



Education and Children's Services Scrutiny Board (2)

Time and Date

2.00 pm on Thursday, 9th March, 2017

Place

Committee Room 2 - Council House

Public Business

1. **Apologies and Substitutions**
2. **Declarations of Interests**
3. **Minutes** (Pages 3 - 6)
 - a) To agree the minutes of the meeting held on 9th February, 2017
 - b) Matters Arising
4. **Supervision of Social Care Progress Report** (Pages 7 - 74)

Report of the Executive Director for People
5. **Improving Quality Assurance** (Pages 75 - 80)

Report of the Executive Director for People
6. **Outstanding Issues** (Pages 81 - 84)

Briefing Note of the Scrutiny Co-ordinator
7. **Work Programme** (Pages 85 - 92)

Briefing Note of the Scrutiny Co-ordinator
8. **Any Other Business**

Any other items of business which the Chair decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Martin Yardley, Executive Director, Place, Council House Coventry

Wednesday, 1 March 2017

Notes: 1) The person to contact about the agenda and documents for this meeting

is Michelle Rose, Governance Services, Council House, Coventry, telephone 7683 3111, alternatively information about this meeting can be obtained from the following web link: <http://moderngov.coventry.gov.uk>

2) Council Members who are not able to attend the meeting should notify Michelle Rose as soon as possible and no later than 1.00 p.m. on 9th March, 2017 giving their reasons for absence and the name of the Council Member (if any) who will be attending the meeting as their substitute.

3) Scrutiny Board Members who have an interest in any report to this meeting, but who are not Members of this Scrutiny Board, have been invited to notify the Chair by 12 noon on the day before the meeting that they wish to speak on a particular item. The Member must indicate to the Chair their reason for wishing to speak and the issue(s) they wish to raise.

Membership: Councillors N Akhtar, S Bains, D Gannon, S Hanson (Co-opted Member), K Jones (Co-opted Member), D Kershaw, M Lapsa, A Lucas, P Male, K Maton (By Invitation), C Miks, M Mutton (Chair), R Potter (Co-opted Member), E Ruane (By Invitation) and P Seaman (By Invitation)

Please note: a hearing loop is available in the committee rooms

If you require a British Sign Language interpreter for this meeting OR if you would like this information in another format or language please contact us.

Lara Knight/Michelle Rose

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e-mail: lara.knight@coventry.gov.uk michelle.rose@coventry.gov.uk

Coventry City Council
Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)
held at 2.00 pm on Thursday, 9 February 2017

Present:

Members: Councillor M Mutton (Chair)
Councillor N Akhtar
Councillor D Gannon
Councillor D Kershaw
Councillor M Lapsa
Councillor J Lepoidevin (substitute for Councillor P Male)
Councillor S Walsh (substitute for Councillor C Miks)

Co-Opted Members: Mrs S Hanson and Mrs K Jones

Cabinet Member: Councillor Maton

Employees (by Directorate):

A Brennan, People Directorate
J Gregg, People Directorate
G Holmes, Resources Directorate
K Nelson, People Directorate
M Rose, Resources Directorate
M Stokes, People Directorate

Apologies: Councillor S Bains
Councillor A Lucas
Councillor P Male
Councillor C Miks
R Potter

Public Business

56. Declarations of Interests

There were no Disclosable Pecuniary Interests.

57. Minutes

The minutes of the meeting held on 12th January, 2017 were approved.

58. Sherbourne Fields School

Councillor Mutton welcomed the young people of Sherbourne Fields to the meeting and Members of the Board introduced themselves. The students presented two video clips about pupils' views at Sherbourne Fields.

The young people asked questions of the Scrutiny Board and Cabinet Member for Education and Skills about the following:

- school transport changes and independent travel training

- work placements
- the stability of Sherbourne Field School

The Board discussed the following issues with the young people:

- access and mobility
- the value of travel training
- school learning
- work experience in libraries
- schools for students with a disability

RESOLVED that

- 1) The Scrutiny Board would write to pupils and staff at Sherbourne Fields to thank them for their contributions to the meeting.**
- 2) officers investigate the availability of council work experience opportunities.**

59. Improvement Board - 25th January, 2017

Further to Minute 50/16 the Scrutiny Board noted a joint briefing note which detailed progress on the Children's Services Improvement Plan, reported to the Children's Services Improvement Board on 25th January, 2017 based on data from December, 2016. The next Improvement Board would be held on 8th March, 2017.

The progress report included information on short term priorities for improvements and the action plan was attached. The three main priority areas were quality of practice, workforce development and partnership working. Also appended to the progress report was a performance overview.

The Scrutiny Board questioned the Cabinet Member and officers on the following:

- Communication
- Timeframe for improvement
- Early identification of need
- Performance
- Return Home Interviews
- Reduced financial support
- Social worker salary
- Foster carer numbers

RESOLVED that the Scrutiny Board requested:

- 1) The e-newsletter be sent to SB2 members including co-opted members**
- 2) The report be updated to include a note about the number of Return Home Interviews that have been refused by the young people**
- 3) A report be included in next month's supervision report to the Board about performance management of middle managers**
- 4) A briefing note be provided on the number of children currently placed with foster carers and the number of children currently in residential care**

60. **Education Performance Report**

The Scrutiny Board considered a briefing note and presentation of the Director of Education, Adult Education and Libraries which updated members on Coventry's educational performance.

The Board considered the published validated data for Early Years Foundation Stage Profile (EYFSP), Phonics and Key Stage 1, Key Stage 2, Key Stage 4 and 16-19 attainment. The Board also considered the ofsted profile and headline achievement data for vulnerable groups including, children looked after, pupil premium (disadvantaged) free school meals, special educational needs, English as an additional language, and ethnicity groups.

The presentation highlighted the following :

- The Vision
- Education Partnerships
- Transformation Programme
- Review of Successes and priorities
- Changes in Primary Assessment
- Early Years and Primary
- Key Stage 4 and 16-18
- Changes in Accountability
- Coasting definitions

The Board questioned the Cabinet Member for Education and Skills and officers on aspects of the reports including:

- Challenge and support for schools
- The effects of changes
- Recruitment of teachers

The Scrutiny Board were delighted with the improvements made in Coventry Primary Schools. 95.4% of pupils were now attending a good or outstanding Primary school compared to 42% in August 2012.

RESOLVED that the Scrutiny Board request

- 1) Officers communicate the amazing improvements in Coventry primary school Ofsted results**
- 2) Officers provide data about individual secondary school results**

61. **Outstanding Issues**

The Scrutiny Board noted the briefing note of the Scrutiny Co-ordinator regarding outstanding actions requested by the Board.

RESOLVED that the officers responsible for outstanding issues be contacted.

62. **Work Programme**

The Scrutiny Board noted the work programme.

63. **Any Other Business**

Congratulations to the Adult Education Service Tutor

The Scrutiny Board would like to send their congratulations to the Adult Education Service Tutor who had been nominated by a learner for a sign language award and was a national finalist at the signature annual BSL awards.

(Meeting closed at 4.00 pm)



Coventry City Council

Briefing note

To: Education and Children's Services Scrutiny Board

Date: 9 March 2017

Subject: Supervision of Social Care Progress Report

1 Purpose of the Note

- 1.1 To inform the Education and Children's Services Scrutiny Board (2) of the progress on the recommendations from the Scrutiny Task and Finish Group on Supervision of Social Work staff over the last six months.

2 Recommendations

- 2.1 It is recommended that the Education and Children's Services Scrutiny Board:
- 1) Consider the information presented and note the progress made to date.
 - 2) Identify any recommendations to the appropriate Cabinet Member.

3 Background/Information

- 3.1 At a meeting in June 2015, Members of the Education and Children's Services Scrutiny Board agreed to establish a task and finish group to look in more detail at the supervision of social care staff, to support the improvement plan.
- 3.2 The Task and Finish Group met four times to look in detail at the work already done to improve supervision of staff, talk to existing managers and analyse information from staff supervision undertaken in 2014 and 2015, to be able to identify other areas of improvement.
- 3.3 Recommendations were reported to Cabinet in April 2016, the recommendations were endorsed and it was agreed that Scrutiny maintain an oversight on progress against the recommendations and any future changes in performance, receiving a report in six months and twelve months.
- 3.4 This report provides a six month progress update since October 2016 against the recommendations.

Progress against recommendations

4 Recommendation 1 - To update the Supervision Policy to take into account the following:

- a) *That regular sample audits of supervision be undertaken to monitor both quality and quantity of supervision*
- b) *The quality control section of the Supervision Policy reflects Member's oversight*

- c) *That supervision training is part of the induction for new managers*
 - d) *That reflective supervision is used as a standard part of regular supervision session*
 - e) *That children's views and wishes are discussed and these discussions are recorded during supervision sessions*
- 4.1 The Supervision Policy continues to be embedded and is seeing areas of improvement across the quality of supervision. There are some challenges in the systems and processes working with Managers on this. The Supervision Policy will be reviewed again at the end of March 2017 to bring in line with Signs of Safety, the overarching framework used to further improve practice. The Supervision Policy is attached Appendix A.
 - 4.2 The quality of control section of the Supervision Policy reflects Members oversight.
 - 4.3 The service continue to commission reflective supervision training by a lead trainer. Reflective supervision is used as a standard part of regular supervision and has been incorporated into the Policy. All newly appointed managers will be expected to attend the supervision skills training, and it will also form part of the induction for them.
 - 4.4 Children's views and wishes are discussed and recorded during supervision sessions. The advice has been made more explicit in the new Policy and templates and audit tool.
- 5 Recommendation 2 – To ensure the updated supervision policy is implemented and complied with across the whole service**
- 5.1 The updated Supervision Policy was implemented in November 2016 and continues to be embedded. Areas of improvement across the quality of supervision include a standardised framework that promotes reflective and analytical supervision. Clearer recording template.
 - 5.2 The challenges continue to be changing the culture of compliance to purposeful and outcome focussed supervision. There is further work needed to take forward group supervision as model to promote deeper learning and peer challenge.
- 6 Recommendation 3 – That all managers with casework responsibility to have received recent supervision training within six months, then all managers across the service within 12 months**
- 6.1 In Children's Family First/Social Care and Regulated Services, there are a total of 66 Managers. Since April 2015, 45 Managers (Heads of Service /Service Managers/Team Managers) have received training in supervision. A Further 18 Managers across Childrens Services completed the Bespoke 2 day reflective supervision course between November and January 2017. Feedback from the training was positive with managers reporting that they found the learning and development opportunity extremely beneficial to supporting their practice.
 - 6.2 Due to operational demand some managers have not been able to attend this training, further training is scheduled for 2017. It will be an expectation that managers who did not attend are prioritised.
- 7 Recommendation 4 – That a statement of intent regarding levels of caseload is developed**
- 7.1 Through the Children's services transformation programme work is underway to issue a statement of intent on case load weighting. This will have a clear focus on the expected specified case load levels across social work roles and settings. A proposed Social Work Progression scheme will formalise these arrangements matching individual social worker capacity and competency against their workload.
- 8 Recommendation 5 – That good practice is identified and shared across the service, not just teams**
- 8.1 Good practice is shared across the service at Practice Improvement Forums that are held bi-monthly. Topics have included: What does good look like? WRAP training /Toxic Trio. The January Practice Improvement Forum focussed on CSE and key messages from recent audit activity.

- 8.2 The service commenced a programme of work entitled Putting Practice First. This commenced with the successful practice conference that was attended by 124 frontline managers and practitioners, the event focussed on best practice and improving services for Children and Young People and their Families.
- 8.3 Over the course of the next 3 months practice led master classes are being facilitated by the Principal Social Worker with leading national academic and practice leads. The focus of these workshops is aligned to the improvement work that is being led by the Director Children's Services and the Senior Leadership which will cover thematic areas of the children and young peoples' journey.
- 8.4 In February Coventry hosted a 5 day advanced practice learning week for practice leads on Signs of Safety, this enabled practitioners, managers and Independent Chairs to develop and grow their confidence in using this framework. This event was extremely well received.
- 8.5 Signs of Safety practice is also shared with staff via webpages that have been specifically set up to share practice case studies and events via link below:
http://beacon.coventry.gov.uk/directory_record/6101/signs_of_safety
- 8.6 Principal Social Worker and the Senior Leadership Team are planning a Practice Development Week from the 26th June to 30th June. This will consist of national leads from universities and respected organisations across the children and young people's social care system leading workshops to promote and celebrate good practice.
- 9 Recommendation 6 – That within 3 months all staff to have a supervision agreement**
- 9.1 A Supervision Agreement has been developed, the template for completing this is included in the updated Policy. Work is ongoing to continue to recruit more permanent social workers and to stabilise the workforce.
- 10 Recommendation 7- That Research In Practice to be promoted to all staff to make use of current research and evidence to inform their practice**
- 10.1 Research in Practice (RiP) is promoted to all staff and is embedded in the Assessed Supported Year in Employment (ASYE) programme. A review of the learning and development pathway for Newly Qualified Social Workers (NQSWS) and Experienced Social Worker has been completed to ensure that it meets the requirements of the forthcoming Social Work Accreditation programme being led by the DFE.
- 10.2 Rip continues to be a central platform to promoting learning, development and reflection for frontline practitioners. Over the last two months Rip have supported the Practice Conference and led the Route 21 and Multi Agency workshop on adolescent risk and practice improvement.
- 10.3 Work is continuing to promote the use of Rip through the Senior Practitioners Forum, Children's Induction and the ASYE and EPD Programmes
- 10.4 Take up by practitioners using Rip has increased, over the next 3 months there will be further activity to promote the tools and learning to support our continuous improvement journey.
- 11 Recommendation 8 – That annual appraisal, using the Council's behaviours framework are undertaken**
- 11.1 The annual appraisal, and the Council behaviours framework is in place and will be used by all staff during the next quarter. This is in line with the council's expectation and corporate guidance that 80% of our employees/staff will have completed their appraisal by end of August 2017.
- 12 Recommendation 9 – That a staff survey is undertaken on an annual basis to enable oversight of the impact and implementation of the policies and practice across Children's Services**
- 12.1 Annual Organisational Health Check for 2017 is scheduled for July 2017, this will have a focus on the quality and impact of supervision.

