



**Havering**  
LONDON BOROUGH

# **Adult Social Care (ASC) Supervision Policy and Practice Guidance**

**LONDON BOROUGH OF HAVERING**

**APRIL 2022 - (Amended April 2023)**

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## 1. Introduction

Havering Adult Social Care (ASC) wants to ensure that good quality, reflective, strengths based supervision is in place to assure best practice, support staff wellbeing and improve outcomes for residents, families and carers in our Havering community.

The purpose of supervision is to establish accountability and promote professional development, health, and wellbeing. The process of supervision ensures a link between the values, policies and statutory responsibilities of the organisation and the delivery of practice excellence.

Strength based supervision embodies the principles of *Better Living*, the ASC strength based practice approach, and is underpinned with both reflective practice and action learning opportunities. There is a strong focus on building positive relationships and establishing partnerships. Recognition of individual strengths and abilities, empowerment, critical self-reflection and acquiring skills and knowledge are all important elements of strength based supervision as well as assuring best practice and accountability for statutory responsibilities.

Supervision can take a number of different forms known by different names, such as peer group supervision or 1-1 - Section 4 provides more detail on this and other supervision options.

High quality supervision has many benefits, it builds staff resilience, informs decision making, supports reflective practice and enhances fulfilment and commitment to practice and to Havering's vision and ambition. Most importantly, it supports a culture of best practice which promotes better outcomes for Havering residents.

Supervision is also a key component of the [Local Government Association's Standards for employers of social workers in England](#). Please see [Standard 5 - Supervision](#).

This policy should also be read alongside the Department of Health and Social Care's [Post-qualifying Standards for Social Work Practice Supervisors in Adult Social Care](#) and [The Royal College of OT supervision standards](#).

## 2. Policy Scope

The purpose of this policy is to provide a framework of core principles and minimum standards for supervision available to staff within ASC. It applies to supervision for all ASC staff, including practitioners and other operational staff, managers and temporary staff (agency) working within ASC.

The policy and practice guidance:

- a) Establishes expectations and standards.
- b) Promotes and ensures equality and diversity is mainstreamed into all supervisory discussions holding an anti-discriminatory lens on all actions and decisions.
- c) Supports staff to understand their role and the effectiveness of their contribution to the safe delivery of services.
- d) Promotes development of skills, knowledge, behaviours, values, attitudes and (where applicable) professional capabilities necessary to carry out their role.
- e) Assures professional supervision for social workers and occupational therapists.

### **3. The Key Functions of Supervision: The 3 P's**

#### **3.1 Performance Management** - The purpose of this function is to:

- Ensure that performance and practice, is competent, purposeful, accountable and soundly based in research and practice knowledge.
- Ensure that practice is consistent with legislative requirements, professional standards and local organisational policies and procedures.
- Ensure that social care practitioners fully understand their roles, responsibilities, expectations and the scope of their professional discretion and authority.
- Provide a reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.

Ordinarily most issues regarding practice can be resolved within the supervisory relationship. If there are significant concerns regarding the work of an individual member of staff which cannot be addressed in normal supervision, then these must be addressed using the formal HR performance management and capabilities procedures.

#### **3.2 Professional Development** - The purpose of this function is to:

- Ensure that professional development needs, including safeguarding practice are considered and supported.
- Ensure that areas for continual learning and improvement are identified and acted upon.
- Ensure that career pathways, aspirations and prospects are supported.

It is important to discuss and review professional development regularly in supervision and ensure that the supervisee completes a Professional Development Plan (PDP) at least annually.

Professional development can also be achieved in a variety of ways, not just through formal training courses.

Please see list of learning and development opportunities that can be accessed by the supervisee (this list is not exhaustive):

- Online and Face-Face courses
- Reading journals and articles
- Attending practitioner networks and forums
- Making Research Count seminars
- Case discussions
- Webinars
- Coaching and mentoring
- Research
- Visits to partner agencies/shadowing
- Reading policies and procedures

### **3.3 Personal Support** - The purpose of this function is to:

- Provide a reflective space for the supervisee to discuss work and the personal impact of their role and responsibilities.
- Support the supervisee to address the emotional impact of the work.
- Actively encourage the supervisee to consider their own wellbeing and identify if any support is needed e.g. the Council's Employee Assistance Programme (EAP), Occupational Health.
- Discuss any concerns the supervisee might have in relation to their working arrangements e.g. consider reasonable adjustments, risk assessments.
- Provide appropriate support if personal/private matters or concerns are raised by the supervisee.

