



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.

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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.

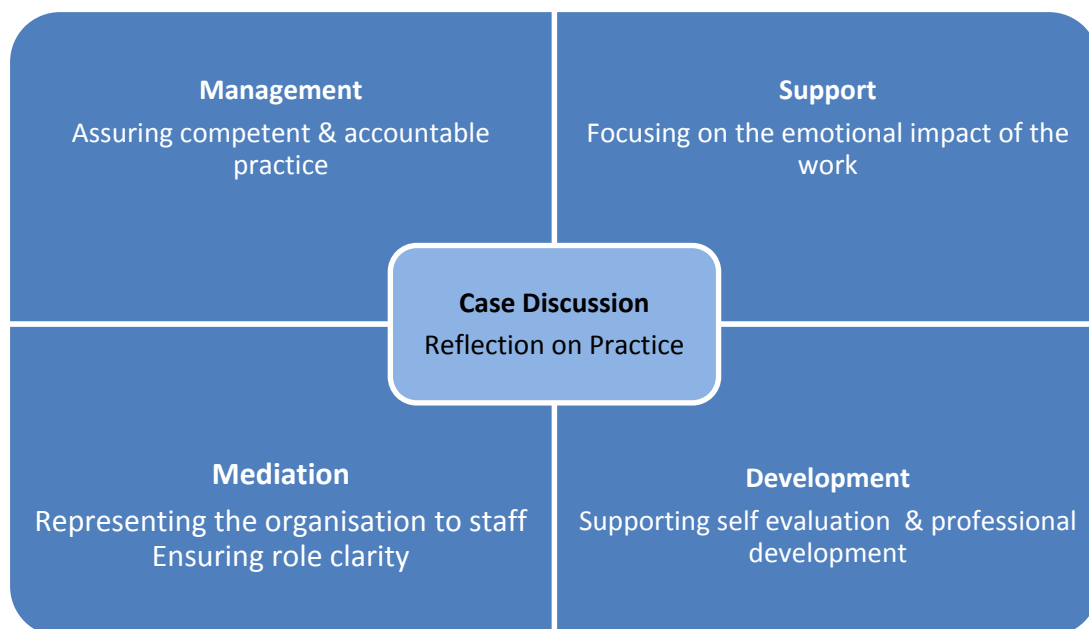
3.2 For Social Workers and allied staff supervision should use critical reflection in their practice to support them in *examining the power dynamics of family and professional situations and the structures which influence perceptions and decisions; reflecting on that experience and analysing our actions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

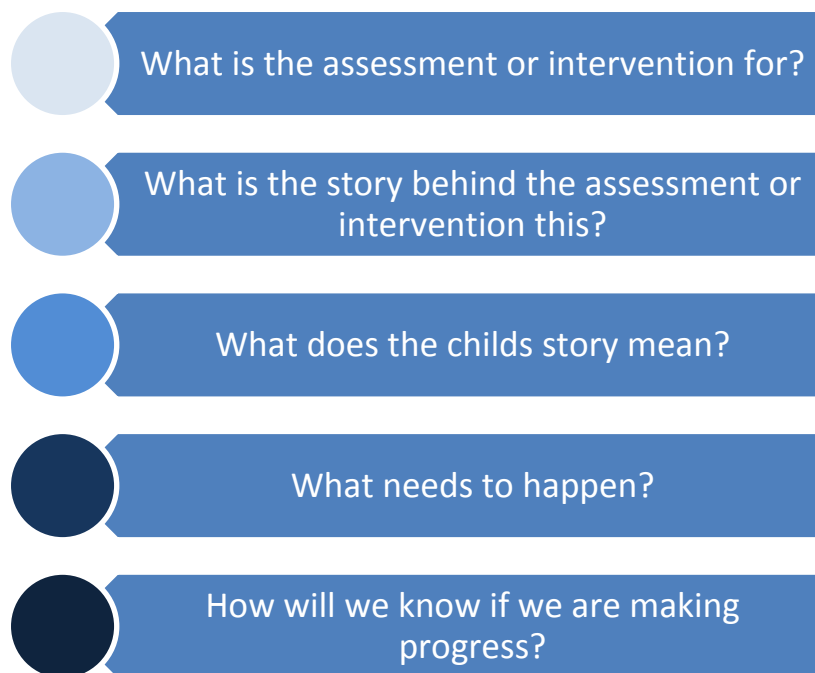
- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating their performance on behalf of the agency
- Supporting workers to maintain emotional resilience
- Valuing workers views and feelings; motivating them
- Ensuring the supervisee is 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