13 Moving forward and next steps

13.1 The Supervision Policy will be reviewed again in March 2017, templates will be revised and the Policy will continue to be embedded and used across the service.

Authors:

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Appendix A



Children's Services Social Work Supervision Policy

Updated November 2016

This policy updates the existing supervision policy (February 2015)

Equality and Diversity statement

The policy aims to be accessible to everyone regardless of age, disability, gender, race, sexual orientation, religion/belief or any other factor that may result in unfair treatment or inequalities in health/employment

1.0 Policy Rationale

1.1 The policy sets out the Children Services commitment to providing quality support and supervision to all members of staff who have a significant role in working with children and young people.

1.2 The Council aims to provide appropriate, responsive and flexible services for the most vulnerable citizens of Coventry and can only do this if staff understand what is expected of them, have the skills, knowledge, behaviours, values and attitudes necessary to carry out their roles, are fully supported in their work and are managed effectively.

1.3 Supervision is a key factor in achieving this and the policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

It should be read with the accompanying guidance and procedures of the City Council

- Code of Conduct
- Policy on Health and Safety
- Dignity at Work
- Disciplinary Procedure
- Capability Procedure
- Prevention and Management of Stress at Work
- Grievance Procedure

The policy is informed by the requirements set out in the Standards for Employers of Social Workers published by the LGA which require that they provide effective and appropriate supervision by ensuring that social workers have regular and appropriate social work supervision, opportunities for effective continuing professional development as well as access to research and-relevant knowledge

The policy is informed by the requirements set out in the HCPC Standards of Proficiency, which state that registered Social Workers have a duty to: understand the value of critical reflection for practice and the need to record the outcomes of such reflection appropriately; recognise the value of supervision, case reviews and other methods of reflection and use supervision to support and enhance the quality of their social work practice.

2.0 Scope of the Policy

2.1 This policy provides a framework for supervision for all registered Social Workers (whether they are permanent, temporary or agency) working for Coventry City Council in Children's Services. For Social workers and their managers 'supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes.'
Providing Effective Supervision, Children's Workforce Development Council (2007)

3.0 Definitions, Functions and Purposes of Supervision

3.1 Supervision is a participative process through which supervisors assure that employees are performing their roles to a satisfactory standard, and have the appropriate support and training to do so in line with the policies and procedures of Coventry City Council. Supervision also forms a key part of individual performance management.

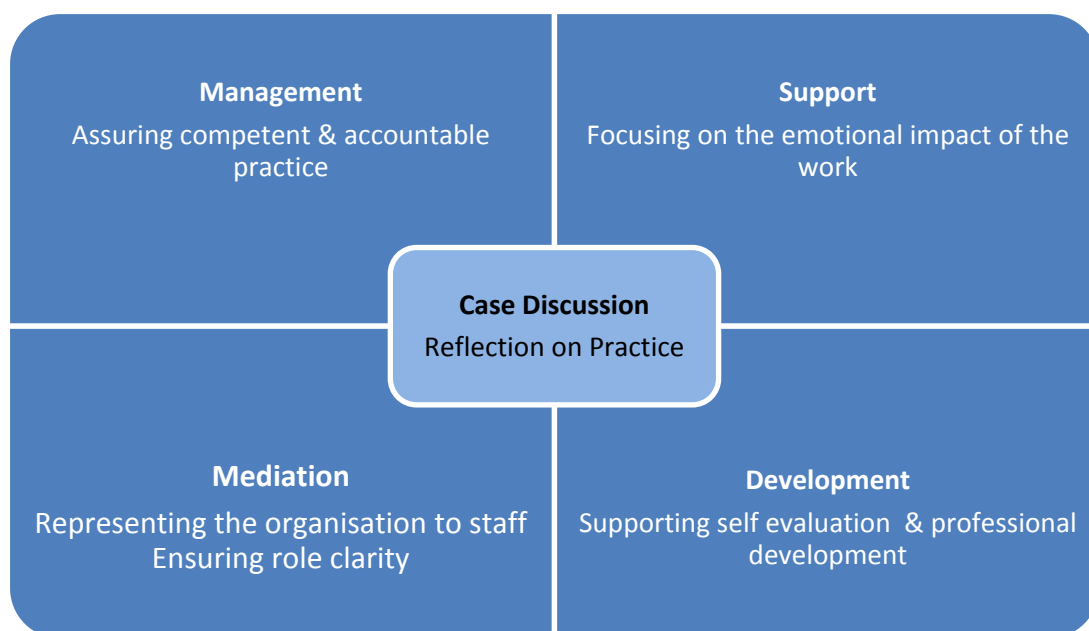
3.2 For Social Workers and allied staff supervision should use critical reflection in their practice to support them in *examining the power dynamics of family and professional situations and the structures which influence perceptions and decisions; reflecting on that experience and analysing our actions and feelings to plan how to act in future*

3.3 Whilst supervision can be provided in a variety of ways in children's services this is primarily through a regular one-to-one meeting and is an opportunity for staff to talk face-to-face with their supervisors, to influence their own development and that of the service as well as to receive support and encouragement (Applying the RiP Anchor principles, Appendix 2 & using 'EARS' Appendix 3)

3.4 The primary purpose of supervision is to achieve better outcomes for children and young people by:

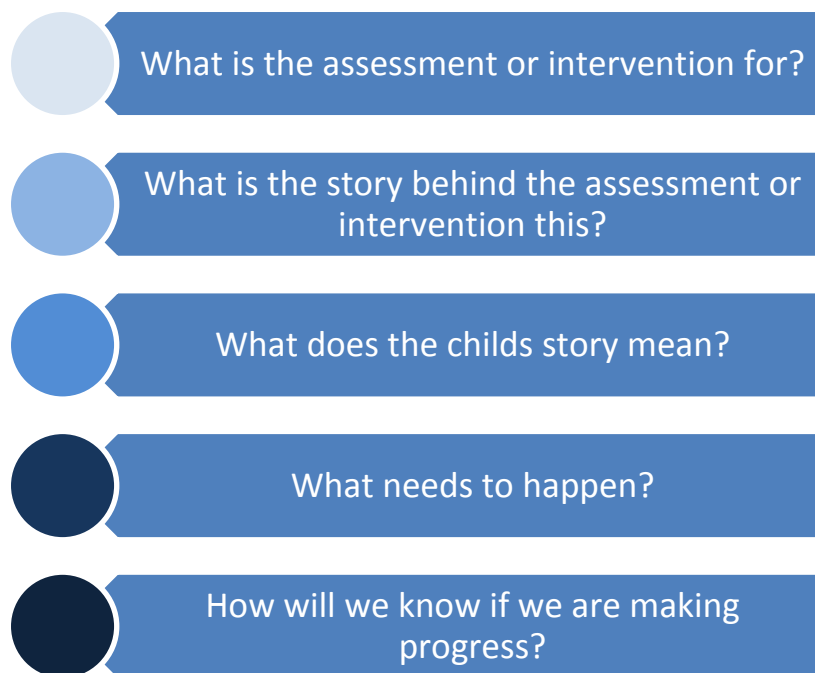
- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating their performance on behalf of the agency
- Supporting workers to maintain emotional resilience
- Valuing workers views and feelings; motivating them
- Ensuring the supervisee is clear about roles and responsibilities; enabling decision making on behalf of the child and the agency
- Providing space for case discussions and critical reflection; deepening their knowledge of a child and their critical analytical skills
- Identifying gaps in practice skills deepening workers knowledge and promoting a learning culture

Fig 1 The key functions of effective supervision



3.5 Workload pressures and time constraints and a lack of physical space often get in the way of providing supervision. Basic actions to avoid this include: using and reviewing an agreed Supervision Contract; booking ahead and ensuring sufficient time in both diaries; using a suitable environment; using a supervision recording template; separating reflect and case supervision and using additional group supervision to promote reflection.

Fig 2 *RiP Anchor supervision principles*



Applying the RiP Anchor principles Fig 2 to supervision (see Appendix 2)

4.0 Frequency and duration

4.1 The duration and frequency of supervision sessions will depend on the setting, type of work involved, the experience and expertise of the worker and ongoing operational considerations.

- The usual frequency is every 4 weeks and no less than six-weekly
- Sessions should be between 1½ and 2 hours in duration
- All staff should receive a minimum of 10 supervision sessions per year

4.2 No staff member should go without a supervision session for more than two months and it is the shared responsibility of the supervisor and the supervisee to assure this.

4.3 More frequent supervision sessions may be required where the supervisor is, for example, working with newly qualified staff, (see ASYE Handbook) to meet individual deadlines or targets or where the supervisee requires greater support due to ongoing performance concerns.

4.4 This should be discussed and agreed by supervisor and supervisee to avoid any suggestion that a particular member of staff is being singled out for different, preferential or unfair treatment.

4.5 The actual frequency for individual staff should be set out in the terms of the Individual Supervision Agreement (see Appendix 1) and any permanent deviation from the recommended frequency should be agreed and recorded in the Individual Supervision Agreement.

4.6 Formal supervision sessions are normally held on a planned one-to-one basis and group or peer supervision sessions may supplement these.

4.7 There may be discussions and decisions about daily work issues, problems arising, or changes in policies and procedures that emerge in group meetings and informal, unplanned or 'ad-hoc' discussions. When decisions about children have been made in between formal supervision sessions, the worker and the supervisor must ensure that key decisions made with regard to a service user are clearly recorded on the service user's record.

5.0 The Individual Supervision Agreement (see Appendix 1)

5.1 The Individual Supervision Agreement sets out the framework for supervision and provides a degree of protection for the supervisor and supervisee. It also ensures that everybody involved has the same understanding of the supervisory process within their work area. The Agreement should state the supervisory arrangements applicable to an individual member of staff.

5.2. The agreement should be drawn up using the Supervision Contract Discussion Pro-forma (see Appendix 1) and a copy retained on the individuals supervision file.

6.0 Roles and responsibilities

6.1 Responsibilities of managers, supervisors and supervisees

6.2 It will normally be the line manager's responsibility to supervise his or her staff. In exceptional circumstances with the agreement of a senior manager alternative arrangements can be made.

