



TRAFFORD
COUNCIL

Trafford CYPS

SOCIAL CARE
REFLECTIVE SUPERVISION POLICY

January 2014

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1. SOCIAL WORK SUPERVISION POLICY

1.1 Introduction

The purpose of this Supervision Policy is to provide Social Care staff, and particularly social workers, with a common framework and clear expectations for supervision so that they can deliver positive outcomes for children and families. It is designed to ensure consistent supervision practice across the service, to guarantee minimum supervisory standards and to help all involved be clear about what to expect from supervision.

The national supervision framework for employers of social workers (October 2011) sets out the requirement: 'to ensure that social workers have regular and appropriate supervision'.

The purpose of supervision is to focus on developing and motivating staff for the benefit of the individual, the organisation as a whole and the families with whom CYPS works.

1.2 Definition of Supervision

Supervision is a fundamental part of effective social work practice; it enables reflective practice to occur and ensures that evidence based practice is followed. Supervision is an ongoing process in which Children's Social Workers receive guidance, support and challenge in a formal setting. It provides the opportunity for workers to think, explore and confront issues that are pertinent to their ability to perform their role to the expected standard. It is also a mutually beneficial exchange which allows managers and staff to explore what, why and how work is undertaken and managed within the overarching framework of council objectives, values and priorities - particularly working in the best interests of the child.

Through supervision, managers of Children's Social Workers ensure that Trafford CYPS's accountability is properly exercised in accordance with its legal obligations.

This formal supervision is provided in a regular meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives. Ad hoc and peer supervision may also be used to support practice but they cannot and should not replace planned, formal, recorded one to one sessions.

When staff need to check something with a supervisor or need a decision between supervision sessions, then ad hoc or informal supervision may be required; any actions or decisions must be recorded on the relevant ICS file.

Peer learning and group supervision within teams may be used to compliment the formal supervision.

1.3 The Purposes of Supervision

- To ensure the quality and standard of the service delivered to the user.
- To promote the development and skills of social work staff.
- To establish accountability for the work of CYPS.

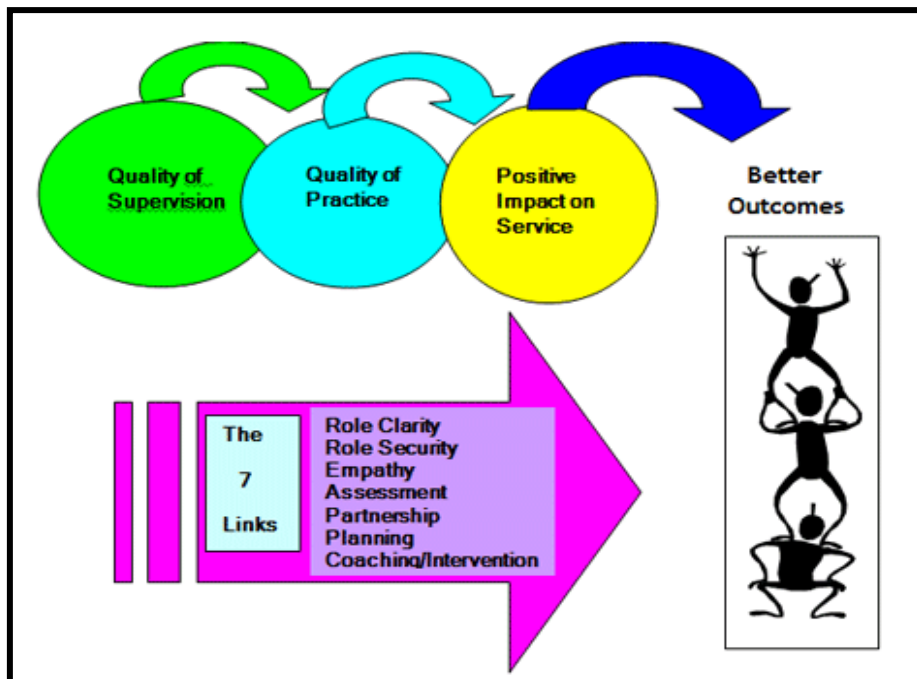
The national Supervision Framework specially requires that supervision covers: -

- Quality of decision making and interventions
- Line management and organisational accountability
- Caseload and workload management
- Identification of further personal learning, career and development opportunities

1.4 Principles of Supervision

- The best interest of the service user is at the heart of the process
- Supervision is an explicit departmental and national (GSCC) requirement
- All members of staff require supervision on a regular basis
- Supervision is a shared responsibility to deliver the most effective service
- Supervision promotes competent, accountable and empowered practice
- Supervision promotes equalities and positive practice

1.5 Good supervision leads to good outcomes



Good supervision requires a planned and staged process including the 7 Links referred to in the above diagram. Supervisors need to ensure that the social worker is clear about their purpose, role and responsibility and only through this can they achieve positive outcomes.

At the same time, the social worker needs to be supported to be confident and clear to carry out the tasks planned. It is crucial that the supervisor has the skill to identify any such concerns and to build up the practitioner's confidence.

Supervisors should identify the stage of development of their staff and work to develop the practitioner's knowledge, skills and confidence. The supervisor should be developing the worker's practice skills; this may be done through co-working a case or providing observation and feedback of the worker or through setting up other coaching, co-working, or other observational opportunities.