## **4. Roles and Responsibilities**

### **4.1 The ASC Senior Management Team (SMT) is responsible and accountable for:**

- The implementation of this policy and that supervision resources and learning and development opportunities are in place.
- Ensuring that this policy is reviewed as a minimum every two years, in line with standard procedure, and before this if statutory changes.
- That there is a robust system for assurance and governance of practice principles and standards.

### **4.2 Line Managers are responsible and accountable for:**

- Ensuring that there is an effective system in place for supervision with their staff group.
- Ensuring supervision is occurring for their staff at the recommended frequency (see *appendix 3*).
- Ensuring supervision is of acceptable quality and in line with the policy and practice standards. A quality assurance framework will support managers to assess the quality of practice.
- Accessing resources and learning and development opportunities to support supervision.
- Ensuring staff with a professional registration receive professional supervision. This is of particular importance where the line manager is from a different professional background to that of their staff.

**Supervision** is a collaborative practice and both participants have a responsibility to prepare and participate to ensure good supervision takes place.

### **4.3 Supervisors are responsible and accountable for:**

- Ensuring that supervision is uninterrupted protected time and is a confidential, safe and collaborative space for supervisees to reflect on their self, practice and role.

- Include discussions on emotional resilience and the development of skills and knowledge that empower supervisees to do things differently and manage their workloads.
- Ensuring that there are opportunities to raise issues in relation to diversity for the supervisee and cases they are working on and that these discussions are addressed constructively and positively.
- Ensuring supervision supports staff to be creative and develop their practice in accordance with Better Living, the ASC strengths-based practice approach.
- Ensuring supervision is planned and accurate clear and timely records for supervision are maintained.
- Ensuring organisational and professional standards are met and maintained.
- Ensuring the supervision agreement is agreed, signed and reviewed annually.

#### **4.4 Supervisees are responsible and accountable for:**

- Attending regularly, on time, active participation and bringing their agenda.
- Agreeing the supervision framework and being accountable for any actions.
- Preparing appropriately for supervision sessions.
- Take ownership for actions, learning and development identified within supervision.

## **5. Supervision Models**

**5.1 Line Management Supervision** - The recommended model of supervision in Havering is the 4x4x4 model. This model aligns well with a strengths-based approach and provides a useful framework for approaching supervision for both the supervisor and supervisee. It focuses on 4 main areas, management, development, support and mediation. *(Further information can be found in appendix 4).*

During the Covid-19 pandemic supervision practice, whilst working remotely out of office, has been developed and refined. The following documents can be used for reference and support:

- [LBH ASC agile working and working from home](#)
- [Research in Practice - Virtual Supervision Practicalities](#)

**5.2 Group Supervision** - Some supervisors are managing large groups of staff, for example in client led services such as; Avalon Road Centre (ARC) or Yew Tree Resource Centre (YTRC), where it may not be possible to provide monthly individual supervision sessions. Supervision for these staff groups may therefore take place in groups. However individual sessions should be available as required.

**5.3 Reflective Supervision** - Many teams hold reflective practice group supervision sessions. Reflective practice sessions are also offered using a variety of models including action learning. Reflective supervision, either one to one or in groups, provides a space for practitioners to reflect and consider the emotional impact of their work, the unquestioned assumptions and biases they

bring, varying perspectives (including theoretical perspectives) and ethical dilemmas inherent in practice. This approach enables practitioners to develop self-awareness, critical thinking and sound decision making. *Appendix 5 has a number of resources to access to further support knowledge and development of reflective practice.*

#### **5.4 Supervision for specific roles such as SW, OT and Client Led Services (ARC/YTRC) -**

Social workers and occupational therapists should have access to professional/clinical supervision. This can be provided as part of the line management supervision if the manager is of the same profession, if not then this should be arranged through another medium, e.g. with a manager of the same profession or through professional group supervision.