Fig 3 Supervisory responsibilities - manager's checklist

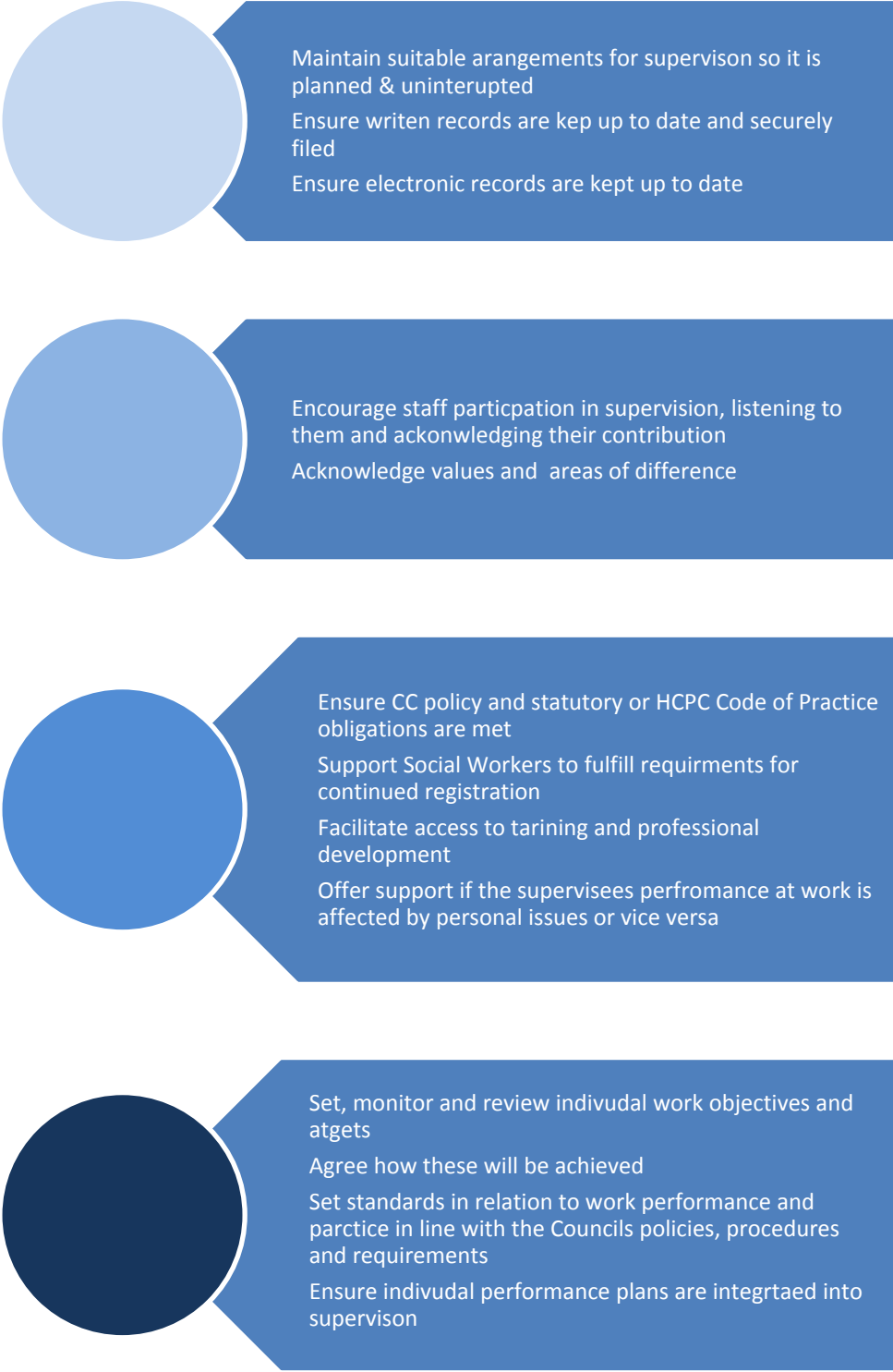
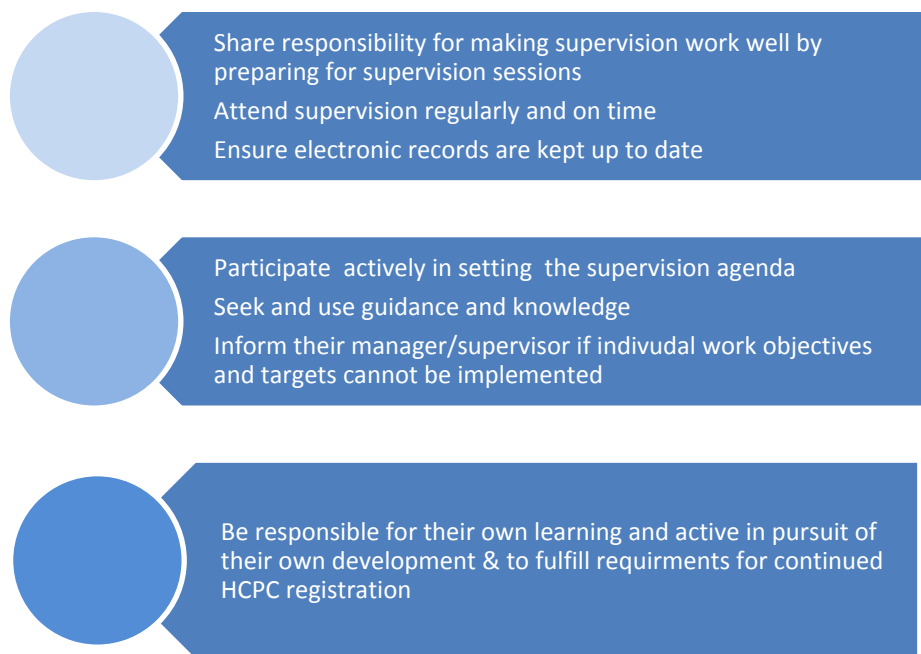


Fig 4 Responsibilities of Social Workers – workers checklist



6.3 All managers, supervisors and supervisees should ensure arrangements for supervision are made and adhered to.

6.4 Where there is an inter-agency agreement in place, this supervision Policy and procedures should be used.

6.5 Individual supervision records are held in an employee's supervision file (see Appendix 5). Staff have the right to access their personal data under the Data Protection Act (1998) and may be used in internal and external audit processes.

7.0 Performance Management Process

7.1 Managers are expected to complete an annual 'Performance Management Review' appraisal, identifying four to five SMART objectives for the year. More information can be found at

<http://beacon.coventry.gov.uk/downloads/download/960/behaviours%20>

PMR forms are accessed via the Beacon "Performance Management" link - <http://beacon.coventry.gov.uk/performancemanagement>. PMR forms should be completed online, but blank Word versions are downloadable on the above web page if needed. 20

8.0 Record of Supervision

- 8.1 In general the supervision record (see Appendix 4) should record details of any agreements reached, who is responsible for undertaking any action and the timescales. In the case of any disagreement concerning issues discussed in supervision, the disagreement should be recorded.
- 8.2 Each supervisor will keep a Supervision File (see Appendix 6) of supervision records to be maintained throughout an employee's career. Supervision files should include a copy of the individual's job description, role profile, records of induction and copies of PDRs. The Supervision File must be kept in a secure place.
- 8.3 Supervision records belong to the organisation. To ensure continuity of management accountability, support and development, the records should be transferred to the next Supervisor if the supervisee is moving to another post within the organisation. The records will remain the property of the Children's Services Department
- 8.4 Access to supervision files will be restricted to the supervisor, supervisee, senior managers, and HR as appropriate, and to officers and other agencies involved in any auditing or personnel purposes.
- 8.5 There may be some occasions when personal information does not need to be recorded. This will normally be where such information does not have a direct impact on work performance or service delivery and it has been agreed by all parties that it will remain confidential within the supervisory or line management relationship.
- 8.6 Where matters relate to an individual and their family these must be recorded separately on the child's electronic file (see Appendix 5). If a paper copy is also made the original will be filed on the service user's case file. A brief note may be made on the workers supervision record regarding the individual service user, taking into account confidentiality, to inform future sessions.
- 8.7 A legible, accessible, written record of every supervision session must be made. (See Appendix 4)
- 8.8 The supervisor is ultimately responsible for the production of adequate, accessible supervision records (even if they are written, with agreement, by the supervisee). Every effort should be made to ensure that the record is an accurate reflection of the interaction between supervisor and supervisee.
- 8.9 The supervision record is agreed by the supervisor and supervisee and signed (by both parties) as an accurate record of discussions and decisions made. If the supervisee does not agree with any part of the record and agreement cannot be reached on re-wording, they should be able to add their own comments or amendments which then become part of the record of that session.
- 8.10 In the case of a person leaving the City Council, records must be kept locally for at least 2 years. Records should be kept locally for longer if there is any possibility of litigation. Advice should be requested, if needed, from the Freedom of Information Officer.

8.11 Where necessary any targets or deadlines must be recorded to enable review at the subsequent supervision session.

8.12 It is appropriate for either party to record supervision as long as notes are shared and agreed as part of the individual supervisee's development.

9.0 Quality Assurance

9.1 In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that the Councils expected standards of supervision as outlined in this policy are being followed:

- Staff are being supervised professionally and effectively
- Supervision sessions are recorded
- Individual Supervision Agreements are used and reviewed
- The supervision process promotes anti-discriminatory practice

9.2 The quality assurance arrangements include the auditing of a random selection of supervision files on a 3 monthly basis by a quality assurance manager on behalf of the DCS. The findings along with data from the activities described below will be reported as part of the department's performance reporting and quality assurance schedules

9.3 Each month Service Managers will select a supervision file from the Social Work caseload in one of their teams for examination using the agreed audit tool (see Appendix 7.)The outcome, including any actions required, will be noted and signed on the manager's supervision record, including a discussion about the quality of their supervisory practice.

Appendices

The following documents should be used as tools to ensure effective supervision.

Appendix 1 Supervision Contract Discussion & Agreement

To be completed at the start of a new job (at every change of supervisor) and reviewed annually.

Appendix 2 The Anchor principles of Supervision

Appendix 3 EARS

Appendix 4 Record of Supervision - to be completed at every one-to-one supervision session

(PDR Forms- to be completed at the annual or 6-monthly review or at the induction of a new employee)

**Appendix 5 Case Discussion Recording
Template**

Appendix 6 Supervision File Structure

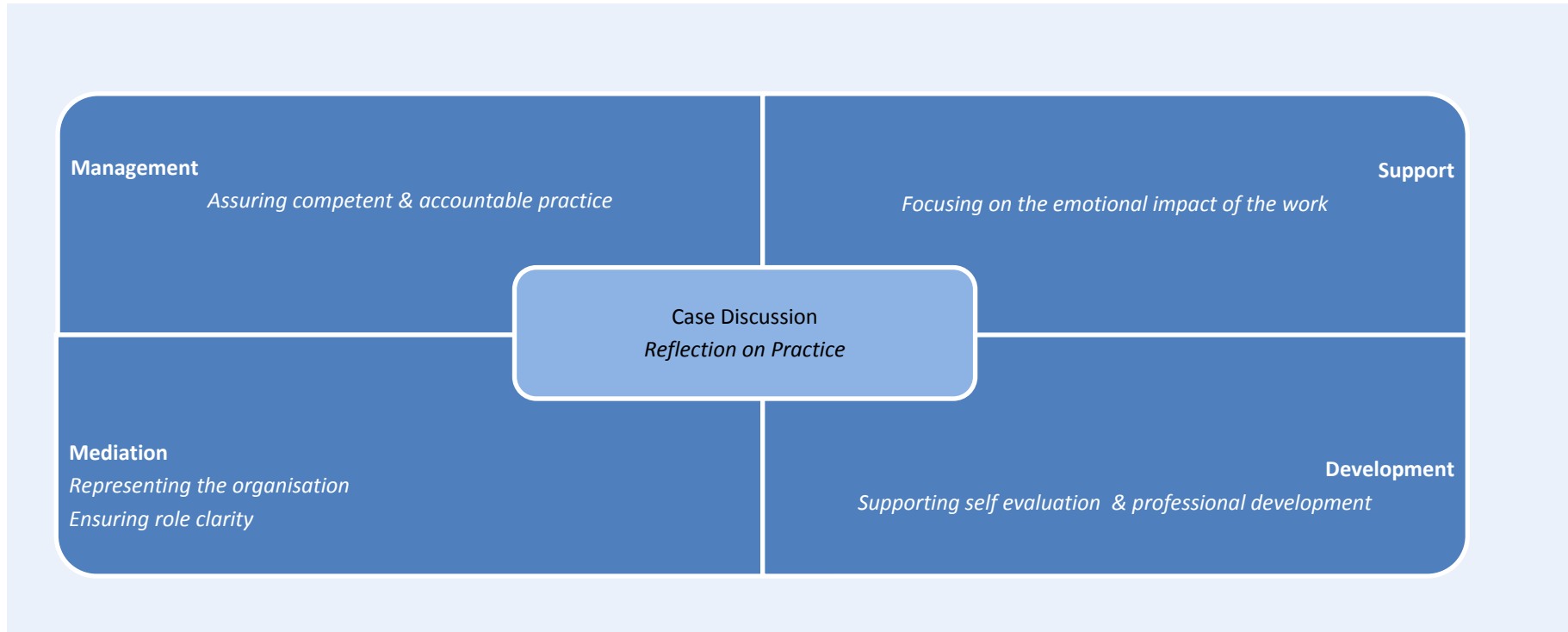
Appendix 7 Supervision Audit Tool

Appendix 1

Supervision Contract Discussion & Agreement

Most supervision policies include a contract between the supervisor and the supervisee. The most important part of the contract is the discussion that takes place prior to signing it, because this is when supervisor and supervisee can explore their expectations both of each other and of supervision and develop a clear understanding of the expectations which can build the kind of trusting relationship that underpins good reflective supervision

This tool can be used to explore and agree the key activity areas of supervision and to record the key outcomes of the discussion in each area. This forms the contract between the supervisor and supervisee



Supervisee		
Supervising Manager		
Date		

Areas for Discussion	Details of agreement reached
<i>Supervision Arrangements</i>	
Purpose: What is the purpose from the point of view of the Council, the manager and the Social Worker	
Frequency: When will supervision occur Where will supervision take place How long is each session	
Changing arrangements: In what circumstances may supervision be canceled When might it be interrupted	
Agenda Who prepares the agenda How long before should it be available	
Confidentiality: When will information be shared outside supervision and with whom	
Recording: What will be recorded and how Who will record it Where will it be stored	
Review: When will the supervision contract be reviewed How will the experience and quality of supervision be measured and recorded	

Management Functions

What information will be required about cases to inform oversight of decision making
Who will bring information and in what format

How much time will be spent on casework discussion in each supervision session
Where will individual children's casework is to be discussed
How will the worker demonstrate effective outcomes from their casework

How will support around managing workload and prioritising tasks be provided, including recognizing the workers learning style, resources and tools to support

How will the manager provide critical and reflective supervision (analysis)

How will feedback about performance be provided, will this be part of regular supervision sessions, how would this be recorded, where and who might it be shared with