1.6 The supervision agenda

The supervision process covers four main areas:

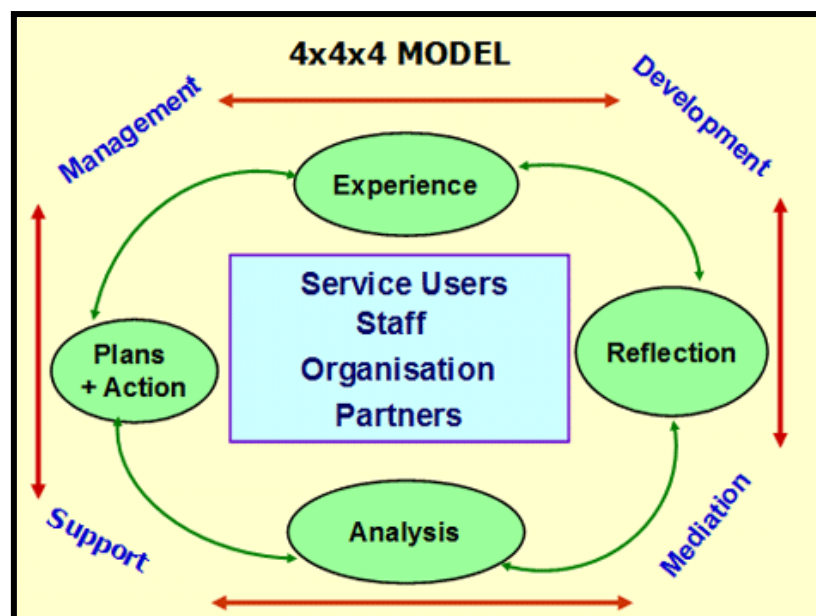
- Support and mediation for the worker
- Professional Supervision (Case Supervision)
- Line Management and accountability
- Continuing Professional Development

A list of 'helpful questions' are contained in Appendix 6.

1.7 The model of supervision

This 4X4 model of supervision, developed by Tony Morrison, brings together the functions, stakeholders and the main processes involved in supervision. The emphasis is on seeing supervision as itself an integral part of the intervention with 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.



1.8 Links to other policies and procedures

This supervision policy needs to be operated alongside other Trafford CYPS procedures such as induction, probationary period assessments, performance reviews, identifying staff training needs, managing absence, health and safety and progression. It also links to the Recording Policy for Social Care staff.

1.9 Supervision Agreement

An example Supervision Agreement is contained in Appendix 5 – this can be adapted or a suitable alternative used in its place.

The purpose of the supervision agreement is to establish the basis on 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.

When establishing the supervision agreement the following will be discussed:

- the purpose of supervision
- the frequency of supervision
- the specific responsibilities of both supervisor and supervisee
- the preparation required before a session including agenda setting, producing summaries, reading
- the recording of supervision, including where records will be kept to safeguard confidentiality, whether records will be typed or handwritten, how quickly records will be given to the supervisee for signature.
- the arrangements for any ad-hoc or unplanned supervision
- how any difficulties with supervision will be resolved
- how and when the agreement will be reviewed
- 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)

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.

1.10 Frequency, location and length of sessions

The national standard is to ensure that supervision takes place at least weekly for the first six weeks of employment of a newly qualified social worker, at least fortnightly for the duration of the first six months, and a minimum of monthly supervision thereafter.

In Trafford the minimum frequency for Supervision Meetings to occur is monthly for experienced social workers, and all other fieldwork staff working directly with children. For managers the minimum frequency for supervision is six weekly. However, supervision frequency also needs to be tailored to the developmental and professional needs of the social worker and a higher frequency will be appropriate according to the stage of professional development, the complexity of the workload and, in some cases, the particular circumstances of the supervisee.

Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. All case decisions should be recorded on the case record. Ad hoc supervision must not replace formal planned sessions.

A maximum of two hours is recommended. If sessions are effectively managed and prepared in accordance with this policy, this will be manageable. In many cases this length of time will not be necessary.

1.11 Recording of Supervision

All supervision sessions must be recorded. A Pro-forma for recording supervision is attached to this Policy at the end. Once this form is completed by the supervisor it can either be directly scanned in or typed and stored in an electronic supervision folder. The original supervision form will be later returned to the supervisee for them to retain in their own paper based supervision folder.

Part 1 of the template allows for the recording of a general discussion which includes an opportunity to discuss general well being (including personal issues), training etc.

Part 2 of the supervision record consists of a Caseload Checklist. This is used as an opportunity for the worker and manager to consider the status of all cases and consider if there are any significant risks or issues which require further discussion. **It is recommended that one-third of the workers caseload is considered under this section at every supervision session – this ensures that each quarter all of the caseload of the social worker has been considered at some point in supervision.** If decisions are made and recorded on any case the social care worker then has the responsibility of transferring these decisions on to ICS in respect of each case within 24 hours and this should be marked as a supervision decision.

Following the analysis through Part 2 it will then be possible to pull out one or two cases which require further discussion – this will be recorded in Part 3. This section allows for more detailed reflective practice discussion and more detailed recording. Once the column headed Plan & Action is populated it is the responsibility of the social care worker to transfer the relevant entry on to ICS in respect of each case within 24 hours and this should be marked as a supervision decision.

Supervisors have the responsibility to ensure that each worker has an up to date Annual PDR. The worker is responsible for maintaining their own CPD record (required for HCPC Registration standards).

Part 4 of the pro-forma is optional; it allows for more detailed discussion on key issues or identified areas of reflection. This section is optional.

