professional Development Reviews (PDR). These should be completed by the supervisee and supervisor together, to agree learning objectives and how these will be met. Employee's Personal Development Plan should be based on individual learning styles (Appendix C) in order to ensure that highlighted learning needs and learning opportunities are being progressed in the most effective way. The supervisor is responsible for supporting the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

It is the responsibility of the supervisor to keep a record of the [Induction programme](#) for each member of staff, together with completion dates. Newly qualified social workers (NQSW) will complete the assessed and supported year in employment (ASYE) programme.

5. Consultations, group supervision, partnership supervision

Consultations, group supervision, and partnership supervision are mechanisms to support employees to reflect on their practice, learn from others, and build better relationships. These forums do not replace formal 1-1 line manager supervision. The line manager should be aware of consultations/group or partnership supervision taking place and notified of any advice given by the case holding practitioner. Outcomes from these complimentary forums should be considered as advice, the line manager retains responsibility for case management decisions that may follow.

Consultations are an opportunity to seek advice from specialist services within Stockport Family and partner agencies. Consultations offer an opportunity to seek alternative unique perspectives, to challenge bias, and develop new skills. Teams currently providing consultations include Aspire, the Children with Disability Team, colleagues in the MASSH and the Emotional Wellbeing Team. The details of consultations should be recorded on the child's file with a clear description of any advice given and rational.

Group supervision may be in the form of peers or teams discussions. The same principles of reflective and restorative supervision described in 4.1 should be followed in group supervision. There should be a record of group supervision recorded on the child's file that clearly identify the purpose of the discussion and any reflections/actions relevant to the child.

Partnership supervision differs from group supervision. It is a forum for health and social care and other partners to discuss their work with a family and how they are working together. Issues can arise in multi-agency working where –

1. Professionals feels stuck and unsure how to best help or support a family
2. Professionals disagree or have different views about how best to help or support a family

A partnership supervision does not replace a strategy discussion. The aim is to create a safe space in which professionals can have difficult conversations and understand each other's perspectives. A summary of thoughts or recommendations should be recorded on the child's file and rational for these. It is the line manager's responsibility to, in discussion with the case holding practitioner, and record any management decisions.

6. Supervision Agreement

The process of developing an individual supervision agreement (ISA) is as important as the written document itself. This process should be begun at the first supervision session though it may not be completed in one session. The purpose of the ISA is to establish a basis for which the supervisor and supervisee will work together during one to one supervisions. This establishment of "ground rules" should be through negotiation and should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory setting. It is worth noting that when the supervision relationship breaks down, or is less than satisfactory for either party, it is usually because of a lack of clarity or a mismatch of expectations from the outset.

When establishing the supervision agreement the following should be discussed:

- the purpose of supervision
- the frequency of supervision (see page 7)
- the venue for the supervision sessions (note: this should always be in a private room where others cannot easily overhear)
- any specific responsibilities of both supervisor and supervisee
- the recording of supervision, including where records will be kept to safeguard confidentiality, records will be typed and how quickly records will be given to the supervisee for agreement
- the arrangements for any ad-hoc or unplanned supervision
- the complaints and review process
- the practical arrangements (e.g. the process if supervision has to be cancelled/rearranged, an agreement that supervision will be uninterrupted, the anticipated length of time for each session)
- the arrangements for agenda setting (e.g. both parties to submit agendas before the session, at the start of the session etc.).

Each individual supervision agreement will be different and should be regarded as a "living" document that is changed according to the changing needs of the supervisee, an example of this may be where the frequency of supervision has been agreed and this subsequently changes as the member of staff gains confidence in their role. As a minimum it should be reviewed annually.

A pro-forma ISA is attached at Appendix A. Supervisors and supervisees should agree if this will be utilised or if a more individual document should be developed to meet their particular needs.