Professional/Clinical Supervision should be in line with identified professional standards and include the following areas:

- Reflection on application of the [Knowledge and Skills statements](#) and [professional Capabilities Framework](#) for social workers and the Occupational Therapy [Pillars of Practice](#)
- The application of specific theoretical frameworks and evidence-based practice and updating knowledge and skills and relating this to practice.
- Professional leadership of practice of complex work i.e. safeguarding vulnerable adults.
- Reflection on profession-specific input to contribute to the overall objectives of the service.
- Maintenance of registration and professional standards to assure competence in carrying out the professional role.
- Compliant with the [ASYE programme](#) if a social worker is newly qualified.

#### **Social Work**

The Chief Social Worker / Department of Health and Social Care (DHSC) have introduced post qualifying best practice standards for practice supervisors. Research in Practice has delivered some training to support organisations to think about embedding these standards. The standards can be found [here](#). The website with resources can be found [here](#).

#### **Occupational Therapy**

The College of Occupational Therapists (COT) has developed supervision guidance to enable practitioners and managers to set up healthy and effective supervision practices. This provides ideas and information that will be useful to those providing supervision and those receiving it. <https://www.rcot.co.uk/files/supervision-guidance-occupational-therapists-and-their-managers-2015>

#### **Client Led Services**

Supervision for staff in client led services should enable the individual to be accountable for their professional practice and ensure the quality of service for people who use services within relevant legislation and standards of practice. There are a number of standards which should be adhered to in this setting including; [CQC Standard - Regulation 18: Staffing](#), [The Skills for Care New Managers Inductions standards](#) and the [Care Certificate](#) .

**5.5 Other Forms of Supervision** - For some parts of the Adult Social Care Service, there are other ways in which staff receive support, discuss and seek advice on their work and new ideas and methods of working which can include:

- Shadowing, buddying or joint working
- Informal discussions with managers/supervisors
- Peer discussions

- Team meetings
- Mentoring/coaching
- Reflective practice sessions
- Specialist advice or consultation.

These are valuable and helpful ways in which staff can broaden their knowledge and expertise. The line manager always remains accountable for the work of their staff and important or sensitive decisions and actions should not be taken without their knowledge and agreement and following relevant procedures.

Where there is a professional supervisor involved, the line manager, professional supervisor and supervisee should work together collaboratively for example, twice a year 3-way meetings and sharing supervision notes.

## 6. Supervision Practice across all areas of ASC

### 6.1 Principles of supervision

- Supervisors must have the appropriate training or learning opportunities and resources to develop their skills and be effective supervisors.
- A Supervision agreement must be agreed between parties and reviewed on an annual basis or before if required.
- Supervision should take place at a prearranged place and time, in a confidential space and with an agreed agenda and preparation by both supervisor and supervisee.
- Supervision should be an opportunity to discuss your PDR and to review your agreed set objectives – looking at whether they are being met or how they can be met.
- Supervisors and supervisees should work collaboratively and have strength-based conversations to develop a strong and positive relationships.
- Supervision must promote and ensure equality and diversity is included in all supervisory discussions holding an anti-discriminatory lens on all actions and decisions.
- Supervision should focus on ensuring best (evidenced based) practice with those who have care and support needs.
- Supervision should improve the quality of decision making, interventions, critical analysis and practice.
- Formal Supervision will take place on a minimum monthly basis for 1 hour – *to note this does not replace the ad-hoc and informal supervision discussion and reflections that take place outside of formal supervision.*
- A written record of every supervision discussion should be recorded and signed by both parties.



- Where there is a dispute between the supervisor and supervisee, mediation should be provided by the line manager's supervisor. If this is not appropriate due to the nature of the dispute this should be discussed by all parties and an alternative senior ASC manager should be approached to assist with the mediation process.