Additionally to the above recording of supervision it is a requirement that every worker who carries a caseload must do a 3 month summary of their cases. These summaries can also be used in supervision to ensure cases are considered and appropriate decisions are taken and then recorded.

1.12 Supervision Folder (held by Supervisee)

All social care staff should maintain a supervision folder which contains:

- Front Sheet with dates of supervision and basic information (Appendix 4)
- Supervision agreement/contract
- A list of all the dates of supervision and PRD
- The workers CPD record
- Staff information such as date of last DBS check, HCPC registration, PDR's etc

A record of decisions relating to cases must be noted on the supervision record by the supervisor and then transferred to the relevant ICS file within 24 hours by the supervisee.

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 supervisee
- Annual Personal Development Plans which are shared with staff and workforce development team
- Supervision files are available to inspectors who may wish to review them as part of the inspection.

The supervision records 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 Trafford CYPS the supervision record will be retained for 6 years.

This information is to be stored securely as part of the former employee's Human Resources file and will be subject to regular review to ensure any supervision records will be destroyed promptly on reaching the 6 year limit.

1.13 Quality Assurance – ensuring the quality of supervision

The following measures will be used to monitor the quality of supervision:

- All supervisors will receive training for supervision.
- Supervisors will be encouraged to seek feedback from their staff.
- Staff will be encouraged to comment about supervision via an annual survey.
- Supervision Audits.

1.14 Resolving Supervision Difficulties

The manager of each supervisor is responsible for reviewing and considering the quality and effectiveness of supervision which is being provided to every social worker on a regular basis. Every supervisor should regularly check with their supervisees that the process is meeting their needs. Supervisees who have concerns about whether their supervisory needs are being met should first speak to their supervisor about this. However, if the issues cannot be resolved by discussion with the supervisor the supervisee should raise the issue with their supervisor's manager named in the supervision agreement.

2. APPENDICES

Appendix 1 – Trafford Supervision Standards

GENERAL

1. Supervision takes place between a member of staff (supervisee) and their line-manager (or designated person). It is a one-to-one event.
2. Group supervision can also be used in addition to supervision to complement it, but it must not replace one-to-one supervision.
3. All managers should formally supervise all staff for which they are responsible or nominate someone suitable to perform this task on their behalf.
4. A supervision contract should be drawn up jointly at the beginning of every supervisory relationship.
5. All social care staff in Trafford CYPS will receive regular supervision which will be underpinned by The Children and Young People Strategy, The Children and Young People Plan, Service Plans and Service Specifications.
6. Supervision must not be; rushed, interrupted, one-sided, focused on the supervisors needs, negative or demoralizing or unsupportive.
7. Frequency of supervision should be specified in the Supervision Contract and follow the following pattern: Heads of Service and Operational Managers – every 6 weeks. Area Team Leaders, Senior Practitioners and Social workers – every Month. Newly qualified staff should receive weekly supervision for the first 6 weeks and then fortnightly supervision for the remaining first 6 months.
8. Supervision can be more frequent if either the supervisor or the supervisee feels this is necessary.
9. Supervision should be treated as a priority and should be planned for by both the supervisor and the supervisee.

SUPERVISORS RESPONSIBILITIES

1. To be familiar with this Policy and to undertake supervision training in order to provide the supervisee with management, development, mediation and support.
2. To make supervision a priority and to be accessible to the supervisee to ensure that their cases are discussed, reflected upon, analysed and plans and action are agreed.
3. To ensure the supervisee understands their role and responsibilities and to support them in the exercise of that role.
4. To ensure appropriate induction and training is planned, supported and monitored according to the supervisee's needs.

5. To quality assure the supervisee's work and to assess performance and give constructive feedback.
6. To address continuing poor performance issues and implement capability procedures if necessary.
7. To use performance management data to benchmark division/team performance against local and national standards.
8. To be open and honest at all times and to be clear that supervision is part of the accountability framework for social work practice.
9. To accept constructive criticism positively.
10. To monitor absence from work and explore any issues arising.
11. To respond appropriately to personal problems that may affect the supervisee's well being and work performance.
12. To respond appropriately to any issues regarding equalities considerations Opportunities for the supervisee or service users.

SUPERVISEES RESPONSIBILITIES

1. To make supervision a priority and to prepare appropriately for it.
2. To ensure that requested actions are completed to the standard and timescale requested.
3. To demonstrate professionalism by showing commitment to the development of knowledge and expertise.
4. To use performance management data positively to monitor their own performance against Directorate and national standards.
5. To inform the supervisor of any issues arising within their team/area and seek guidance when necessary.
6. To accept constructive criticism positively and take the necessary action to improve performance.
7. To give the supervisor constructive feedback on their supervisory role.
8. To raise any issues around equality of opportunity experienced or observed.

SENIOR MANAGERS RESPONSIBILITIES

1. To be familiar with the supervision policy and guidelines
2. To monitor and evaluate the standard of the supervisory process
3. To ensure that supervisors and supervisees are fulfilling their responsibilities and that the desired outcomes are being achieved.