The suggested format for Agenda and recording supervision is attached at Appendix D. Supervisors and supervisees must prepare for supervision sessions and read any

relevant documents beforehand, including case records. Reading case records before each session will ensure familiarity with complex cases and ensure that the supervisor understands the development of the case history.

7. Frequency, Location and Length of Sessions

The minimum frequency for supervision meetings to occur is monthly for Stockport Family fieldwork staff working directly with children. Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. Any case decisions should be recorded on the case record. Ad hoc supervision should not replace formal planned sessions.

The frequency at which individual children should be discussed in supervision depends on the nature of involvement and level of risk. The supervisor should ensure that there is rationale for how often an individual child is discussed in supervision and that this is noted in the supervision recording. There should be clear management oversight on the child's case file.

Key principles –

1. All open cases should be discussed within the first month of allocation to a new social worker.
2. During supervision the team leader should indicate when the next supervision is required and rationale for this.
3. Formal case supervision should take place within one month of any significant changes in a child's life e.g. change of care giver.
4. Management decisions should be reflected on the file to reflect key decision making. This does not substitute formal supervision.
5. All open cases should be discussed at least every 3 months (minimum requirement). It may be appropriate to provide case supervision more frequently depending on the level of risk. See point 2.

Supervision meetings should take place in a comfortable, private place, without interruptions. The length of time needed will depend on the agenda and should be defined in advance. Sessions of one and a half hours are likely to offer adequate time if sessions are effectively managed and prepared in accordance with this policy. In many cases this length of time will not be necessary.

8. Quality Assurance

In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that:

- the standards of supervision as outlined in this policy are being followed
- staff are being supervised professionally and effectively
- supervision sessions are being recorded,

- individual supervision agreements are being developed, reviewed and used
- the supervision process promotes equal opportunities and anti-discriminatory practice.

The quality assurance arrangements involve:

- Service leaders in Stockport Family will directly observe each team leader in supervision and audit at least 1 supervision file for each of the team leaders for which they have responsibility at least annually.
- Observation of supervision during practice weeks

A quality assurance proforma is attached at Appendix E.

9. Complaints

Employees should be clear about whom they should contact if they feel the terms of their supervision agreement are not being met. How employees make a complaint and who to (named manager) should be included in the individual supervision agreement.

Employees should always discuss any complaints or dissatisfaction in the first instance with their supervisor and endeavour to reach an agreement within the normal supervision process.

If the complaint cannot be resolved by discussion with the supervisor the employee should raise the issue with their supervisor's manager.

10. Newly Qualified Social Workers

Stockport is committed to providing effective reflective supervision for newly qualified social workers which supports their professional development from the point of qualification onwards. All newly qualified social workers will be assigned an assessor (normally their line manager) who will be responsible for both supporting their development and assessing their practice in line with the requirements of assessed & supported year in employment (ASYE).

All newly qualified social workers will receive reflective supervision weekly from their line manager for six weeks and then monthly for the remainder of their ASYE. There will be a formal review of progress at three months and six months, with a final assessment at the end of one year.

In addition, newly qualified social workers will normally be offered additional reflective 1-1 on a monthly basis throughout their ASYE programme. The purpose of this is to supplement supervision by provided development and more in depth reflective 1-1. The ASYE will be informed who will provide the additional reflective 1-1 by their assessor. Case management responsibility and decision making remains with the line manager.

In terms of recording, the person providing additional reflective 1-1 will record any discussions relating to a child on the child's file. Personal reflections should be recorded separately on the personal supervision file of the newly qualified social worker by the named 1-1.

The supervision agreement will be supplemented by the learning agreement as required by the ASYE programme. This agreement will provide a foundation for ensuring:

- Reflective supervision
- Workload management
- A Professional Development Plan is in place
- Development time

11. Supervision and professional registration

Supervision plays an important role in supporting social work staff in developing their knowledge and skills and evidencing continual professional development as required by the HCPC. Social workers should, through supervision, have the opportunity to reflect on their practice, identify knowledge and skill gaps and be supported in completing development opportunities. Supervision should be used as a means of promoting development through PDRs.