<i>Support Functions</i>	
How much time should be spent on support discussion at each supervision session and where should it come in the agenda	
Where will discussions about supervisee's feelings around personal and work-related issues be recorded and who else might they be shared with How does the supervisee seek help	
Conflicts within the team: How will any issues affecting team relationships and functioning be dealt with, how will they be recorded and who else might they be shared with	
<i>Development Function</i>	
How will the Social Worker be supported to gain the knowledge and skills required to manage the casework expected of them and how will this be monitored and recorded How will the Social worker share knowledge and skills gained from learning and development activities What is the supervisees preferred learning style	
How will supervision support accreditation, registration and knowledge and skill requirements	
How will discussion around professional development be recorded and reviewed and who might these be shared with	
What opportunities will there be to develop areas of interest and career	

Mediation Functions

How will conflict between manager and worker be dealt with, who is the third person who would be involved and how would this be recorded, where and who might it be shared with

How will conflict between Council and worker be dealt with, who is the third person who would be involved and how would this be recorded, where and who might it be shared with

How will conflict between other professionals or agencies and worker be dealt with, who is the third person who would be involved and how would this be recorded, where and who might it be shared with

Based on Research in Practice *Reflective Supervision, 2015*

Appendix 2

The Five Anchor principles applied to Supervision to support critical reflection

Anchor principles	Encourage the practitioner to:
What is the assessment or intervention for?	Reflect prior to action <ul style="list-style-type: none"> ➤ <i>What does the practitioner hope to achieve from the assessment?</i> ➤ <i>What might the family, child/young person be hoping for/worried about?</i> ➤ <i>What might the organisation be hoping for/worried about?</i> ➤ <i>How might the practitioner feel about carrying out the assessment?</i> ➤ <i>How might the child feel about being assessed?</i> ➤ <i>Is there a better/different way to achieve an understanding of the situation?</i> ➤ <i>Is all the information collected useful and relevant?</i> ➤ <i>What skills and support might the practitioner need to carry out the assessment?</i>
What is the story?	Explore what is known so far. <ul style="list-style-type: none"> ➤ <i>What are the facts?</i> ➤ <i>Are there any grey areas or unknowns?</i> ➤ <i>How does the story make the practitioner feel, has the practitioner thought about how their own past experience influences the story?</i> ➤ <i>Can the practitioner tell the story from the viewpoint of the child?</i> ➤ <i>Or the family members?</i> ➤ <i>Or another professional?</i> ➤ <i>How has the practitioner used the story to make sense of the child's lived life?</i> ➤ <i>What tools has the practitioner used to help focus and explore the story?</i>
What does the story mean?	Analyse the story, using research, practice wisdom and the family's expertise. <ul style="list-style-type: none"> ➤ <i>What hypotheses have been developed & what are the alternatives?</i> ➤ <i>What does the practitioner know about stories like this?</i> ➤ <i>What tools could help the practitioner test the meaning?</i> ➤ <i>What is the impact of the story on the child?</i> ➤ <i>Does the practitioner understand the resilience the child brings to their story?</i> ➤ <i>Imagine the child is in this room – what would they say about the meaning being made of their life?</i> ➤ <i>Are there any meanings the practitioner may have missed because of their own story (think about gender, ethnicity and religion, for example)?</i> ➤ <i>Does the practitioner understand what and who is helping the child grow well and what or who is holding the child back?</i>

<p>What needs to happen?</p>	<p>Explore options for direct work and support: from the point of view of the child and from the point of view of the practitioner</p> <ul style="list-style-type: none"> ➤ <i>What does the practitioner think will be the best outcome and why?</i> ➤ <i>What would be the worst outcomes and why?</i> ➤ <i>What would the child say about that?</i> ➤ <i>What would the family say about that?</i> ➤ <i>How will this be helpful to the child's current situation?</i> ➤ <i>What would have to happen for this child for the practitioner to stop being involved with the child and family?</i> ➤ <i>Does everyone involved agree about what needs to happen for the child?</i> ➤ <i>Is the family clear about what has to happen next?</i> ➤ <i>Is the child or young person clear about what has to happen next?</i>
<p>How will we know we are making progress?</p>	<p>Think about the practitioner's role in delivering meaningful interventions.</p> <ul style="list-style-type: none"> ➤ <i>How does the practitioner feel about the progress of the case?</i> ➤ <i>What would the child/family say?</i> ➤ <i>What did the practitioner hope would have happened by now?</i> ➤ <i>What is different?</i> ➤ <i>How does the practitioner know they are being helpful?</i> ➤ <i>How is the child's lived life different this week?</i> ➤ <i>What is the practitioner still worried about?</i> ➤ <i>What is the family still worried about?</i> ➤ <i>What is the child still worried about?</i> ➤ <i>Does the practitioner know what will happen for the child if there is no progress?</i> ➤ <i>Does the practitioner have a plan to challenge family or other professionals involved, should there be no change for the child?</i> ➤ <i>Has the hypothesis been disproved?</i> ➤ <i>Did the practitioner start the intervention with the wrong need?</i>

Source: Adapted by the RIP Development Group from the Anchor Principles, five questions that outline the characteristics of a sound analytical assessment (Brown and Turney, 2014: 33-51)

EARS

Using an 'appreciative ear' in supervision

Elicit – a first question to elicit the information

Amplify – questions to get behavioural details and to flesh out the response
What, who, when. How?

Reflect – questions to help the worker to think about the significance of the behaviour and the meaning of what they have shared

Startover – begin again looking for more behavioural and meaning detail

For more information refer to the Signs of Safety Handbook

Appendix 4

Supervision Recording Template

Record of supervision session and agreed actions



Between:and

Date:

Signatures:

No.	Agenda items	Record of discussion	Agreed actions (including timescale and responsibility)
1	Workload, caseload issues and priorities		
2	Feedback about performance		
3	Work-related & personal issues		
4	Review of knowledge and skills gained from practice, learning and development activities Application of reflective & critical practice skills		
5	AOB		

Appendix 5

Case Discussion Recording Template



Supervisors Name	
Supervisee	
Date of Supervision	
Childs Name	
Case Number	

Review since last supervision on	
What is it like to be this child's currently, how do we know this?	
What is the story?	
What's Working Well?	What are we Worried about?
How worried are we that the child may suffer significant harm?	
Scale 0 (no safety) to 10 (proposing to cease involvement or reduce level of direct intervention)	

Reflection on the experience of working with the child and their family

What insight have we developed since the last case discussion and what further information do we need to have a full understanding of what's happening in this child's life?

What tools have been used (with the child or others) to gain further information about potential strengths or worries?

What does the story mean?

Analysis of current situation

What is the working hypothesis and any possible alternate explanations for the current presentation of the child?

What is the view of the child and their parents or carers?

What theoretical or research knowledge has informed the above

What is the assessment or intervention for?

What needs to happen next and how will we know these actions are making a difference for the child?

(Actions Desired Outcomes & measures Who will be responsible)

*What needs to happen next?
How will we know we are making progress?*

Appendix 6

Supervision File Structure and Index

Name:

Superv

isor:

Team:

Start date:



Section	Contents
1	Personal contact details Supervision Contract Discussion & Agreement
2	Monitoring Sheet Supervision dates
3	Supervision notes
4	Correspondence
5	Personal development and training record - to include induction programme, training, PDR
6	Job Description & Person Specification
7	Personnel information <ul style="list-style-type: none">- Contract letter,- Starter/variation/transfer form(s)- References
8	Health and Wellbeing issues

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 recorded
- Individual Supervision Agreements are used and reviewed
- The supervision process promotes anti-discriminatory practice

The quality assurance arrangements include the auditing of a random selection of supervision files on a 3 monthly basis by a quality assurance manager on behalf of the DCS and monthly by Service Managers their staff. The outcomes from these activities, including any actions required, will be noted and signed on the manager's supervision record.

In auditing supervision files managers should focus on how far supervision is supporting oversight and decision making for the child through reflective practice, if it addresses timeliness and progress in planning and outcomes and if it is supporting the worker to identify practice needs and in their professional development.

Name of Manager:

Team:

Name of Auditor:

Post:

Team Member supervised:

Date of Audit

Supervision Case File Audit

Part 1

Judgments

1. Were the actions from the last supervision session reviewed? (Rate the evidence on a scale of 1 to 5) <i>Mediation</i>				
Excellent Poor				
1	2	3	4	5

2. Were the actions from the last supervision session reviewed? (Tick)	
Yes	
No	
Partially	
Unclear	

<p>3. What evidence is there that reflective casework discussions took place that then informed the making or changes of plans or actions? (Rate the evidence on a scale of 1 to 5) <i>Management</i></p>				
<p>Excellent Poor</p>				
1	2	3	4	5

<p>4. What evidence is there that it was ensured that where appropriate case plans are devised, implemented, reviewed and recorded (Rate the evidence on a scale of 1 to 5) <i>Management</i></p>				
<p>Excellent Poor</p>				
1	2	3	4	5

<p>5. What evidence is there that outcomes and/or risks for individual children are specifically identified? (Rate the evidence on a scale of 1 to 5) <i>Management</i></p>				
<p>Excellent Poor</p>				
1	2	3	4	5

<p>6. What evidence is there that the case discussions included dialogue about any diversity issues pertinent to the case? (Rate the evidence on a scale of 1 to 5) <i>Management</i></p>				
<p>Excellent Poor</p>				
1	2	3	4	5

7. What evidence is there that a discussion took place about the level and quality of contact or direct work with the child, that their views were included in the session and action agreed where this was planned? (Rate the evidence on a scale of 1 to 5)

Management

--	--	--	--	--

Excellent

Poor

1	2	3	4	5
---	---	---	---	---

8. What evidence is there that the worker was given feedback on how they are performing, their areas for development and how these would be addressed? (Rate the evidence on a scale of 1 to 5)

Development

--	--	--	--	--

Excellent

Poor

1	2	3	4	5
---	---	---	---	---

<p>9. What evidence is there that the workers own well-being was discussed in the session, including aspects relating to attendance, workload management and health and safety? (Rate the evidence on a scale of 1 to 5) <i>Support</i></p>				
<p>Excellent Poor</p>				
1	2	3	4	5

<p>10. Was the supervision session appropriately recorded and the notes copied to the worker promptly? (Rate the evidence on a scale of 1 to 5) <i>Management</i></p>				
<p>Excellent Poor</p>				
1	2	3	4	5

11. Does the Supervision File contain the following documents?			
	Yes	No	NA
Job Description & Person Specification			
Supervision Contract Discussion & Agreement			
Up to date CRB			
Print out of current open cases			
Observation of Practice template			
Employee Learning & Development Plan			
Absence Record forms			
Return to Work proformas			
Sickness Absence Notification forms			
Self-certification of Sickness Absence			
Medical Certificates			
Occupation Health Referrals			

12. What evidence is there of discussions about the professional development needs of the worker and actions planned to meet their training needs? (Rate the evidence on a scale of 1 to 5)				
Excellent				
Poor				
1	2	3	4	5

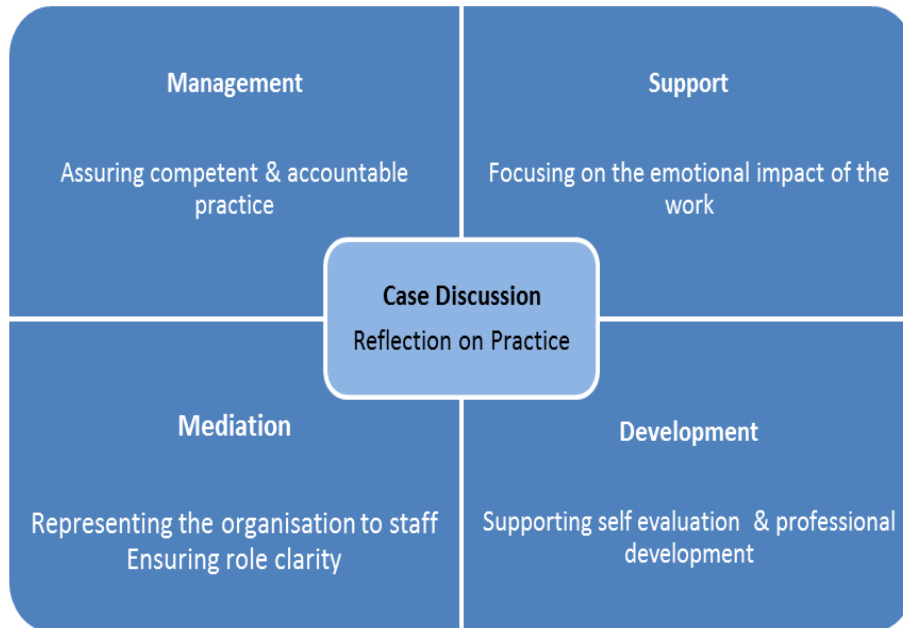
13 (a) Considering your findings above provide a grade for the overall effectiveness of the supervision	
Outstanding	
Good	
Requires Improvement	
Inadequate	

<p>13 (b) If your judgment was less than 'good' please identify what actions need to be taken by the supervisor or their manager to achieve a grading of good</p>

Return copy to ?