Appendix 2 – Checklist for Supervision Content

PROFESSIONAL SUPERVISION (Case Supervision)

Specific Case Discussion

- Ask when the child was last seen and the circumstances (e.g. if alone)
- Confirm statutory visits have taken place and relevant checks made (e.g. sleeping arrangements seen)
- Agree frequency of visiting over next agreed period.
- Analyse risk to children and ensure there is a clear focussed plan with specific roles and tasks, signed by all involved and clearly linked to the child's needs.
- Explore evidence of partnership working with child, parents/carers and other agencies.
- Explore the pros and cons of different courses of action and the consequences for the children and carers/different outcomes of each action.
- For Looked After Children – check all documents are complete to enhance service to child – Essential Information, Placement Plan, Care Plan, Review Form, PEP's, Health Plans, and AAR.
- For children who have a child protection plan – ensure there is a valid child protection plan and core group meetings are taking place at the required frequency.

LINE MANAGEMENT ACCOUNTABILITY

General casework discussion

- Discuss and agree action plan from file audit.
- Check and feed back on progress from previous file audit
- At every supervision, check caseload for accuracy and ensure match with computer record.
- Complete workload measurement.
- Review workload and priorities for the forthcoming month.
- Check deadlines in forthcoming month e.g., Child Protection Conference, LAC reviews and agree time to ensure paperwork completed on time.

- Agree and sign decisions, plans, recording etc in line with policy and procedure.
- Check progress and timescales of initial and core assessments.
- Ensure assessment and analysis are clear and compatible.
- Check questionnaires sent out on completion of assessment.

General Management Issues

- Look at resources needed (services and funding) and agree how to pursue and action these.
- Review quality of written work.
- Check currency of all diary recording and case summaries.
- Ask about things not done – agree priorities and ensure agreement re timescales for completion.
- Explore learning and to enhance understanding/practice in particular cases.
- Discuss and agree action on any relevant Health and Safety matters
- Check TOIL/Leave owing and agree any to be booked

Mediation of issues

- Agree messages to pass to Senior Managers.
- Agree actions on general matters arising from case discussion, including necessary liaison with other parts of the service.
- Highlight unmet need and agree method of recording and informing.
- Give information and instruction on any recent departmental and governmental requirements.
- Explore changes within and between agencies and other implications for the work.

CONTINUING PROFESSIONAL DEVELOPMENT

- Review appraisal.
- Agree nominations for formal training – need identified via appraisal, training needs analysis, matters arising during supervision.
- Agree action plans for attendance at training.
- Agree learning outcomes derived from nominated training.
- Discuss any learning/issues from training.

- Explore and agree other developmental activities and timescales for these.
- Give pointers to resources e.g. reading, sources of information.
- Give advice and coaching or arrange for others to do this.
- Give positive and constructive feedback on work activities.

Appendix 3 Supervision checklist (to help social workers prepare for supervision)

TOIL and Annual Leave:	
How many hours of TOIL do you have to claim?	
Is TOIL sheet up to date?	
How many days/hours Annual leave do you have remaining?	
Is your MiTrent leave record up to date?	

1) Name of Child/Young Person:

Case recording:	
Date of last entry	
Is case recording reflective of the work that has been completed, or is work required to bring this up to date?	
Does case recording accurately reflect case discussions with co-workers, managers and partner agencies?	
Are Supervision decisions included?	

When was child/young person last seen by you? (Recorded on ICS in red font? Is the box on case note checked off to indicate that child was seen?)	
Are visits in line with procedures and guidelines (e.g, for children in care, placement visits to be conducted within first week of placement, every 6 weeks for first 12	

months, then every three months thereafter).	
Was child/young person seen alone or together with parent/carer/other professional?	
Has direct work/wishes and feelings work been completed with child/young person?	
Does recording accurately reflect when child/young person was seen/not seen, and if child not seen, why this was the case?	

Chronology:	
Date of last entry	
Is chronology reflective of work undertaken within the family?	
Does the Chronology demonstrate patterns of concern that remain outstanding?	

CIN/CP	
When was the last CIN/Core Group meeting held?	
<p>Is this in line with procedures?</p> <p>CIN:</p> <ul style="list-style-type: none"> - Initial Review at 6 weeks - then 3 months <p>then 6 months thereafter</p> <p>Core Group:</p> <ul style="list-style-type: none"> - within 10 working days - at least 6 weekly between conferences 	
Are meetings accurately noted in case	

recording and on Chronology?	
Are minutes up to date and easily located on the system?	
Date of last plan	
Is there evidence to demonstrate that plans are regularly reviewed? e.g – at least 6 weekly for CP	
Do plans accurately reflect the ongoing work completed with the family, and areas of outstanding need? i.e – are they SMART? (Specific, Measurable, Attainable, Realistic, Timely).	

LAC	
Evidence of Initial Health Assessment on Liquid Logic?	
Is the Placement Plan up to date and reflective of current placement (has placement been 'made live')?	
Date of last Care Plan – is this reflective of child/young person's needs, and the needs of parents/carers?	
Date of next review. Are Review Meeting reports up to date?	
Date of last PEP	

PLO	
Date of Initial PLO meeting	
Date to be reviewed	

Work outstanding: e.g. Parenting assessment, genogram, viability assessment	
Proceedings	
Date proceedings were initiated. Date due to be concluded (within 26 weeks)	
Date/type of next court hearing	
Work outstanding and date to be filed: e.g. Care Plan, updated parenting assessment, statement, Placement with Parent regulations.	

What support, if any, do you feel would be useful in ensuring that case file is up to date? (e.g, time to work away from the office, time limited removal from duty rota, consideration given to co-worker on complex case?)	
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2) Name of Child/Young Person:

Case recording:	
Date of last entry	
Is case recording reflective of the work that has been completed, or is work required to bring this up to date?	
Does case recording accurately reflect case discussions with co-workers, managers and partner agencies?	
Are Supervision decisions included?	