12. Supervisors

There are 6 practice standards for supervisors in Stockport Family (Appendix F) Supervisors of Stockport Family staff should (or as soon as possible on appointment) undertake appropriate training to enable them to carry out their supervisory role. Appropriate training includes:

- Practice educators
- Stockport supervision training
- Assisted and supported programme in leadership and management (ILM Endorsed)
- Systemic approaches to management and supervision
- KSS practice supervisors

Supervisors should also undertake supervision for safeguarding training, and supervision refresher training as available and appropriate.

13 Recording and Confidentiality

13.1 Format

Any discussions and decisions relating to children (cases) should be recorded on the child's file on Liquid Logic - summarising the content of the discussion and recording all decisions made, with timescales and reporting back arrangements. Reviewing of previous actions should be recorded.

Any discussions relating to line management (section 4.2) and continuing professional development (section 4.3) should be recorded in the personal supervision file of the practitioner located on SharePoint. This includes ASYE reflective 1-1 discussions which do not relate to decisions for children.

Supervision records should ideally be recorded contemporaneously or at least in accordance with Stockport's standard for recording that is within 5 days. They should be formally agreed at the next supervision and recorded on the SharePoint template.

12.2 Content

All matters discussed in supervision may be recorded and exceptions cannot be made for particular issues to remain confidential. Matters arising with regard to the following must always be shared and recorded:

- Issues concerning staff performance and conduct
- Case issues which need to be shared with colleagues involved
- Issues concerning safety of service users and staff
- The voice and experience of children and young people from their perspective is recorded
- Matters involving legal issues affecting the service or the employee
- Annual Professional Development Plans which are shared with staff and the workforce development team
- Supervision files are audited and are therefore shared with senior leaders. They are also available to inspectors who may wish to review them as part of the inspection process.

12.3 Signing

The supervision record must always be agreed by both the supervisor and the supervisee. The previous supervision notes should be reviewed at the beginning of the next supervision - any comments or disagreements should then be recorded.

12.4 Storage and Destruction of Supervision Records

Supervision records must be stored securely to ensure that they remain confidential. The supervision file should remain with the supervisor.

When an employee leaves the Directorate the supervision records held by the supervisor should be forwarded to the Human Resources Section after 6 months and placed on the employee's file. This applies to all staff, including agency/contract staff. The records will then be held for seven years. When the supervisee transfers to another post within the Directorate, the supervision records need to be retained and follow the staff member. Supervision records should always be passed on when the supervisee moves teams or supervisor changes.

Appendix A – Supervision Template for line management supervision (not case supervision)

Date

Supervisee

Supervisor

Team

1. Agreed agenda

Review previous supervision notes to confirm these are agreed and progress of actions. Any areas of disagreement/correction to be noted.

2. Well-being

How is the supervisee feeling today? Explore how the supervisee's work may be impacting upon them such as current workload, annual leave, TOIL, work life balance. Identify and agree support for any identified needs

3. Line management

Discuss performance and provide feedback on practice including any observations/audits that have taken place.

4. Learning and Development

What learning opportunities have taken place or are booked? How do these link to the PDR. Reflect on learning from training, research, or other learning opportunities and how this will impact on practice. Consider progress towards ASYE, POPP, management programmes or other progression programmes.

PDR date

Review date

5. Supervisory Responsibilities

Provide support, and guidance anyone who performs a supervisory, mentoring or support role to others in the team or service. i.e. students, newly qualified colleagues, practice educators, ASYE supervisors, and team leaders.

6. Professional Supervision (Case supervision)

List case ID's that have been discussed in this supervision. **The full details and information about the child/actions agreed is not recorded here – it should be recorded in Liquid Logic**

Numbers only

7. Team around the school

Note the activity the supervisee has undertaken in their role within the team around the school. Reflect on what is working well and the challenges faced. Note the actions agreed.