## 6.2 Equalities and Diversity within Supervision

- Supervisors have a responsibility to monitor the work of their supervisee to ensure all practice is compatible with LBH's Equality and Diversity Policy. Supervision is a key forum in which this should occur. Supervision must promote anti-discriminatory practice in line with the Equality Act 2010.
- Although a supervisee is accountable to the organisation through their supervisor consideration must be given to the power balance in supervision and the needs of supervisees who could be the subject of discrimination through race, gender, disability and sexuality. The supervisee may need additional support and/or guidance outside of supervision for example through a mentor or appropriate staff network. Supervision sessions should always consider whether the supervisee's work is firmly based on anti-discriminatory practice.
- The [Equality act 2010](#) makes employers potentially liable for harassment of their employees by people who are not employees of the organisation (third parties), such as people we work with and carers. LBH may be liable when staff have been harassed on two occasions, LBH is aware that it has taken place and have not taken reasonable steps to prevent it from happening again. Supervision provides an important forum to discuss and consider responses to staff harassment. It is important these responses are recorded appropriately and with reference to LBH's [Equality and Diversity](#) policy.
- Supervision should be a place to discuss and reflect on issues in relation to equality and diversity, for the supervisee in relation to their 'self' and in relation to practice and decision making.

## 6.3 Risk Analysis and Decision Making

- The Adult's Health and Social Care department adopts a positive risk taking approach. Staff are required to coordinate, record and support balanced decision making where potential risks are identified so that plans and actions are developed that reflect the potential benefits of risks and the priorities of the person they are working with.
- It is vital that supervision includes regular opportunities to review key decisions and critically analyse the decision making rationale with the individual worker. This enables the individual to develop and maintain the level of autonomy appropriate to their role and be able to make competent and defensible decisions on behalf of the organisation. It also enables the supervisor to review the individual's competence and identify any development needs.

## 6.4 Supervision Values.

- Value openness and honesty, empathy, critical reflection and analysis.

- Work in partnership.
- Ensure equality and diversity are at the heart of discussions, hold an anti-discriminatory lens on all actions and decisions.
- Value well-being and promote understanding of individual circumstances.
- Be clear on standards and expectations, recognise and promote positive practice, appraise and invest in learning and development.
- Be clear on HR policies and procedures.
- Prepare for supervision with an agenda and topics for discussion
- Share reflective discussion to support critical and reflective thinking.
- Ensure that key discussion points and decisions are recorded

### **6.5 Live Supervision - Observations and Dip Sample Case Audit Tool**

- To support practice standards and ongoing development across the service all supervisors responsible for staff supervision must undertake four dip sample audits a year and four observation a year randomly chosen across the team, with the aim that each supervisee has experience of one form of QA activity.  
 . The tools can be accessed via [this link](#).

## **7. Recording Supervision.**

**7.1** To establish effective relationships, both parties should sign a supervision agreement setting out how supervision will take place (*A template for the agreement can be found in Appendix 1*). The supervision agreement must be reviewed annually and if and when there are any significant policy changes.

**7.2** All supervision discussions held within a formal setting are recorded and copies are signed and kept by both the supervisor and supervisee (*A template for recording discussion can be found in Appendix 2*).

- a) Records should clearly detail any decisions that have been made, reasons and any agreed actions, who will take responsibility for the actions, and the timescale for carrying out these actions.
- b) The detail included in the supervision record is a matter of judgement for supervisor and supervisee. In general the record should be detailed enough so that the issue can be revisited, if required at a later date. This will include reference to professional competency or capability frameworks where necessary. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.
- c) The supervision record should be completed in a timely way, agreed and signed by both parties and stored confidentially.
- d) If there is disagreement as to the content of the record, this should be recorded by the supervisor and escalated through line management.
- e) Any decisions made in supervision with regard to a person who receives support by ASC must be clearly recorded on their case notes on LAS, by the supervisor, and this then referenced in the formal supervision record (e.g. discussed ID. 12345).

f) Any informal case direction should be recorded in case notes by the practitioner.

**7.3** Supervision notes may be used as part of performance monitoring. The professional supervision record may also be used as evidence to submit to professional regulatory authorities to demonstrate adherence to professional standards should this be required.

**7.4** Specific requirements for supervision are required for newly qualified Social Workers under the ASYE programme and for newly qualified Occupational Therapists.