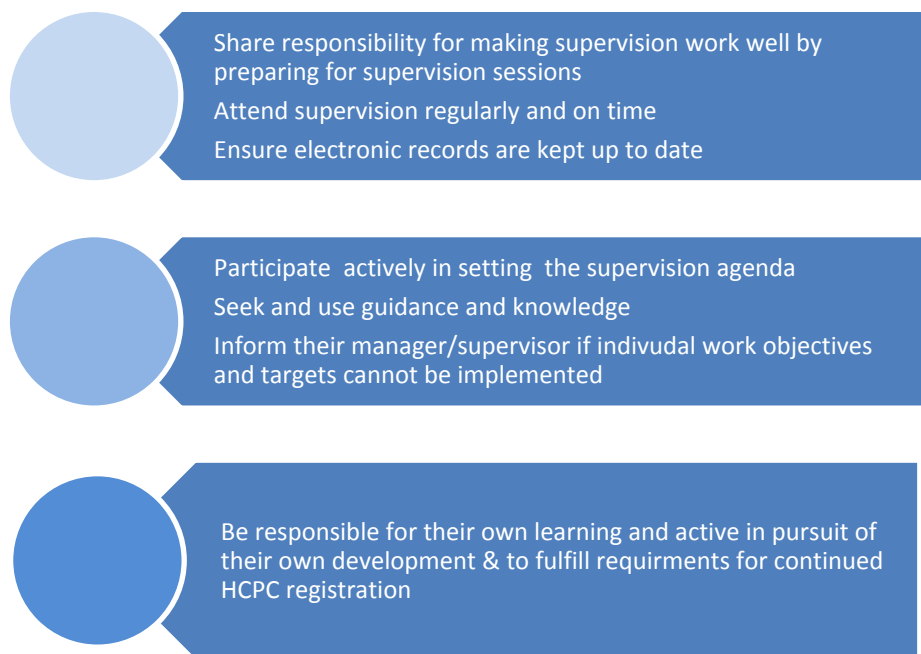
6.1 Responsibilities of managers, supervisors and supervisees