When was child/young person last seen? (Recorded on ICS in red font? Is the box on case note checked off to indicate that child was seen?)	
Are visits in line with procedures and guidelines (e.g, for children in care, placement visits to be conducted within first week of placement, every 6 weeks for first 12 months, then every three months thereafter).	
Was child/young person seen alone or together with parent/carer/other professional?	
Has direct work/wishes and feelings work been completed with child/young person?	
Does recording accurately reflect when child/young person was seen/not seen, and if child not seen, why this was the case?	

Chronology:	
Date of last entry	
Is chronology reflective of work undertaken within the family?	
Does the Chronology demonstrate patterns of concern that remain outstanding?	

CIN/CP	
When was the last CIN/Core Group meeting held?	
Is this in line with procedures? FSM : - Initial Review at 6 weeks	

<ul style="list-style-type: none"> - then 3 months <p>then 6 months thereafter</p> <p>Core Group:</p> <ul style="list-style-type: none"> - within 10 working days - at least 6 weekly between conferences 	
Are meetings accurately noted in case recording and on Chronology?	
Are minutes up to date and easily located on the system?	
Date of last plan	
<p>Is there evidence to demonstrate that plans are regularly reviewed?</p> <p>e.g – at least 6 weekly for CP</p>	
<p>Do plans accurately reflect the ongoing work completed with the family, and areas of outstanding need?</p> <p>i.e – are they SMART? (Specific, Measurable, Attainable, Realistic, Timely).</p>	

LAC	
Evidence of Initial Health Assessment on Liquid Logic?	
Is the Placement Plan up to date and reflective of current placement (has placement been 'made live')?	
Date of last Care Plan – is this reflective of child/young person's needs, and the needs of parents/carers?	
Date of next review.	

Are Review Meeting reports up to date?	
Date of last PEP	

PLO	
Date of Initial PLO meeting	
Date to be reviewed	
Work outstanding: e.g. Parenting assessment, genogram, viability assessment	
Proceedings	
Date proceedings were initiated.	
Date due to be concluded (within 26 weeks)	
Date/type of next court hearing	
Work outstanding and date to be filed: e.g. Care Plan, updated parenting assessment, statement, Placement with Parent regulations.	

What support, if any, do you feel would be useful in ensuring that case file is up to date? (e.g, time to work away from the office, time limited removal from duty rota, consideration given to co-worker on complex case?)	
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3) Name of Child/Young Person:

Case recording:	
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Date of last entry	
Is case recording reflective of the work that has been completed, or is work required to bring this up to date?	
Does case recording accurately reflect case discussions with co-workers, managers and partner agencies?	
Are Supervision decisions included?	

When was child/young person last seen? (Recorded on ICS in red font? Is the box on case note checked off to indicate that child was seen?)	
Are visits in line with procedures and guidelines (e.g, for children in care, placement visits to be conducted within first week of placement, every 6 weeks for first 12 months, then every three months thereafter).	
Was child/young person seen alone or together with parent/carer/other professional?	
Has direct work/wishes and feelings work been completed with child/young person?	
Does recording accurately reflect when child/young person was seen/not seen, and if child not seen, why this was the case?	

Chronology:	
Date of last entry	
Is chronology reflective of work undertaken within the family?	
Does the Chronology demonstrate patterns of concern that remain outstanding?	

CIN/CP	
When was the last CIN/Core Group meeting held?	
<p>Is this in line with procedures?</p> <p>FSM :</p> <ul style="list-style-type: none"> - Initial Review at 6 weeks - then 3 months <p>then 6 months thereafter</p> <p>Core Group:</p> <ul style="list-style-type: none"> - within 10 working days - at least 6 weekly between conferences 	
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Date of last plan	
<p>Is there evidence to demonstrate that plans are regularly reviewed?</p> <p>e.g – at least 6 weekly for CP</p>	
<p>Do plans accurately reflect the ongoing work completed with the family, and areas of outstanding need?</p> <p>i.e – are they SMART? (Specific, Measurable, Attainable, Realistic, Timely).</p>	

LAC	
Evidence of Initial Health Assessment on	

Liquid Logic?	
Is the Placement Plan up to date and reflective of current placement (has placement been 'made live')?	
Date of last Care Plan – is this reflective of child/young person's needs, and the needs of parents/carers?	
Date of next review. Are Review Meeting reports up to date?	
Date of last PEP	

PLO	
Date of Initial PLO meeting	
Date to be reviewed	
Work outstanding: e.g. Parenting assessment, genogram, viability assessment	
Proceedings	
Date proceedings were initiated. Date due to be concluded (within 26 weeks)	
Date/type of next court hearing	
Work outstanding and date to be filed: e.g. Care Plan, updated parenting assessment, statement, Placement with Parent regulations.	

What support, if any, do you feel would be useful in ensuring that case file is up to date?	
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(e.g, time to work away from the office, time limited removal from duty rota, consideration given to co-worker on complex case?)	
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4) Name of Child/Young Person:

Case recording:	
Date of last entry	
Is case recording reflective of the work that has been completed, or is work required to bring this up to date?	
Does case recording accurately reflect case discussions with co-workers, managers and partner agencies?	
Are Supervision decisions included?	