Part 2 Supervisee's Quality assessment

It is the File Auditors responsibility to ensure this section is completed and returned. The supervisee should be made aware that the information is being requested to improvement management and supervision practice across the service and will not be shared



The primary purpose of supervision is to achieve better outcomes for children and young people by:

- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating performance management; supporting workers to maintain emotional resilience
- Valuing workers views and feelings; motivating them
- Ensuring the supervisee is clear about roles and responsibilities; enabling decision making on behalf of the child and the agency
- Providing space for case discussions and critical reflection; deepening their knowledge of a child and their critical analytical skills
- Identifying gaps in practice skills deepening workers knowledge and promoting a learning culture

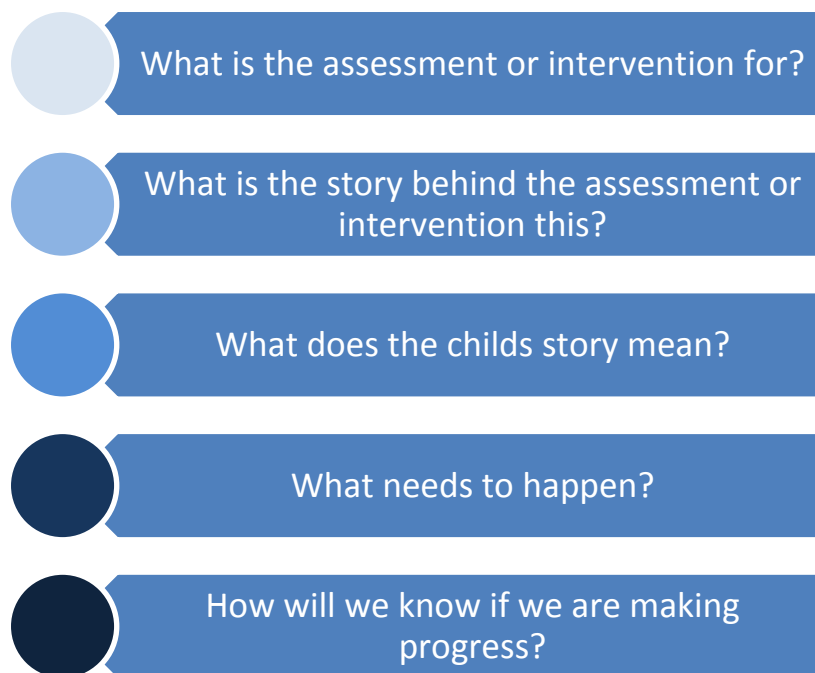
Thinking about the above please rate the following aspects of your most recent supervision

	Very Good	Good	Satisfactory	Poor	Very Poor
I receive guidance and support to help me construct and oversee plans which provide positive change for children					

I am provided with advice and guidance which helps me to achieve my performance goals					
I get support which helps me develop and maintain emotional well-being and Resilience					
My feelings are valued your and seeks to motivate you					
My manager is clear about mine and their respective work roles and responsibilities					
I am clear about case decisions are made in supervision and how to record them					
My Manager makes sure there is space for case discussion and critical reflection					
I am supported to develop knowledge about the child, worries and strengths					
I am helped to identify gaps in my practice skills and opportunities to learn					

Please return this form to the Supervision File Auditor

Fig 2 *RiP Anchor supervision principles*



Applying the RiP Anchor principles Fig 2 to supervision (see Appendix 2)

4.0 Frequency and duration

4.1 The duration and frequency of supervision sessions will depend on the setting, type of work involved, the experience and expertise of the worker and ongoing operational considerations.

- The usual frequency is every 4 weeks and no less than six-weekly
- Sessions should be between 1½ and 2 hours in duration
- All staff should receive a minimum of 10 supervision sessions per year

4.2 No staff member should go without a supervision session for more than two months and it is the shared responsibility of the supervisor and the supervisee to assure this.

4.3 More frequent supervision sessions may be required where the supervisor is, for example, working with newly qualified staff, (see ASYE Handbook) to meet individual deadlines or targets or where the supervisee requires greater support due to ongoing performance concerns.

4.4 This should be discussed and agreed by supervisor and supervisee to avoid any suggestion that a particular member of staff is being singled out for different, preferential or unfair treatment.

4.5 The actual frequency for individual staff should be set out in the terms of the Individual Supervision Agreement (see Appendix 1) and any permanent deviation from the recommended frequency should be agreed and recorded in the Individual Supervision Agreement.

4.6 Formal supervision sessions are normally held on a planned one-to-one basis and group or peer supervision sessions may supplement these.

4.7 There may be discussions and decisions about daily work issues, problems arising, or changes in policies and procedures that emerge in group meetings and informal, unplanned or 'ad-hoc' discussions. When decisions about children have been made in between formal supervision sessions, the worker and the supervisor must ensure that key decisions made with regard to a service user are clearly recorded on the service user's record.

5.0 The Individual Supervision Agreement (see Appendix 1)

5.1 The Individual Supervision Agreement sets out the framework for supervision and provides a degree of protection for the supervisor and supervisee. It also ensures that everybody involved has the same understanding of the supervisory process within their work area. The Agreement should state the supervisory arrangements applicable to an individual member of staff.

5.2. The agreement should be drawn up using the Supervision Contract Discussion Pro-forma (see Appendix 1) and a copy retained on the individuals supervision file.

6.0 Roles and responsibilities

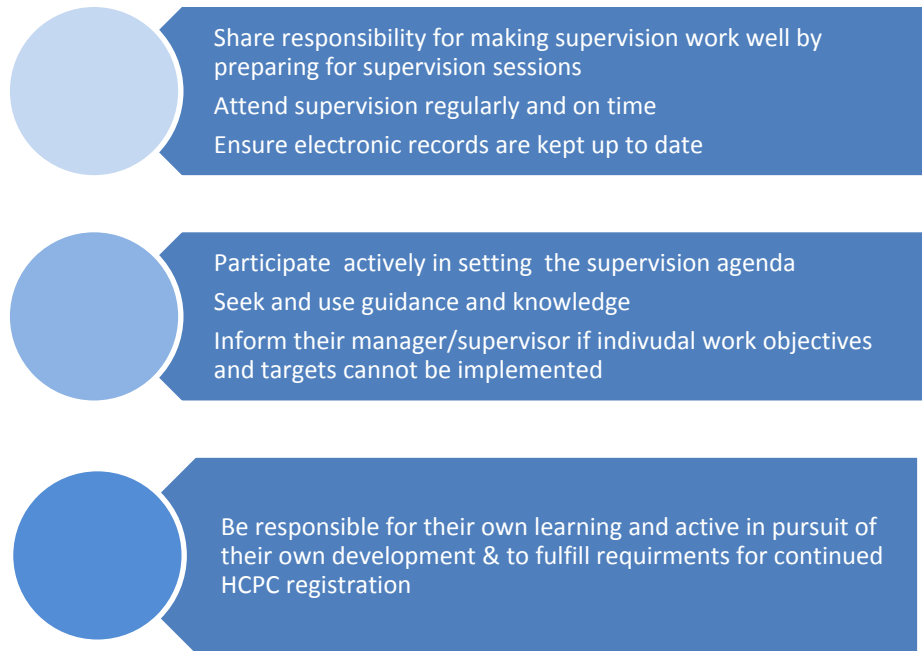
6.1 Responsibilities of managers, supervisors and supervisees

6.2 It will normally be the line manager's responsibility to supervise his or her staff. In exceptional circumstances with the agreement of a senior manager alternative arrangements can be made.

Fig 3 Supervisory responsibilities - manager's checklist



Fig 4 Responsibilities of Social Workers – workers checklist



6.3 All managers, supervisors and supervisees should ensure arrangements for supervision are made and adhered to.

6.4 Where there is an inter-agency agreement in place, this supervision Policy and procedures should be used.

6.5 Individual supervision records are held in an employee’s supervision file (see Appendix 5). Staff have the right to access their personal data under the Data Protection Act (1998) and may be used in internal and external audit processes.

7.0 Performance Management Process

7.1 Managers are expected to complete an annual ‘Performance Management Review’ appraisal, identifying four to five SMART objectives for the year. More information can be found at

<http://beacon.coventry.gov.uk/downloads/download/960/behaviours%20>

PMR forms are accessed via the Beacon “Performance Management” link - <http://beacon.coventry.gov.uk/performancemanagement>. PMR forms should be completed online, but blank Word versions are downloadable on the above web page if needed. 20

8.0 Record of Supervision

- 8.1 In general the supervision record (see Appendix 4) should record details of any agreements reached, who is responsible for undertaking any action and the timescales. In the case of any disagreement concerning issues discussed in supervision, the disagreement should be recorded.
- 8.2 Each supervisor will keep a Supervision File (see Appendix 6) of supervision records to be maintained throughout an employee's career. Supervision files should include a copy of the individual's job description, role profile, records of induction and copies of PDRs. The Supervision File must be kept in a secure place.
- 8.3 Supervision records belong to the organisation. To ensure continuity of management accountability, support and development, the records should be transferred to the next Supervisor if the supervisee is moving to another post within the organisation. The records will remain the property of the Children's Services Department
- 8.4 Access to supervision files will be restricted to the supervisor, supervisee, senior managers, and HR as appropriate, and to officers and other agencies involved in any auditing or personnel purposes.
- 8.5 There may be some occasions when personal information does not need to be recorded. This will normally be where such information does not have a direct impact on work performance or service delivery and it has been agreed by all parties that it will remain confidential within the supervisory or line management relationship.
- 8.6 Where matters relate to an individual and their family these must be recorded separately on the child's electronic file (see Appendix 5). If a paper copy is also made the original will be filed on the service user's case file. A brief note may be made on the workers supervision record regarding the individual service user, taking into account confidentiality, to inform future sessions.
- 8.7 A legible, accessible, written record of every supervision session must be made. (See Appendix 4)
- 8.10 The supervisor is ultimately responsible for the production of adequate, accessible supervision records (even if they are written, with agreement, by the supervisee). Every effort should be made to ensure that the record is an accurate reflection of the interaction between supervisor and supervisee.
- 8.11 The supervision record is agreed by the supervisor and supervisee and signed (by both parties) as an accurate record of discussions and decisions made. If the supervisee does not agree with any part of the record and agreement cannot be reached on re-wording, they should be able to add their own comments or amendments which then become part of the record of that session.
- 8.12 In the case of a person leaving the City Council, records must be kept locally for at least 2 years. Records should be kept locally for longer if there is any possibility of litigation. Advice should be requested, if needed, from the Freedom of Information Officer.

8.13 Where necessary any targets or deadlines must be recorded to enable review at the subsequent supervision session.

8.14 It is appropriate for either party to record supervision as long as notes are shared and agreed as part of the individual supervisee's development.

9.0 Quality Assurance

9.1 In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that the Councils expected standards of supervision as outlined in this policy are being followed:

- Staff are being supervised professionally and effectively
- Supervision sessions are recorded
- Individual Supervision Agreements are used and reviewed
- The supervision process promotes anti-discriminatory practice

9.2 The quality assurance arrangements include the auditing of a random selection of supervision files on a 3 monthly basis by a quality assurance manager on behalf of the DCS. The findings along with data from the activities described below will be reported as part of the department's performance reporting and quality assurance schedules

9.3 Each month Service Managers will select a supervision file from the Social Work caseload in one of their teams for examination using the agreed audit tool (see Appendix 7.)The outcome, including any actions required, will be noted and signed on the manager's supervision record, including a discussion about the quality of their supervisory practice.

Appendices

The following documents should be used as tools to ensure effective supervision.

Appendix 1 Supervision Contract Discussion & Agreement

To be completed at the start of a new job (at every change of supervisor) and reviewed annually.

Appendix 2 The Anchor principles of Supervision

Appendix 3 EARS

Appendix 4 Record of Supervision - to be completed at every one-to-one supervision session

(PDR Forms- to be completed at the annual or 6-monthly review or at the induction of a new employee)

Appendix 5 Case Discussion Recording Template

Appendix 6 Supervision File Structure

Appendix 7 Supervision Audit Too

Supervisee		
Supervising Manager		
Date		

Areas for Discussion	Details of agreement reached
<i>Supervision Arrangements</i>	
Purpose: What is the purpose from the point of view of the Council, the manager and the Social Worker	
Frequency: When will supervision occur Where will supervision take place How long is each session	
Changing arrangements: In what circumstances may supervision be canceled When might it be interrupted	
Agenda Who prepares the agenda How long before should it be available	

Confidentiality: When will information be shared outside supervision and with whom	
Recording: What will be recorded and how Who will record it Where will it be stored	
Review: When will the supervision contract be reviewed How will the experience and quality of supervision be measured and recorded	

<i>Support Functions</i>	
How much time should be spent on support discussion at each supervision session and where should it come in the agenda	
Where will discussions about supervisee's feelings around personal and work-related issues be recorded and who else might they be shared with How does the supervisee seek help	
Conflicts within the team: How will any issues affecting team relationships and functioning be dealt with, how will they be recorded and who else might they be shared with	
<i>Development Function</i>	
How will the Social Worker be supported to gain the knowledge and skills required to manage the casework expected of them and how will this be monitored and recorded How will the Social worker share knowledge and skills gained from learning and development activities What is the supervisees preferred learning style	
How will supervision support accreditation, registration and knowledge and skill requirements	
How will discussion around professional development be recorded and reviewed and who might these be shared with	
What opportunities will there be to develop areas of interest and career	

Mediation Functions

How will conflict between manager and worker be dealt with, who is the third person who would be involved and how would this be recorded, where and who might it be shared with

How will conflict between Council and worker be dealt with, who is the third person who would be involved and how would this be recorded, where and who might it be shared with