## **8. Confidentiality**

**8.1** Confidentiality is important in the development of supervisory relationships. Creating a safe environment for supervision, where the boundaries of confidentiality are explicit, will assist both parties.

**8.2** Supervisors are responsible for keeping a record of supervision meetings. All discussions will be treated as confidential on a need-to-know basis. There are circumstances, however, where it will be necessary for supervisors to discuss information gained from supervision with senior managers and/or senior professionals. Similarly, supervision records may be released for the purpose of monitoring the quality of supervision or used as documentation in disciplinary or legal proceedings.

**8.3** Any major concerns relating to the supervisee's practice or performance identified as a result of supervision should be discussed with the supervisee, before the supervisor reports these to their line manager.

**8.7** The supervisee should keep a record of supervision as part of their continuous professional development portfolio. Any record should avoid personal identification of adults, carers or third parties. Any information and decisions should be recorded in the relevant file and held electronically.

**8.5** Confidentiality under supervision does not exclude the supervisor or supervisee from their responsibilities under their respective professional Codes of Conduct and current relevant legislation.

**8.6** Supervision should be based on anti-oppressive principles and should be sensitive to the protected characteristics stated in the Equality Act 2010.

## **9. Storage and Retention of Supervision Records**

**9.1** Supervision records should be stored securely and access to them controlled. Ideally supervision records should be held electronically. Both supervisor and supervisee will hold a copy of the supervision agreement.

**9.2** A copy of the supervision records will be retained securely by both parties and can be released under certain circumstances – see section 8.2

**9.3** If a supervisee transfers to another team, supervisor, or professional supervisor within Havering ASC their records should be passed on to the new supervisor or professional supervisor.

**9.4** When an employee leaves Havering, HR keep their records for seven years before archiving them. Supervisors should notify HR services to arrange storage of supervision records via the record management process rather than continue to hold them locally.

## **10. Governance and Quality Assurance**

Quality assurance provides governance and ensures that both the organisation and staff are receiving supervision that is of a high quality, is enabling and supports ongoing development and good practice.

A framework for quality assurance has been developed and there are tools in place that support a strengths-based way of working together.

The ASC quality assurance framework and current tools used can be found on the [Havering Social Care Academy Research and Evidence](#) page.

### **10.1 Direct Observation and Case Audit Tool – for front line practitioners only**

[Direct Observation](#) is a valuable activity that offers the social care practitioner, supervisor and responsible employer an opportunity to identify key strengths and capabilities as well as areas of development. The real life scenario offers a dynamic method of supervision and assurance for employers.

The direct observation tool must be completed **four times a year** randomly across each of the ASC teams by team supervisors supporting a holistic approach to understanding and supporting best practice.

Observation can be of a one to one meeting between a practitioner and person needing support, listening to telephone or virtual communications, contributions to a meeting and many other options.

The [dip sample case audit tool](#) must be completed **four times a year** randomly across each of the ASC teams by team supervisors and this is to be used to support good practice in recording in line with the ASC [recording standards](#) and to reflect on evidenced based recording and decision making.

## **11. Learning and Development**

**11.1** Supervision learning and development resources and training opportunities can be found on the [Havering Social Care Academy](#), there is also information on the North East London Teaching Partnership, Post Qualifying Modules and a Career Progression Framework to support your learning and development.

**11.2** We are working towards embedding the [Post qualifying standards for Supervisors](#) (For social work) and using the framework to support and develop training.

**11.3** There are a large number of resources and learning opportunities to support supervision, learning and development – *a selection of these can be found in Appendix 5.*

## Appendix 1

# Supervision Agreement Template

This agreement is between ..... (Supervisor)

And ..... (Supervisee)

We agree to abide by the ASC supervision policy and guidance and will ensure that supervision sessions are conducted in a positive manner based on mutual respect for each other's skills, knowledge and experience.