When was child/young person last seen? (Recorded on ICS in red font? Is the box on case note checked off to indicate that child was seen?)	
Are visits in line with procedures and guidelines (e.g, for children in care, placement visits to be conducted within first week of placement, every 6 weeks for first 12 months, then every three months thereafter).	
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Does recording accurately reflect when child/young person was seen/not seen, and if child not seen, why this was the case?	

Chronology:	
Date of last entry	
Is chronology reflective of work undertaken within the family?	
Does the Chronology demonstrate patterns of concern that remain outstanding?	

CIN/CP	
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Are minutes up to date and easily located on the system?	
Date of last plan	
<p>Is there evidence to demonstrate that plans are regularly reviewed?</p> <p>e.g – at least 6 weekly for CP</p>	
Do plans accurately reflect the ongoing work completed with the family, and areas of	

<p>outstanding need?</p> <p>i.e – are they SMART? (Specific, Measurable, Attainable, Realistic, Timely).</p>	
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LAC	
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Proceedings	
Date proceedings were initiated. Date due to be concluded (within 26 weeks)	
Date/type of next court hearing	
Work outstanding and date to be filed:	

e.g. Care Plan, updated parenting assessment, statement, Placement with Parent regulations.	
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5) Name of Child/Young Person:

Case recording:	
Date of last entry	
Is case recording reflective of the work that has been completed, or is work required to bring this up to date?	
Does case recording accurately reflect case discussions with co-workers, managers and partner agencies?	
Are Supervision decisions included?	

<p>When was child/young person last seen?</p> <p>(Recorded on ICS in red font? Is the box on case note checked off to indicate that child was seen?)</p>	
<p>Are visits in line with procedures and guidelines (e.g, for children in care, placement visits to be conducted within first week of placement, every 6 weeks for first 12 months, then every three months thereafter).</p>	

Was child/young person seen alone or together with parent/carer/other professional?	
Has direct work/wishes and feelings work been completed with child/young person?	
Does recording accurately reflect when child/young person was seen/not seen, and if child not seen, why this was the case?	

Chronology:	
Date of last entry	
Is chronology reflective of work undertaken within the family?	
Does the Chronology demonstrate patterns of concern that remain outstanding?	

CIN/CP	
When was the last CIN/Core Group meeting held?	
<p>Is this in line with procedures?</p> <p>FSM :</p> <ul style="list-style-type: none"> - Initial Review at 6 weeks - then 3 months <p>then 6 months thereafter</p> <p>Core Group:</p> <ul style="list-style-type: none"> - within 10 working days - at least 6 weekly between conferences 	
Are meetings accurately noted in case recording and on Chronology?	

Are minutes up to date and easily located on the system?	
Date of last plan	
Is there evidence to demonstrate that plans are regularly reviewed? e.g – at least 6 weekly for CP	
Do plans accurately reflect the ongoing work completed with the family, and areas of outstanding need? i.e – are they SMART? (Specific, Measurable, Attainable, Realistic, Timely).	

LAC	
Evidence of Initial Health Assessment on Liquid Logic?	
Is the Placement Plan up to date and reflective of current placement (has placement been 'made live')?	
Date of last Care Plan – is this reflective of child/young person's needs, and the needs of parents/carers?	
Date of next review. Are Review Meeting reports up to date?	
Date of last PEP	

PLO	
Date of Initial PLO meeting	
Date to be reviewed	
Work outstanding:	

e.g. Parenting assessment, genogram, viability assessment	
Proceedings	
Date proceedings were initiated. Date due to be concluded (within 26 weeks)	
Date/type of next court hearing	
Work outstanding and date to be filed: e.g. Care Plan, updated parenting assessment, statement, Placement with Parent regulations.	

What support, if any, do you feel would be useful in ensuring that case file is up to date? (e.g, time to work away from the office, time limited removal from duty rota, consideration given to co-worker on complex case?)	
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Appendix 4 – References for Supervision Guidance

1. Building a Safe Confident Future (2009) Final Report of the Social Work Task
2. Morrison, T (2009) Guide to the Supervision of Newly Qualified Social Workers. CWDC Leeds
3. Morrison, T; Wonnacott, J; Frankel J. (2009) Guide to the Supervision of Workers during the early development period. CWDC. Leeds.
4. CWDC/Skills4Care (2007) Providing Effective Supervision: Effective Workforce Development Tool. CWDC/Skills4Care Leeds
5. Brandon M; Belderson, P; Warren, C; Howe, D; Gardner, R; Dodsworth, J; Black, J. (2008). Analysing Child Deaths and Serious Injuries: what can we learn? A Biennial Analysis of Serious Case Reviews. Research Report DCFS-RR023. Nottingham.
6. Laming, H (2009) The Protection of Children in England. TSO
7. Morrison, T (2005) Staff Supervision in Social Care: Making a Real Difference to Staff and Service Users, (3rd edit.) Pavilion, Brighton
8. DfE - A child-centred system - The Government's response to the Munro review of child protection July 2011
9. National **Supervision Framework for employers of social workers (October 2011)**
10. Supervision Guide 2011 /12 – A Practical guide for supervising Children's Social Workers. CWDC (due to be published in 2012).

Appendix 5 – Example Front Sheet for Supervision Folder

FORMAL SUPERVISION LOG FOR:.....