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What is the story?	Explore what is known so far. <ul style="list-style-type: none"> ➤ <i>What are the facts?</i> ➤ <i>Are there any grey areas or unknowns?</i> ➤ <i>How does the story make the practitioner feel, has the practitioner thought about how their own past experience influences the story?</i> ➤ <i>Can the practitioner tell the story from the viewpoint of the child?</i> ➤ <i>Or the family members?</i> ➤ <i>Or another professional?</i> ➤ <i>How has the practitioner used the story to make sense of the child's lived life?</i> ➤ <i>What tools has the practitioner used to help focus and explore the story?</i>
What does the story mean?	Analyse the story, using research, practice wisdom and the family's expertise. <ul style="list-style-type: none"> ➤ <i>What hypotheses have been developed & what are the alternatives?</i> ➤ <i>What does the practitioner know about stories like this?</i> ➤ <i>What tools could help the practitioner test the meaning?</i> ➤ <i>What is the impact of the story on the child?</i> ➤ <i>Does the practitioner understand the resilience the child brings to their story?</i> ➤ <i>Imagine the child is in this room – what would they say about the meaning being made of their life?</i> ➤ <i>Are there any meanings the practitioner may have missed because of their own story (think about gender, ethnicity and religion, for example)?</i> ➤ <i>Does the practitioner understand what and who is helping the child grow well and what or who is holding the child back?</i>

<p>What needs to happen?</p>	<p>Explore options for direct work and support: from the point of view of the child and from the point of view of the practitioner</p> <ul style="list-style-type: none"> ➤ <i>What does the practitioner think will be the best outcome and why?</i> ➤ <i>What would be the worst outcomes and why?</i> ➤ <i>What would the child say about that?</i> ➤ <i>What would the family say about that?</i> ➤ <i>How will this be helpful to the child's current situation?</i> ➤ <i>What would have to happen for this child for the practitioner to stop being involved with the child and family?</i> ➤ <i>Does everyone involved agree about what needs to happen for the child?</i> ➤ <i>Is the family clear about what has to happen next?</i> ➤ <i>Is the child or young person clear about what has to happen next?</i>
<p>How will we know we are making progress?</p>	<p>Think about the practitioner's role in delivering meaningful interventions.</p> <ul style="list-style-type: none"> ➤ <i>How does the practitioner feel about the progress of the case?</i> ➤ <i>What would the child/family say?</i> ➤ <i>What did the practitioner hope would have happened by now?</i> ➤ <i>What is different?</i> ➤ <i>How does the practitioner know they are being helpful?</i> ➤ <i>How is the child's lived life different this week?</i> ➤ <i>What is the practitioner still worried about?</i> ➤ <i>What is the family still worried about?</i> ➤ <i>What is the child still worried about?</i> ➤ <i>Does the practitioner know what will happen for the child if there is no progress?</i> ➤ <i>Does the practitioner have a plan to challenge family or other professionals involved, should there be no change for the child?</i> ➤ <i>Has the hypothesis been disproved?</i> ➤ <i>Did the practitioner start the intervention with the wrong need?</i>

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EARS

Using an 'appreciative ear' in supervision

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What, who, when. How?

Reflect – questions to help the worker to think about the significance of the behaviour and the meaning of what they have shared

Startover – begin again looking for more behavioural and meaning detail

For more information refer to the Signs of Safety Handbook

Appendix 4

Supervision Recording Template

Record of supervision session and agreed actions



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Signatures:

No.	Agenda items	Record of discussion	Agreed actions (including timescale and responsibility)
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2	Feedback about performance		
3	Work-related & personal issues		
4	Review of knowledge and skills gained from practice, learning and development activities Application of reflective & critical practice skills		
5	AOB		

Appendix 5

Case Discussion Recording Template



Supervisors Name	
Supervisee	
Date of Supervision	
Childs Name	
Case Number	

Review since last supervision on	
What is it like to be this child's currently, how do we know this?	
What is the story?	
What's Working Well?	What are we Worried about?
How worried are we that the child may suffer significant harm?	
Scale 0 (no safety) to 10 (proposing to cease involvement or reduce level of direct intervention)	

Reflection on the experience of working with the child and their family

What insight have we developed since the last case discussion and what further information do we need to have a full understanding of what's happening in this child's life?

What tools have been used (with the child or others) to gain further information about potential strengths or worries?

What does the story mean?

Analysis of current situation

What is the working hypothesis and any possible alternate explanations for the current presentation of the child?

What is the view of the child and their parents or carers?

What theoretical or research knowledge has informed the above

What is the assessment or intervention for?

What needs to happen next and how will we know these actions are making a difference for the child?

(Actions Desired Outcomes & measures Who will be responsible)

*What needs to happen next?
How will we know we are making progress?*

Appendix 6

Supervision File Structure and Index

Name:

Supervisor:

Team:

Start date:



Section	Contents
1	Personal contact details Supervision Contract Discussion & Agreement
2	Monitoring Sheet Supervision dates
3	Supervision notes
4	Correspondence
5	Personal development and training record - to include induction programme, training, PDR
6	Job Description & Person Specification
7	Personnel information <ul style="list-style-type: none">- Contract letter,- Starter/variation/transfer form(s)- References
8	Health and Wellbeing issues

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 recorded
- Individual Supervision Agreements are used and reviewed
- The supervision process promotes anti-discriminatory practice

The quality assurance arrangements include the auditing of a random selection of supervision files on a 3 monthly basis by a quality assurance manager on behalf of the DCS and monthly by Service Managers their staff. The outcomes from these activities, including any actions required, will be noted and signed on the manager's supervision record.

In auditing supervision files managers should focus on how far supervision is supporting oversight and decision making for the child through reflective practice, if it addresses timeliness and progress in planning and outcomes and if it is supporting the worker to identify practice needs and in their professional development.

Name of Manager: Team:
Name of Auditor: Post:
Team Member supervised: Date of Audit

Supervision Case File Audit

Part 1

Judgments

13. Were the actions from the last supervision session reviewed? (Rate the evidence on a scale of 1 to 5) <i>Mediation</i>				
Excellent				Poor
1	2	3	4	5

14. Were the actions from the last supervision session reviewed? (Tick)	
Yes	
No	
Partially	
Unclear	

15. What evidence is there that reflective casework discussions took place that then informed the making or changes of plans or actions? (Rate the evidence on a scale of 1 to 5)
Management

Excellent

Poor

1

2

3

4

5

16. What evidence is there that it was ensured that where appropriate case plans are devised, implemented, reviewed and recorded (Rate the evidence on a scale of 1 to 5)
Management

Excellent

Poor

1

2

3

4

5

17. What evidence is there that outcomes and/or risks for individual children are specifically identified? (Rate the evidence on a scale of 1 to 5)
Management

Excellent

Poor

1	2	3	4	5
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18. What evidence is there that the case discussions included dialogue about any diversity issues pertinent to the case? (Rate the evidence on a scale of 1 to 5)
Management

Excellent

Poor

1	2	3	4	5
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19. What evidence is there that a discussion took place about the level and quality of contact or direct work with the child, that their views were included in the session and action agreed where this was planned?
(Rate the evidence on a scale of 1 to 5)

Management

Excellent

Poor

1

2

3

4

5

20. What evidence is there that the worker was given feedback on how they are performing, their areas for development and how these would be addressed? (Rate the evidence on a scale of 1 to 5)

Development

Excellent

Poor

1

2

3

4

5

21. What evidence is there that the workers own well-being was discussed in the session, including aspects relating to attendance, workload management and health and safety? (Rate the evidence on a scale of 1 to 5)
Support

Excellent		Poor		
1	2	3	4	5

22. Was the supervision session appropriately recorded and the notes copied to the worker promptly? (Rate the evidence on a scale of 1 to 5)
Management

Excellent		Poor		
1	2	3	4	5

23. Does the Supervision File contain the following documents?			
	Yes	No	NA
Job Description & Person Specification			
Supervision Contract Discussion & Agreement			
Up to date CRB			
Print out of current open cases			
Observation of Practice template			
Employee Learning & Development Plan			
Absence Record forms			
Return to Work proformas			
Sickness Absence Notification forms			
Self-certification of Sickness Absence			
Medical Certificates			
Occupation Health Referrals			

24. What evidence is there of discussions about the professional development needs of the worker and actions planned to meet their training needs? (Rate the evidence on a scale of 1 to 5)				
Excellent		Poor		
1	2	3	4	5

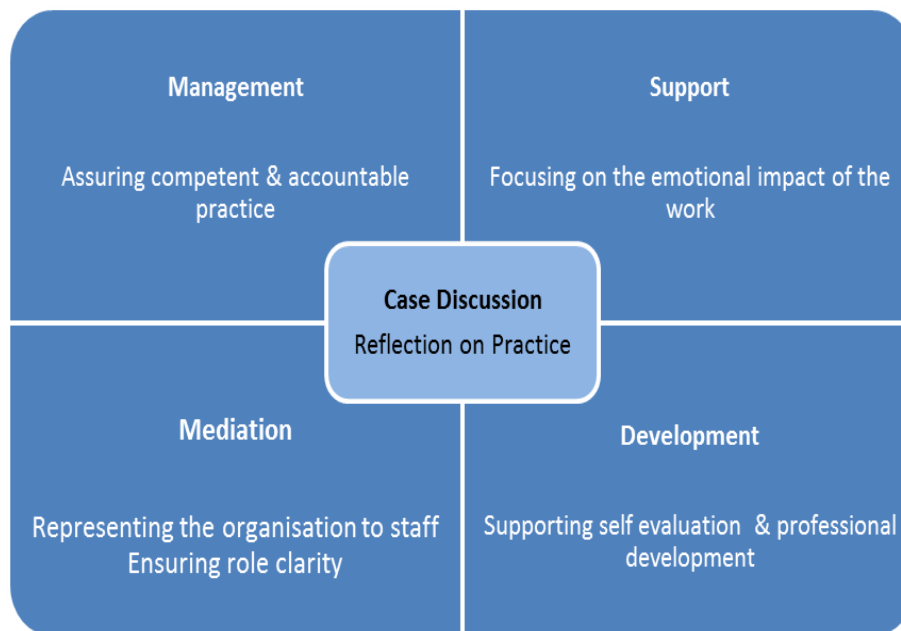
14 (a) Considering your findings above provide a grade for the overall effectiveness of the supervision	
Outstanding	
Good	
Requires Improvement	
Inadequate	

13 (b) If your judgment was less than 'good' please identify what actions need to be taken by the supervisor or their manager to achieve a grading of good

Return copy to ?

Part 2 Supervisee's Quality assessment

It is the File Auditors responsibility to ensure this section is completed and returned. The supervisee should be made aware that the information is being requested to improvement management and supervision practice across the service and will not be shared



The primary purpose of supervision is to achieve better outcomes for children and young people by:

- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating performance management; supporting workers to maintain emotional resilience
- Valuing workers views and feelings; motivating them
- Ensuring the supervisee is clear about roles and responsibilities; enabling decision making on behalf of the child and the agency
- Providing space for case discussions and critical reflection; deepening their knowledge of a child and their critical analytical skills
- Identifying gaps in practice skills deepening workers knowledge and promoting a learning culture

Thinking about the above please rate the following aspects of your most recent supervision

	Very Good	Good	Satisfactory	Poor	Very Poor
I receive guidance and support to help me construct and oversee plans which provide					

positive change for children					
I am provided with advice and guidance which helps me to achieve my performance goals					
I get support which helps me develop and maintain emotional well-being and Resilience					
My feelings are valued your and seeks to motivate you					
My manager is clear about mine and their respective work roles and responsibilities					
I am clear about case decisions are made in supervision and how to record them					
My Manager makes sure there is space for case discussion and critical reflection					
I am supported to develop knowledge about the child, worries and strengths					
I am helped to identify gaps in my practice skills and opportunities to learn					

Please return this form to the Supervision File Auditor

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Coventry City Council

Briefing note

To: Education and Children's Services Scrutiny Board

Date: 9 March 2017

Subject: Improving Quality Assurance

1 Purpose of the Note

- 1.1 To inform the Education and Children's Services Scrutiny Board (2) of the progress on Quality Assurance to date.

2 Recommendations

- 2.1 It is recommended that the Education and Children's Services Scrutiny Board:

- 1) Consider the information presented and note the progress made to date.
- 2) Identify any recommendations to the appropriate Cabinet Member.

3 Background/Information

- 3.1 The Quality Assurance and Continuous Improvement Framework was revised in December 2015 and last updated in October 2016. The quality assurance and continuous improvement framework articulates how Coventry City Council Children's Services manages and measures quality. Improving the consistency in the quality of work improves outcomes for Coventry's children. This supports the development of a culture that expects and values high standards that improve the quality of service to users and carers. These aspirations and standards drive up expectations, improve learning and strengthen outcomes and impact.
- 3.2 It focuses specifically on casework services for children provided by children's social care and early help services with an emphasis on quality assurance that underpins continuous improvement. The framework has been used to support improved outcomes. Assuring quality of practice is essential to the provision of a good service to the children and young people of Coventry. A revised Audit schedule for 2017 is part of the framework which is updated monthly.
- 3.3 The framework continues to evolve as changes as a result of information learnt from the assurance activity is embedded. It is informed by learning from the audits, single agency learning reviews and serious case reviews overseen by Coventry Safeguarding Children Board.
- 3.4 Since November 2015 there has been a renewed and relentless focus on improving the quality of practice through the audit and review cycle, which is linked to developing practice through the use of supervision, team meetings, practice improvement forums and manager briefings.
- 3.5 The service have developed a more robust programme of audits to inform continuous practice.