8. Anything else that needs to be discussed

Date of next supervision

Time

Appendix B – Template for student/ASYE reflection 1-1

Date

ASYE/Student

Reflective Supervisor/Practice Educator

Team

9. Agreed agenda

Review previous notes to confirm these are agreed and progress of actions. Any areas of disagreement/correction to be noted.

10. Well-being

How is the ASYE/student feeling today? Explore how the work may be impacting upon them. Identify and agree a plan e.g. speaking to the line manager

11. Reflection

List case ID's that have been discussed in this supervision. Personal reflections and discussions about values can be recorded here. If a child is discussed in reflection time, it may be appropriate to record an account of this on Liquid Logic.

Times when it would be appropriate –

- Discussion about risk
- Ideas or thoughts about how we could work differently with a family
- Thoughts about what might be happening with a family (hypotheses)

12. Learning and Development

What learning opportunities have taken place or are booked? Reflect on learning from training, research, or other learning opportunities and how this will impact on practice.

13. Feedback

Provide feedback on practice including any observations that have taken place.

14. Anything else that needs to be discussed

Date of next supervision

Time

APPENDIX C: Supervision Agreement

Name of supervisee

Name of supervisor

Frequency of supervision meetings

Date of contract

Date contract to be reviewed - Recommended at least annually

Date of PDR

Date of PDR to be reviewed

This is the format for a supervision agreement between the supervisee and supervisor.

1. The purpose of supervision is to ensure that service users receive high quality services, and employees are supported in their work and professional development. Discussion within supervision will include:

Professional Supervision (Case Supervision)

- ☐ Ensure that practitioners are supported to make choices that are in the child's interest and that the voice and experience of children and young people from their perspective is recorded.
- ☐ Cases are managed in accordance with the authority's procedures and that all decisions are fully recorded and added to the child's electronic case file.
- ☐ Ensure best use of resources
- ☐ Supervision reflects on all aspects of the service the social worker is delivering; is regular; collaborative; it promotes empathy, self-evaluation, intellectual enquiry; it considers the worker's feelings and builds on professional competence
- ☐ Supervisees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work

Line Management

- ☐ The requirements of the service and the organisation
- ☐ Evaluate practice and provide feedback and guidance to the supervisee.
- ☐ Discuss performance issues so that the staff fully understand the requirements of their role and can determine how to improve their practice

☐ Address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

☐ Have regard to their overall duty to support the welfare of their staff.

☐ Promote anti-discriminatory practice

Continuing Professional Development

☐ Supporting the continuing learning and development of supervisees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career

☐ Constructive feedback and direct observation of practice should be part of this learning process

☐ Professional Development Plan should be based on individual learning styles in order to ensure that highlighted learning needs and learning opportunities are being progressed in the most effective way 2. A supervision meeting will take place weekly; the frequency will be decided by the supervisor above. If a meeting has to be cancelled, another meeting will be arranged for the earliest opportunity. It is a joint responsibility to ensure that the meeting is rearranged. As a guideline the meeting will be for a minimum of 1 ½ to 2 hours.

3. It will be the responsibility of the supervisor to arrange for a suitable room to be available, and to ensure that the session will not be interrupted.

4. Both the supervisor and supervisee agree to prepare for the supervision meeting.

5. Decisions and the reasons for them will be shared as appropriate. Issues concerning performance or personal issues may be shared with Senior Managers, but not without the knowledge of both parties.

6. The supervisor will keep a record of the meeting which will be agreed and signed. Both the supervisor and supervisee will agree this record and it will be electronically stored.

7. There will be a formal appraisal at, 6 months (Probationary Appraisal) and every year after this using the agreed departmental forms and procedures.

8. If there are differences that cannot be resolved, either supervisee or the supervisor may approach a senior manager for help and advice or to request a three way meeting to resolve the situation.