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

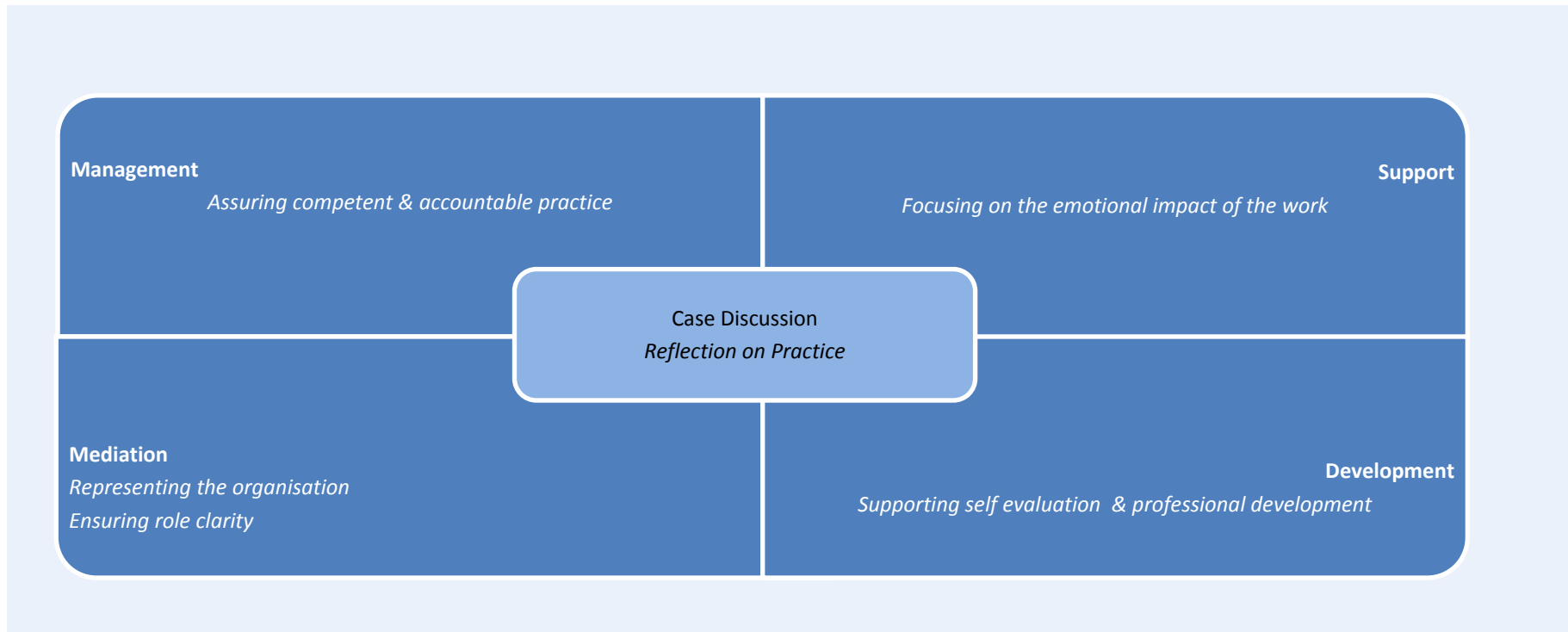
Appendix 7 Supervision Audit Tool

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

Support Functions

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

Development Function

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 - 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>				
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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>				
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<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>				
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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

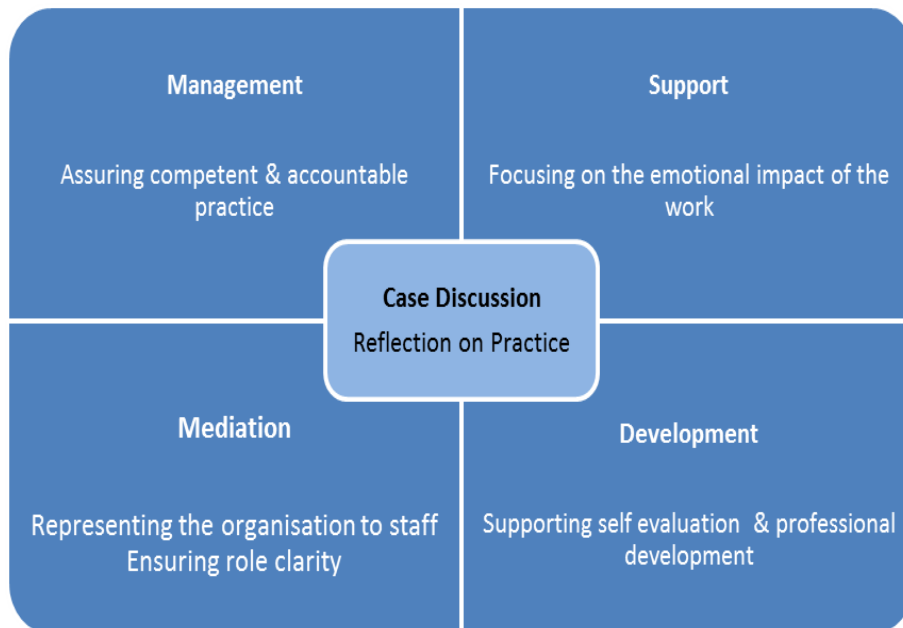
13 (a) Considering your findings above provide a grade for the overall effectiveness of the supervision	
Outstanding	
Good	
Requires Improvement	
Inadequate	

<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

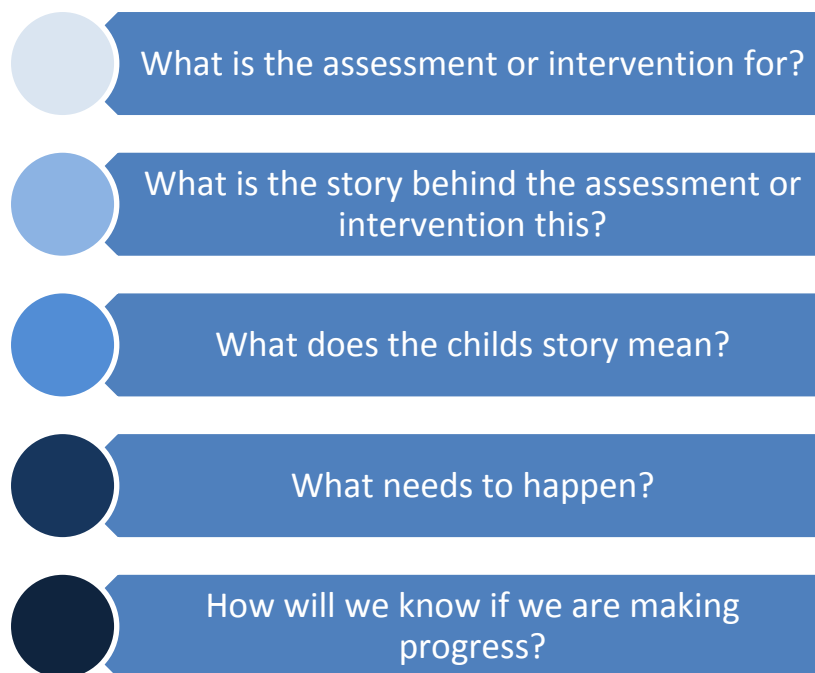
Thinking about the above please rate the following aspects of your most recent supervision