Month	Date	Duration	Signature of Supervisor	Signature of Supervisee
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				

Appendix 6

Information Sheet for Supervision Folder

NAME:

Name of counter Signature:

PDR	Date	Date copy sent to training	Signature of Supervisor	Signature of Employee
PDP 1				
PDR 2				

Annual Driving Licence, MOT and Insurance Check MOT N/A Insurance Policy	Date: Renewal date: Signature:
--	--------------------------------------

HCPC Registration No:	
HCPC Bi- Annual Renewal Date:	

DBS Certificate Number:	
DBS Renewal Date:	

Appendix 7 Key Data Sheet for Supervision Folder



Key Data Sheet

Work details	
Name	
Position	
Team	
Line Manger	

Personal details	
Home Address	
Address line 1	
Address line 2	
Home Phone number	
Mobile Phone number	

Next of Kin & emergency contact

1st contact	
Name	
Relationship	
Address if applicable	
Mobile	

2nd contact	
Name	
Relationship	
Address if applicable	
Mobile	

Appendix 8 - Example Supervision Contract

SUPERVISION CONTRACT

Contract for Supervision between:

[Supervisee]

[Supervisor]

- Work Place - []
- Supervision will take place at a frequency of []
- The venue for Supervision will be []
- Supervision will last for [up to 2 hours] It will be extended or reduced only by mutual consent

Interruptions to supervision will only be acceptable in the following circumstances:

- Urgent personal matters for either party
- Urgent case matters which require immediate attention by either or both parties
- Emergency/unforeseen circumstances
- The safety of either party is compromised

Supervision will only be cancelled/postponed in the following circumstances:

- The absence from work due to sickness for either party
- Urgent personal matters for either party
- Urgent case matters which require immediate attention by either or both parties e.g. court appearance
- Emergency/unforeseen circumstances
- Other procedures take precedence
- Annual Leave

In all such circumstances supervision should be re-arranged to take place at the first available, mutually agreed opportunity.

- Privacy is at the core of the supervision process. However: Confidentiality cannot be guaranteed where the safety of children may be compromised.
- Supervision files will be audited on a regular basis or subject to other inspection. Audits will be reported anonymously, but individual concerns arising from such audits may be reported to appropriate line managers
- Supervision will be undertaken under the framework of the Children and Young People's Services 'Performance Management – the Role of Supervision' procedure.

- Concerns from either party about the process and/or conduct of the other party within or relating to supervision will be reported by the aggrieved party to the supervisor’s line manager.

Signed:

Supervisee.....

Supervisor

Date:

Appendix 9 – Useful questions to guide supervision (more in CWDC Supervision Manual)

Questions around the supervisory cycle

For a more substantial overview and examples of questions supervisors should refer to Appendix three of the supervision guide 2011

1. Focussing on experience

These questions aim to support accurate and detailed recall of events. A partial description of the situation can cause problems later in the cycle, but the right questions can help workers recall more detail, more accurately.

- What was your aim? What planning did you do? What was your role?
- What did you expect to happen? What happened?
- What did you say and do? What did the user say, do or show?
- What were the key moments and what stuck out?
- What words, non-verbal signals, interactions, sounds, images or smell struck you?
- What or who was hard to observe and what observations or concerns do other agencies have?
- What went according to plan and what didn't happen?

2. Focussing on reflection

The questions aim to draw out feelings, they may bring out further information or may reveal the social workers underlying attitudes. They may also give clues about the personal factors complicating the social workers responses.

- What did you feel at the start of the visit/interview?
- Describe the range of feelings you had during the session and what did these remind you of?
- What patterns did you see in the visit? Are these familiar and have you encountered similar processes?
- Who/what does this user remind you of?
- What do you think the user was feeling? Based on what?
- Where and when did you feel most or least comfortable?
- What thoughts/ideas went through your mind during the session?
- What are the similarities/differences between this contact and your previous contact?
- What was left unfinished?

3. Focussing on analysis

These questions help with analysis by probing the meanings given to situations by the supervisee and user. They may help you identify what is not known or understood and lead to areas for further assessment.

- List three assumptions you, the co-worker or the user brought to the session.
- How do you define your role in this situation and how does your employer define it?
- What aims/outcomes for this session were or were not achieved?

- What went well, or not well and why? What other, possibly unexpected outcomes, did the session produce?
- How far did the session confirm or challenge your previous understanding or hypothesis about this situation?
- What new information emerged? What is not known?
- What bits of theory, training, research, policy or values might help you make sense of what was happening in this session?
- What areas of further assessment are required and what conclusion are you drawing from this work so far?

4. Focussing on action plans

These questions help translate the analysis into planning, preparation and action by identifying outcomes and success criteria as well as considering potential complications and contingency plans.

- In light of the reflection and analysis we've done, what's your overall summary of the needs, strengths and risks for the service users in this situation?
- What are you responsible for in managing this situation and what needs obtaining before proceeding?
- What is urgent and essential? What would be desirable?
- What would be a successful outcome of the next session from your perspective? The users perspective?
- What are the best or worst responses from the user?
- What contingency plans are needed, what is the bottom line?
- Who needs to be involved (co-worker, supervisor, agency)? What would you like from them?
- Any safety issues for you or others? What can be done to minimise the dangers?