4 Improvement

4.1 As indicated in the September 2016 briefing audits have been undertaken by a number of different sources, including, Practice Improvement Partners and the LSCB. The outcomes of each audit have led to the construction of action plans, focused on using the findings of audits to drive up the quality of practice.

4.2 The results of audits from 2016/17 have reinforced findings across a range of different services along the child's journey. This has allowed for some triangulation and definitive conclusions in relation to both the strengths and weaknesses in practice across the whole of Children's Services.

4.3 The headlines from these audits were:

1. Children are seen, and they are listened to.
2. Social Workers are committed and motivated.
3. There are some examples of good practice.
4. Early help workers are proactive and tenacious when intervening with families.
5. There are early signs that practice is becoming less reactive.
6. Conferences are beginning, through Signs of Safety to consider a more collaborative approach.
7. Care planning continues to cause concern, with drift and lack of contingency planning.
8. Neglect and "start again" syndrome is highly visible on a high proportion of cases including those held in early help.
9. Focus is on assessment, rather than on intervention, impact and outcomes.
10. Looked after Children, have too many moves.
11. Life Story work continues to be inconsistent.
12. Placement sufficiency has a negative impact on the ability of the service to identify appropriate placements for those young people ready for independence.
13. Whilst children are being seen, it is sometimes unclear about the purpose of the visit or nature of the intervention.
14. Recording is still inconsistent
15. Use of chronologies is not routine or properly understood.
16. Supervision is task focused and not always reflective.

4.4 Whilst audits have identified the deficits in practice it has allowed senior managers to begin in collaboration with the Principal Social Worker to develop action plans which will facilitate learning through: action learning sets, the Performance Improvement Forums, formal training, reflective supervision, and informal/formal workshops. This will have an impact on the quality of practice; repeat audits in certain areas will then evidence improvement. The on-going monthly audits should show an increase in the number of those cases where practice is considered good, as opposed to "not yet good enough".

4.5 The inconsistent quality of the actual audits, as opposed to the practice has meant work has also had to be undertaken to help managers develop skills in auditing to be able to conduct an audit with the impact on the child firmly at the centre as opposed to a task centred management audit. Mentoring and support has begun to develop "audit champions" who are confident and able to audit with the impact on the child being the primary focus.

5 Performance Indicators and audit – the connection

5.1 Performance Indicators are numerical and as such relate to quantity and timeliness whilst the analysis of data around indicators identifies the trajectory against benchmark and target, this does not in itself give a narrative about quality. The trend of an indicator, however, is often the first sign that there may be problems relating to the quality of practice. It is therefore, critical to analyse and interrogate indicators, in order to hypothesise about practice and then test the hypothesis through the audit process. In relation to audits

undertaken in Coventry, in addition to regular monthly audits it has been the indicators which have led to a detailed exploration of certain areas of practice, through the audit process. Through examination of data, the following audits were identified as necessary:

1. Re referrals (% was raising)
 2. Placement Stability (% of children with 3 or more placements increasing)
 3. Use of Police Powers (numbers appeared high in comparison with statistical neighbours)
 4. Thresholds (LSCB audit, following high number of families receiving one visit and NFA)
 5. Care Planning (LSCB audit, concern that care plans do not reflect outcomes for children rather they detail actions for parents)
 6. Early Help (re-referral audit identified potential issues with step-up and step-down)
 7. Inspection preparation audit.
- 5.2 All of the above have now been completed. Continuing interrogation of data will help to evidence where practice is improving and conversely where there might continue to be problems. Indicators, alone however, are not an accurate barometer of the quality of practice more an early warning sign or confirmation of improvement.

6 Closing the audit loop – improving practice

- 6.1 Once audits have been completed, and this includes the regular monthly audits, a report will then be produced, detailing the findings, both in terms of areas for improvement and existing strengths. There will also be a set of recommendations attached to the report. Reports will then be sent to relevant Strategic Lead's and the Principal Social Worker. Strategic Lead's produce action plans which address the areas for improvement, within their service area. Action plans will then be sent to the Strategic Lead for Quality Assurance to monitor their progress, through quarterly quality assurance meetings. This does not, however, replace individual performance clinics in each service area, which are normally held fortnightly. This approach will be rigorously applied to all audits going forward.
- 6.2 A number of mechanisms have been introduced to enable learning from audits to be disseminated to staff. These include, the practice improvement forum, learning sets, formal and informal training, training through LSCB, learning reviews, workforce development and through reflective supervision.
- 6.3 The Child Protection (CP) Chairs and Independent Reviewing Officer's (IRO's) also have a quality assurance and scrutiny role. They are beginning to demonstrate more robust challenge in relation to perceived poor practice and they are expected to identify areas of concerns which may warrant further attention, input and development. The process for management alerts when concerns are identified has been reinforced and is now in line with the IRO management handbook.

7 Moving forward and next steps

- 7.1 Training in auditing for impact and outcomes, has now been undertaken by 4 cohorts of managers/IRO's. During December, this training has continued ensuring the development of Service Managers, IROs and first line managers to undertake audits in the new audit model. This will increase the pool of current auditors and offer additional capacity to carry out monthly audits. As well as training auditors, four quality assurance workshops were also held and attended by service managers, team managers, senior practitioners and focused on the impacts & outcomes on children's case recordings. This will enable the actual quality of the audit to become more child centred, and therefore learning will also become more child focused. This should lead to practice becoming more about outcomes and impact which will begin as a natural consequence to improve practice.

- 7.2 A planned Inspection preparation audit was undertaken mid-June by those trained in the new audit format.
- 7.3 The quality assurance framework includes a programme of audits. This will be added to as appropriate through the use of performance data and practice outcomes.
- 7.4 A programme of learning will be developed and delivered through regular mandatory practice improvement forums.
- 7.5 Audit outcomes will be used to identify and commission training.
- 7.6 Trend analysis will be completed over the next 3 months, to measure any differences in the outcomes of audits – ie. The number of good, and not yet good. If training / learning / supervision is having an impact on practice the number of cases audited as good, should gradually increase.

8 Update external audits - Overview

- 8.1 An external audit team has been commissioned to undertake a rapid programme of audits across the system to provide assurance that risk is being 'held' in the right part of the system and that management oversight and 'grip' is sufficient. The audit programme has assessed the quality of recent (last 6 months) front line practice across all areas of the child's journey. The audits also included an assessment of the findings in the recent Ofsted monitoring inspection as follows:
 - Timeliness of the response to, management, and reduction of risk
 - Robustness of the interventions and plans
 - Challenge from IRO and CP Chairs when risk is identified
 - Quality of management oversight and supervision.
- 8.2 It is intended that this work will be completed in two stages. Stage one has taken place during January and February 2017 and stage two in approximately six month's time (post inspection) so that we can evidence the progress and improvements made.
- 8.3 The selection of cases covers the child's journey using the Ofsted methodology. The cases also include a sample of cases that have already been subject to the monthly audit programme in the last 6 months to evaluate if practice and outcomes have improved. Audits have mostly been undertaken remotely based on the case recording on Protocol, using the agreed audit tool. The list of cases has been shared with them. Managers have received verbal feedback during the course of the programme that commenced in January 2017.
- 8.4 Approximately 150 cases have been audited to date. The emerging findings are as follows:

Children in need of help and protection – strengths

- Evidence of good information sharing between agencies in the MASH, timely decisions, analysis of risks using the signs of safety model and sound management oversight
- Initial contacts from anonymous source appear to be escalated to referrals evidencing learning from SCR reviews
- Some good recordings of evidence of the child's journey and the social worker understanding of impact
- Some evidence that decisions in S47 cases were clear and focussed to achieve change
- Evidence of communication with children which had an impact on intervention (though children were not always seen alone)

- In RAS assessments were allocated with no delay
- Good coordination between the social worker, parent/carers, health, third sector and schools where information was shared so there could be a consistent approach to meeting the child's needs
- Use of Signs of Safety methodology in CP cases
- Young people's wishes and feelings were considered as part of the CP reviews and Core Group Meetings
- Some exemplars of good practice identified
- Most assessments were completed promptly and were comprehensive, using the Signs of Safety format, which assisted analysis and agreeing focused plans where necessary
- Warm handovers between the previous social worker and the new early help practitioner is good practice and focuses on the families experiences

Children in need of help and protection – development

- Variable threshold application at the front door - over reliance on the Level 3 practitioners to respond to new concerns arising on a case already opened to their service
- The quality of the information shared by some professionals at the point of initial contact is variable from adequate information sharing between the referrer and SW to very poor and sparse
- Drift and delay in strategy discussions taking place in some cases, an inconsistent quality
- Assessments in domestic abuse cases can be overly optimistic and rely on parents' reassurance that the relationships were over
- History of families are not being thoroughly and consistently considered as part of initial triage
- Supervision is not always regular and inconsistent use of Signs of Safety
- Over optimism about parents ability to change and expectations not clear
- Lack of challenge and drift in CiN cases
- Some delays in progressing to an LPM or ICPC
- Lack of exploration of the impact of diversity
- Assessments not updated
- Chronologies not always up to date and not used to inform plans and decision making
- Case summaries don't always include relevant information about the journey of the child
- Signs of safety not embedded across all services

Children looked after and achieving permanence – strengths

- Some good evidence of direct work being undertaken with children and young people
- Good engagement with parents (including absent parents)
- Children seen regularly and alone by social worker and IRO
- Some good examples of supervision using signs of safety
- PEPs and pathways plans updated in a timely way
- Evidence of the IRO footprint more visible
- Personal Advisors work effectively with Housing

Children looked after and achieving permanence – development

- Delays in transferring cases to Route 21 and unnecessary hand off to another change of social worker
- Decision making and recording too variable, descriptive, often repeating what the social worker has said
- Case summaries do not reflect the child's history, particularly in leaving care
- Evidence in drift and delays in achieving emotional and legal security/permanency
- Assessments not updated when circumstances change
- Chronologies not updated and do not contain the right information
- Delays in undertaking life story work
- The quality of plans is too variable, some plans lacked detail, not SMART
- In some Section 20 arrangements it was not always explicit as to what was expected of the parents in terms of what they needed to change/improve
- Timeliness in relation to completion of assessments was variable
- The level of coordination and information sharing between Personal Advisors and Probation was inconsistent
- Some young people remained vulnerable in the community and were putting themselves and others at risk due to their criminal behaviour
- Supervision is not regular and is not done using signs of safety methodology

8.5 There will be 2 final reports covering children in need of help and protection and children looked after and achieving permanence by the end of February 2017. An action plan will be formulated based on the recommendations.

It is evident that practice is improving from a low base. Only through audit and by identifying the issues in practice will it be possible to drive up standards, improve practice and make a difference to children's lives.

Authors:

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Coventry City Council

Briefing note

To: Education and Children's Scrutiny Board
Date: 9th March 2017

Subject: Outstanding Issues Report

1 Purpose of the Note

- 1.1 To inform Members of the approach to be taken on progress, outcomes and responses to recommendations and substantial actions made by the Scrutiny Board.

2 Recommendations

- 2.1 Members are recommended to:
- 1) Note the attached outstanding issues at Appendix 1

3 Information/Background

- 3.1 When recommendations and actions are made following a scrutiny meeting, they are circulated to the relevant Cabinet Member and officer, and recorded on a recommendations tracker.
- 3.2 The purpose of this report is to bring to the Boards attention the responses received from Cabinet Members and officers in regard to recommendations and actions from previous meetings.
- 3.3 Once a response has been received or an action dealt with, it will be removed from this report and kept in the full recommendations tracker. The complete tracker can be viewed by contacting the Scrutiny Team on the details below.