	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

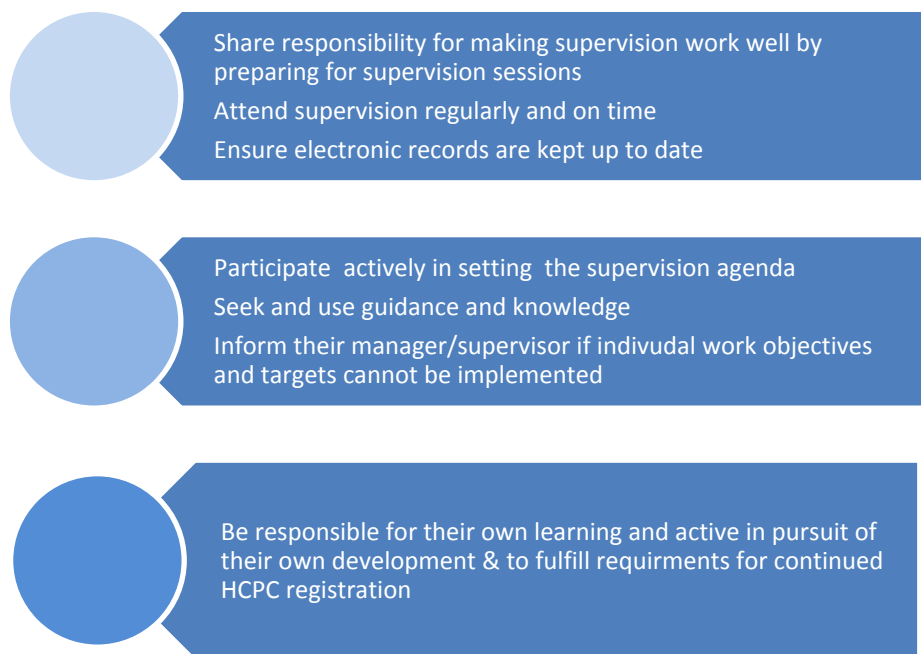
6.1 Responsibilities of managers, supervisors and supervisees

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	

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

Support Functions

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

Development Function

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:

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

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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>				
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1	2	3	4	5

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Yes	
No	
Partially	
Unclear	

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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

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Poor

1

2

3

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

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)
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Poor

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

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)

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Poor

1

2

3

4

5

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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			
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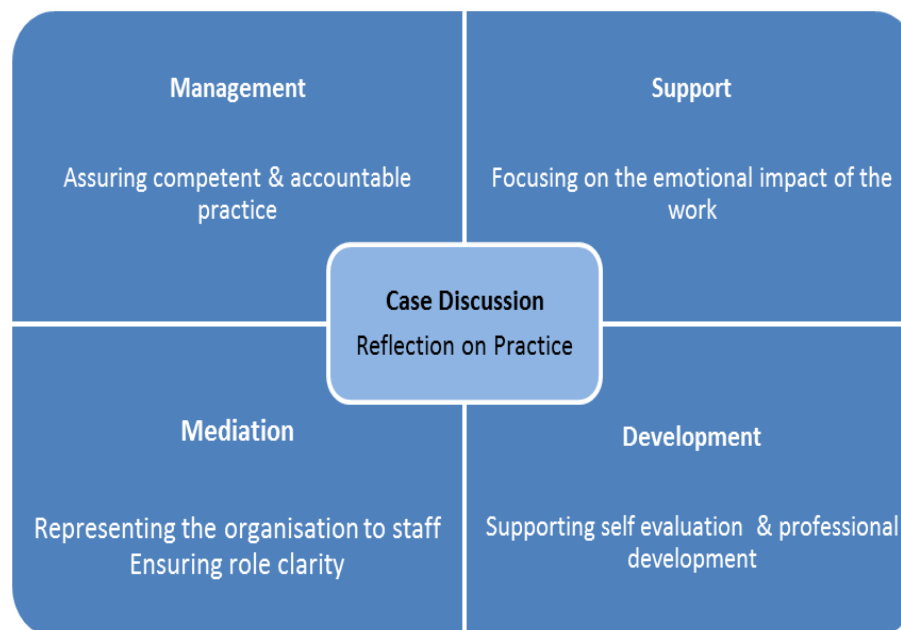
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Return copy to ?

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- Offering guidance and support; to construct and oversee plans which provide positive change for children
- Facilitating performance management; supporting workers to maintain emotional resilience
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- 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