Appendix 10 (Bruce Thornton Risk Assessment Tool)

Risk Assessment – Stage 1			
Name of child/ Young person:			
Client number:			
Date of birth:			
Date of assessment:			
<i>For help on each section, please refer to Risk 1 Guidance</i>			
Reason for this 'Risk Assessment' being undertaken (e.g. review, supervision)			
Are there any concerns that indicate “significant harm”?		Yes	<input type="checkbox"/>
		Not sure	<input type="checkbox"/>
		No	<input type="checkbox"/>
Reason for decision			
Follow Up Actions			
Indication of ‘significant harm’, follow ‘Child Protection Procedures’			<input type="checkbox"/>
Undertake a Risk Assessment – Stage 2			<input type="checkbox"/>
No further action required			<input type="checkbox"/>

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Repeat or review this Risk Assessment – Stage 1		<input type="checkbox"/>	
Target date to repeat this risk assessment (optional)			
Name of Social Worker		Date	
Name of Team Manager		Date	

SOCIAL CARE SUPERVISION TEMPLATE

(to be used in conjunction with Trafford CYPS Social Care Supervision and Reflective Practice Policy April 2012)

Guidance

Recording of Supervision

All supervision sessions must be recorded using this pro-forma. Once this form is completed by the supervisor it can either be directly scanned in or typed and stored in an electronic supervision folder. The original supervision form will be later returned to the supervisee for them to retain in their own paper based supervision folder.

Part 1 of the template allows for the recording of a general discussion which includes an opportunity to discuss general well being (including personal issues), training etc.

Part 2 of the supervision record consists of a Caseload Checklist. This is used as an opportunity for the worker and manager to consider the status of all cases and consider if there are any significant risks or issues which require further discussion. **It is recommended that one-third of the workers caseload is considered under this section at every supervision session – this ensures that each quarter all of the caseload of the social worker has been considered at some point in supervision.** If decisions are made and recorded on any case the social care worker then has the responsibility of transferring these decisions on to ICS in respect of each case within 24 hours and this should be marked as a supervision decision.

Following the analysis through Part 2 it will then be possible to pull out one or two cases which require further discussion – this will be recorded in **Part 3**. This section allows for more detailed reflective practice discussion and more detailed recording. Once the column headed Plan & Action is populated it is the responsibility of the social care worker to transfer the relevant entry on to ICS in respect of each case within 24 hours and this should be marked as a supervision decision.

Part 4 provides an opportunity to record a more in depth reflective practice discussion. This section is optional.

NAME:
Signature:

SUPERVISOR:
Signature:

DATE:

Part 1 - GENERAL DISCUSSION

(A/L, TOIL, Sickness, General Wellbeing, Training, Development, Supervision Contract, Any other issues)

SUPERVISION RECORD

Part 2 - CASELOAD CHECKLIST (it is recommended that one third of the worker's caseload should be considered at every supervision session – this ensures that every case has been discussed at supervision at least every quarter).

Name of Child	Are there any concerns that indicate significant harm?			When was the Child's Plan last updated?	Record of discussion and agreed Actions (any decisions or agreed actions must be imputed into the relevant ICS file within 24 hours)
	Yes	No	Not sure		
(1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

(4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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(9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUPERVISION RECORD

Part 3 - CASE DISCUSSION					
FAMILY NAME <i>(Include number of children, and status, i.e. CP/CIN/CLA, PLO, Proceedings etc)</i>	STORY <i>(Include - Child seen? If not, why not?) What is your aim? What are the key moments? What are other agencies' views? What have you observed? Did/is it going according to plan?</i>	REFLECTION How do you feel during visits or about the family/case? Have you had similar experiences, what does this teach you? How is it for the child/family?	ANALYSIS How do you define your role? What are the current risks? Have you held any assumptions? What are your aims? What is known? Future areas of work	PLAN & ACTION <i>(Include dates of forthcoming reviews, meetings) (This information must be recorded on ICS by Social Worker within 24 hours)</i>	
Family name				Action required	By when?
Child(ren) last seen?					
Last statutory visit?					
CIN/CP/PLO/CLA					

FAMILY NAME <i>(Include number of children, and status, i.e. CP/CIN/CLA, PLO, Proceedings etc)</i>	STORY <i>(Include - Child seen? If not, why not?) What is your aim? What are the key moments? What are other agencies' views? What have you observed? Did/is it going according to plan?</i>	REFLECTION How do you feel during visits or about the family/case? Have you had similar experiences, what does this teach you? How is it for the child/family?	ANALYSIS How do you define your role? What are the current risks? Have you held any assumptions? What are your aims? What is known? Future areas of work	PLAN & ACTION <i>(Include dates of forthcoming reviews, meetings) (This information must be recorded on ICS by Social Worker within 24 hours)</i>	
Family name				Action required	By when?
Child(ren) last seen?					
Last statutory visit?					
CIN/CP/PLO/CLA					

FAMILY NAME <i>(Include number of children, and status, i.e. CP/CIN/CLA, PLO, Proceedings etc)</i>	STORY <i>(Include - Child seen? If not, why not?) What is your aim? What are the key moments? What are other agencies' views? What have you observed? Did/is it going according to plan?</i>	REFLECTION How do you feel during visits or about the family/case? Have you had similar experiences, what does this teach you? How is it for the child/family?	ANALYSIS How do you define your role? What are the current risks? Have you held any assumptions? What are your aims? What is known? Future areas of work	PLAN & ACTION <i>(Include dates of forthcoming reviews, meetings) (This information must be recorded on ICS by Social Worker within 24 hours)</i>	
Family name				Action required	By when?
Child(ren) last seen?					
Last statutory visit?					
CIN/CP/PLO/CLA					

Part 4 – ADDITIONAL REFLECTIVE PRACTICE DISCUSSION (Optional)

In-depth reflective practice discussion.