Gennie Holmes
Scrutiny Co-ordinator
gennie.holmes@coventry.gov.uk
024 7683 1172

Appendix 1 - Outstanding Issues

Meeting Date	Agenda Item	Cabinet Member	Rec', Action or Info	Recommendations/ Actions	Response/ Status
13th October 2016	Health Visiting Services	Cllr Caan/ Cllr Ruane	R	The Cabinet Member for Public Health and Sport and the Cabinet Member for Children's Services are recommended to: 1) Request that the Director of Public Health and the Director of Children's Services discuss how to calculate an average number of CAF's it is appropriate for Health Visitors to hold.	Briefing note sent to Cabinet Members 2/11/16 2/11/16 Response from Cllr Ruane requesting officers to prepare a response Added to the work programme for April 2017
8th December 2016	Education Travel Assistance Policy Changes – Public Consultation		I	The cost of providing only what is statutorily required be shared with the Board	17/2/17 Briefing note circulated COMPLETE
8th December 2016	Work programme		A	The 2 Cabinet Reports in the new year for the two consultation reports considered today be shared with SB2 for information	Travel Assistance Report and Internal Residential Care Redesign - Cabinet 7th March. Document links circulated 28/2/17 COMPLETE
8th December 2016	Work programme		A	Officers investigate Member visits to children's residential homes	
12th January 2017	Improvement Board Report		A	DfE feedback be circulated to SB2 when it is available	6/2/17 Minister is on paternity leave so there has been a delay
12th January 2017	CSCB Annual Report		A	Peer Review be circulated to SB2 when it is available	Information received and circulated to the Board 8/2/17 COMPLETE
12th January 2017	Coventry Safeguarding Children's Board Serious Case Review Update	Cllr Caan	A	Write to the chair of the Health and Wellbeing Board regarding investigating the possibility of Coventry providing baby boxes	Letter to be written to Cllr Caan. Sent to Cllr Mutton for approval 25/1/17 Issue discussed at HWB on 6/2/17 - CCG to investigate further, to come back to HWB 10/4/17 21/2/17 - Babyboxes will be rolled out in Coventry and then wider into Warwickshire. Agreed in

					principle and planning how to deliver practically at the moment. CCG are leading on the project.
9th February 2017	Sherbourne Fields School		A	Members requested officers look into more placements for students with disabilities	Response 14/1/17 "Thanks for this. Apologies if there has been any misunderstanding with this student. Due to a number of factors, including health and safety we are unable in fact to offer any children work experience in libraries. Since I have been in post this has been the case and this is a policy which certainly does not discriminate between different children in any way. Please let me know if you need me to contact anyone at the school to clarify."
9th February 2017	Improvement Board Report		A	Members requested that 1) the e-newsletter be sent to SB2 members and co-opted members	
9th February 2017	Improvement Board Report		I	2) the report be updated to include a note about the number of Return Home Interviews that have been refused	
9th February 2017	Improvement Board Report		I	3) a report be included in next month's supervision report to SB2 about performance management of middle managers	
9th February 2017	Improvement Board Report		I	4) a briefing note be provided on the current number of children placed with foster carers and the current number in residential care	
9th February 2017	Education Performance Report		A	1) officers communicate the amazing improvements in Coventry school Ofsted results	
9th February 2017	Education Performance Report		I	2) members receive data about individual secondary school results in Coventry – report of the Standards Board	

9th February 2017	Work programme		A	An item on further education establishments in Coventry to be added to the work programme	Added to the work programme COMPLETE
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Education and Children's Services (2)

Scrutiny Work Programme 2016/17

Please see page 3 onwards for more details of reports

16th June 16
Recruitment and Retention of Social Work Staff (task and finish group) Improvement Board - 11 May 2016
21st July 16
SCR Early Help Strategy Improvement Board - 22 June 16
15th September 16
'Stepping Up' and 'Stepping Down' Process for Social Care cases. Quality Assurance Auditing Staying Put Arrangements and Policy
13th October 16
Supervision of Social Care Staff recommendations Teen pregnancy and PSHE in schools Health Visiting Contract Improvement Board Report – 14 September 16
10th Nov 16
Unaccompanied Asylum Seeking Children Youth Offending Service Prevent in schools
8th December 16
Improvement Board Report – 2 November 16 Travel Assistance Policy Change – Public Consultation Improving and Redesigning City Council Children's Residential Care Provision
12th January 17
LSCB Annual report Monitoring of SCR recommendations from 15/16 Improvement Board Report – 14 December 16
9th February 17
Improvement Board Report – 25 January 17 Education Performance Report Education Service Redesign
9th March 17
Supervision of Social Care Staff – progress report Quality Assurance
6th April 17
One Strategic Plan for School Organisation Improvement Board Report – 8 th March 17 Health Visiting and Early Help Further Education Colleges

Progress Reports -These items will only be reported to the Board by exception.
Where progress is on track reports will be circulated to the Board for information only

Changes to adoption agency – progress report
Family Drugs and Alcohol Court – progress report
MASH update - progress report 12 Jan 17
Children’s Social Care Workforce Strategy – progress report 9 Feb17
~~Early Help Strategy – reported to meeting 21 July~~
Progress on Audit Findings
Fostering and Adoption Annual Reports

Proposed Agenda Items

Young Carers
Serious Case reviews
Commissioned Services
CAMHS – picked up by Health and Social Care Scrutiny Board
Short Breaks Review
School based police panels
SCR – Child F
New Audit Framework

Next Municipal Year

LSCB Interim Annual Report
Voices of Care
Ofsted
Corporate Parenting

Date	Title	Detail	Cabinet Member/ Lead Officer
16th June 16	Recruitment and Retention of Social Work Staff (task and finish group)	Members wanted to look in depth at the recruitment of social workers including consideration of reasons for lack of interest in previous recruitment campaigns and remuneration and responsibility levels of social workers. To include reputational factors as well.	John Gregg Cllr Ruane
	Improvement Board - 11 May 2016	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice.	John Gregg Cllr Ruane
21st July 16	SCR	The Board will consider recommendations from a serious case review.	Janet Mokades Cllr Ruane
	Early Help Strategy	To receive a progress report on the Early Help Strategy including the Strengthening Families. Also to include hard to engage families (see SCR recommendations)	John Gregg Fran Doyle Cllr Ruane
	Improvement Board - 22 June 16	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice.	John Gregg Cllr Ruane
15th September 16	'Stepping Up' and 'Stepping Down' Process for Social Care cases.	Following the Boards consideration of the SCR on Baby C Members requested more information on the new processes implemented as a result of the recommendations	John Gregg Fran Doyle Nancy Meehan Cllr Ruane
	Quality Assurance Auditing	Following the Boards consideration of the SCR on Baby C Members requested more information on the auditing of case work to ensure consistency and quality of practice	John Gregg Terri Cartwright Cllr Ruane
	Staying Put Arrangements and Policy	To look in more detail at the Staying Put Policy, involving representation from the Foster Carers Association. The report should cover promotion of the policy with young people, children social work support at 18, financial support to Foster Carers. The Voice of the Child Task and Finish Group raised the issue of independence training and the Chair suggested that it be looked at separately.	John Gregg Jivan Sembi Cllr Ruane
13th October 16	Supervision of Social Care Staff recommendations	A progress report on the recommendations accepted by the Cabinet Member on 14/4/16	John Gregg Cllr Ruane
	Teen pregnancy and	To consider what schools are doing to support the Teenage	Kirston Nelson,

Date	Title	Detail	Cabinet Member/ Lead Officer
	PSHE in schools	Pregnancy Strategy and how the Council is supporting them	Nadia Ingliss Judith Simmonds Cllr Maton
	Health Visiting Contract	Members wanted to know more about the current health visiting contract particularly Health Visitors involvement in CAF's.	Cllr Ruane Jane Moore
	Improvement Board Report – 14 September 16	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice.	
10th Nov 16	Unaccompanied Asylum Seeking Children	Members requested to be kept up to date on numbers of UASC in the city and services to support them. Cabinet Member report for the meeting on the 3 rd November.	Sonia Watson
	Youth Offending Service	An update on progress of the Youth Offending Service including the recent inspection report and subsequent action plan	Georgina Kell Cllr Ruane
	Prevent in schools	To look in more detail how the Prevent agenda is being delivered in schools	Kirston Nelson Cllr Maton
8th December 16	Improvement Board Report – 2 November 16	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice.	John Gregg Cllr Ruane
	Travel Assistance Policy Change – Public Consultation	To consider the consultation document for changes to the policy on travel assistance	Kirston Nelson Cllr Maton Jeanette Essex/Adrian Coles
	Improving and Redesigning City Council Children's Residential Care Provision	Members of the Board will be able to comment on the proposed options as part of the consultation process.	John Gregg Cllr Ruane
12th January 17	LSCB Annual report	The annual report of the local safeguarding children's board	Elizabeth Edwards Cllr Ruane
	Monitoring of SCR recommendations from	The Board wanted to know how the outcomes of recommendations from SCR's are monitored and whether implemented recommendations have been effective in	Elizabeth Edwards Cllr Ruane

Date	Title	Detail	Cabinet Member/ Lead Officer
	15/16	protecting children	
	Improvement Board Report – 14 December 16	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice. To include the next steps arising from the Ofsted monitoring visit.	John Gregg Cllr Ruane
9th February 17	Improvement Board Report – 25 January 17	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice.	John Gregg Cllr Ruane
	Education Performance Report	An annual report with the headline performance data from schools, including vulnerable groups including children educated out of school and excluded pupils and asylum seeking and refugee children.	Kirston Nelson Cllr Maton
	Education Service Redesign	Members to be briefed on the changes to the Education Services agreed at Cabinet on 24 th January	Kirston Nelson Cllr Maton
9th March 17	Supervision of Social Care Staff – progress report	Following an item on progress on recommendations at their meeting on 13 th November, Members requested a further update on progress	Lee Pardy-McLaughlin Cllr Ruane
	Quality Assurance	Members requested an update from the new strategic lead for Quality Assurance and Performance on his priorities and plans.	Neil MacDonald Cllr Ruane
6th April 17	One Strategic Plan for School Organisation	The Board wanted to consider the implications of the mixed market for schools, especially free schools and grammar schools. Also to include information on how the Council works with Free Schools as referred from Scrucro from a suggestion by a member of the public.	Kirston Nelson Cllr Maton
	Improvement Board Report – 8 th March 17	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice, to include follow up from the DfE visit	John Gregg Cllr Ruane
	Health Visiting and Early Help	Following an item on the Health Visiting contract, Members agreed to a further report on how Health Visiting can complement the Family Hub model, and to consider the involvement of Health Visitors in CAF's	Sue Frossell, John Gregg Cllr Ruane
	Further Education Colleges	Members requested a report on work being done with the colleges in the city in the context of recent Ofsted reports.	Kirston Nelson Cllr Maton
Progress			

Date	Title	Detail	Cabinet Member/ Lead Officer
Reports - These items will only be reported to the Board by exception. Where progress is on track reports will be circulated to the Board for information only			
	Changes to adoption agency – progress report	A regional adoption agency has been established. Members wanted a progress report and information on performance	John Gregg Cllr Ruane
	Family Drugs and Alcohol Court – progress report	Progress on the work of the FDAC	John Gregg
	MASH update - progress report 12 Jan 17	Following the meeting in January 2016, Members requested a further progress update, particularly in relation to the recommendations made.	
	Children’s Social Care Workforce Strategy – progress report 9 Feb17	Following the introduction of the Workforce Strategy at their meeting on 25 February, Members requested a further progress report	John Gregg Cllr Ruane
	Early Help Strategy – reported to meeting 21 July	Members requested further progress reports following their meeting on 21 st July 2016	John Gregg Cllr Ruane
	Progress on Audit Findings	At their meeting on 15 th September, Members requested regular updates on progress against those areas where audits suggested improvement is required. 7. Care planning continues to cause concern, with drift and lack of contingency planning. 8. Neglect and “start again” syndrome is highly visible on a high proportion of cases including those held in early help. 9. Focus is on assessment, rather than on intervention,	John Gregg Cllr Ruane

Date	Title	Detail	Cabinet Member/ Lead Officer
		<p>impact and outcomes.</p> <p>10. Looked after Children, have too many moves.</p> <p>11. Life Story work continues to be inconsistent.</p> <p>12. Placement sufficiency has a negative impact on the ability of the service to identify appropriate placements for those young people ready for independence.</p> <p>13. Whilst children are being seen, it is sometimes unclear about the purpose of the visit or nature of the intervention.</p> <p>14. Recording is still inconsistent</p> <p>15. Use of chronologies is not routine or properly understood.</p> <p>16. Supervision is task focused and not reflective.</p>	
	Fostering and Adoption Annual Reports	A regular report on progress on adoption and fostering services.	
Proposed Agenda Items	Young Carers	Referred from the Corporate Parenting Board, to look at support offered to children and young people who are carers, especially those that are children in need, child protection or who come into care because of the health of their parents.	Suzanne Lawlor – Carers Strategy
	Serious Case reviews	The Board will consider recommendations from serious case reviews when they are published. To also include Wisteria Lodge investigation.	Cat Parker/Hardeep Walker Cllr Ruane/Janet Mokades
	Commissioned Services	Members requested further information about commissioned services and how contracts are awarded and monitored, including Barnardo's.	John Gregg/Sally Giles Cllr Ruane
	CAMHS – picked up by Health and Social Care Scrutiny Board	A follow up and progress report on work done with SB5 last year, especially in terms of prescription drug use. Also a task and finish group to investigate why there significantly high number of referrals through CAMHS on the ASD pathway.	Jacqueline Barnes
	Short Breaks Review	To look in more detail at the provision of short breaks for disabled children	John Gregg Cllr Ruane

Date	Title	Detail	Cabinet Member/ Lead Officer
	School based police panels	A report on how the police are supporting improving behaviour in schools and tackling anti-social behaviour in partnership	Kirston Nelson Cllr Maton
	SCR – Child F	The Board will consider recommendations from a serious case review.	
	New Audit Framework	Requested at the meeting on 12/1/17 as part of the follow up to the Ofsted visit in 2016	John Gregg/Neil MacDonald Cllr Ruane
Next Municipal Year	LSCB Interim Annual Report	Members requested to see the interim annual report of the LSCB following their consideration of the Annual Report at their meeting in January 2017	David Peplow Cllr Ruane
	Voices of Care	Update from the Look After Children’s Council – Voice of Care	Sheila Bates Cllr Ruane
	Ofsted		
	Corporate Parenting	Looking at the Council’s Corporate parenting requirements and how the Council is meeting them. To cover in the first meeting of the municipal year.	John Gregg