The supervisor will be available to provide help and advice and be available for decision making between supervision sessions. 15

APPENDIX D: Performance Development Review

Performance and Development Review

Reviewee Name: _____ Reviewer Name: _____

_____ Date: _____ A 'Performance and Development Review' provides an opportunity for an employee and their manager to reflect on the last year, plan for the year ahead and jointly develop a personal development plan for the employee.

In order to get the most out of a PDR both the employee and their manager should spend some time preparing for the meeting. Some ideas of things to think about in advance are:

Reviewer

- ☐ Ensure plenty of notice of the meeting is given and a suitable room is booked
- ☐ Read through the reviewee's previous PDR
- ☐ Review highlights, noting down case-studies and examples to discuss at the meeting
- ☐ Look through the Council's competency framework to see what areas the employee can focus on developing over the coming year
- ☐ Do not bring any 'new' information to the meeting – issues or concerns about specific pieces of work should have been discussed through the year

Remember, this is a great opportunity to discuss the previous years' work and how to move forward!

Reviewee

- ☐ Read through your last PDR
- ☐ Review your progress against any objectives set during the last PDR
- ☐ Make a note of any highlights you would like to discuss during the meeting
- ☐ Look through the Council's competency framework to see what areas you would like to develop during the coming year

Remember, this is 'your review' so make the most of it!

Part 1 – Reflecting on the last review period	
<p>The first part of your discussion is where you reflect on your performance over the last review period. Here are some ideas to help you. Record the key points from your discussion in bullet points so that you can recall your conversation the next time you review your plan.</p> <p>Conversation Starters</p> <ul style="list-style-type: none"> • What has gone well this year? • What have you done to improve services to customers or service users? • What have you done to support your team and colleagues? • What could you have done even better? • What have you learnt? • Where could you have improved your performance? • What competencies have you focussed on this year and how have you progressed? • What feedback would you like to give to your manager about their performance? 	<p><i>Summarise your discussion here and remember that you do not need to ‘think of an answer’ for every single bullet point on the left hand side of the page.</i></p>
Part 2 – Your individual delivery plan for the next review period	
<p>You can now agree your priorities for the next review period. Here are some ideas about what you and your manager could talk about in this part of the discussion.</p> <p>Conversation Starters</p> <ul style="list-style-type: none"> • What are your top priorities over the next review period and how do they contribute to the Council’s priorities? • How does your role contribute to the service, team plan or local action plan? • What are you going to do to deliver an efficient and effective service for customers or service 	<p><i>Summarise your discussion with enough detail to recall the conversation when you review your plan. This time be specific about:</i></p> <ul style="list-style-type: none"> ☐ What needs to be done? ☐ What is your deadline? ☐ Who you can go to for help?

<p>users?</p> <ul style="list-style-type: none"> • What competencies would you like to work on? • What can you do to contribute to the well-being and smooth running of your team? • How can you use new technology and your IT skills to improve the way you work? • How will you ensure you and your colleagues work safely? • Where do we need to get our house in order now to be ready for change in the future? 	
<p>Part 3 – Your Personal Development Plan</p>	
<p>The final part of your PDR discussion is to agree how you intend to develop over the next review period. Here are some ideas which you may wish to discuss.</p> <p>Conversation Starters</p> <ul style="list-style-type: none"> • How can we use your strengths more effectively? • What could you do to address any development needs which may have been identified recently? • Which elements of the competency framework will you work on next? • What support would you like to enhance your skills in the following areas: <ul style="list-style-type: none"> ✓ Use of Technology and IT ✓ Professional skills ✓ Personal skills • How prepared are you for change and is there anything we can do now to make you more prepared? • What help do you need and where can you access 	<p><i>Summarise your discussion with enough detail to recall the conversation when you review your plan.</i></p>
<p>Signed by you</p>	<p>Signed by your manager</p>
<p>Print your name</p>	<p>Payroll number</p>