### Arrangements for supervision

- We will meet for supervision every ... weeks for a minimum of 1 hour.
- Supervision dates will be booked as far in advance as possible. Scheduled dates will only be postponed due to unforeseen absence by either of us or in the event of a major incident occurring.
- Any postponed dates will be immediately re-scheduled and the session held within 7 days of postponement.
- We will hold sessions in an agreed designated space (or virtual meeting) free from interruptions.
- Observations of practice and dip sample case auditing are accepted as complementary functions forming part of supervision.
- If the supervisor is likely to be away for more than 1 month, supervision will be undertaken by ....., or another member of the management team as agreed with the supervisee.

### Agenda

- We will prepare for supervision by identifying any work or issues to be addressed and will notify each other in advance about what we would like to discuss.
- We will follow the set agenda but will prioritise as necessary at the beginning of the session.
- We agree that time will be set aside during every session to allow for reflective practice and wellbeing.

## **Recording**

We will agree who will take notes and how these notes will be shared and agreed. Decisions relating to case files will be recorded on LAS. Records relating to the supervisee will be held in their personal supervision file.

## **Confidentiality**

We agree that the content of supervision is usually confidential but acknowledge that this might not always be possible. Exceptions to this include but are not limited to: auditing or inspection of supervision records for quality assurance purposes, following staff performance processes, absence issues.

## **Mediation of disagreements**

If there are any areas of disagreement between us, these will be recorded on the supervision record and we will try to resolve them between ourselves in the first instance. If agreement cannot be reached then the supervisor's supervisor will be asked to mediate in the first instance.

## **Equalities**

We will ensure that equalities and anti-discriminatory practice is included in any case discussion. An awareness of the principles of Havering's equalities and valuing diversity policies should underpin our conduct of supervision.

## **Review of supervision**

We will review all aspects of supervision, including this contract, at least once a year, or as needed depending on changing circumstances or service requirements.

## **Professional or Clinical Supervision**

Where the supervisor and supervisee are from different professions, the supervisor/supervisor will ensure the supervisee has access to regular supervision from a manager with the same professional qualification.

### **Signed:**

**Supervisor**.....

**Date:**

**Supervisee**.....

**Date:**

## Appendix 2

### Supervision Record

This form should be used during supervision to record discussions and actions. It should be used **proportionately** dependent on discussion areas and can be adapted for specific role requirements for example; day opportunity staff, administrative staff, senior managers etc. All supervision should ensure that there is discussion on well-being, reflection and development using a strength based approach.

Both parties should sign the form at the end of the session and each keep a copy stored securely for future reference. By signing the record both parties are agreeing that supervision notes/records may be accessed and/or used as evidence to submit to professional regulatory authorities or quality assurance checks to demonstrate adherence to professional standards.

**NB: Any decisions made in supervision with regard to a person who receives support by ASC should be clearly recorded on their case notes on LAS by the supervisor.**

**Name of Supervisee:**

**Name of Supervisor:**

**Date:**

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### PART A

**Supervisee's Well Being;** Physical/emotional wellbeing, work life balance, health and safety concerns/issues

**Details of Holidays, sickness absence and HR issues since last supervision;** Annual leave, dependency leave, sickness leave (discuss if support is required) any other leave. DBS, registration, operational changes, working patterns.

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### PART B

#### Agenda Items

*Specific issues that are prioritised for the supervision session by both parties:*

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**Review of agreed action points from last meeting/matters arising:**

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**Case management** *(dependent on role – only complete this section if appropriate)*

**Areas of case discussion;** *Progress, outcomes, decision-making, hypothesis and reflection and management overview* **(Identify key cases to be discussed and record the electronic case number and adult's initials)** - *discuss coping strategies to deal with stress/workload if required.*

<b>Case Load Details</b>					
Current Caseload	Current safeguarding Cases	Assessments Since Last Supervision	Reviews Since Last Supervision	Cases Closed Since Last Supervision	BIA Assessments Since Last Supervision

**Any decisions made in supervision with regard to a person who receives support by ASC should be clearly recorded on the person's case notes on LAS under the 'supervision section' – this includes timeframes and who is responsible to undertake identified actions – this action should be undertaken by the supervisor.**

**Cases Discussed – ID number and persons initials only – actions identified to be recorded on the person's record as stated above.**


**Comments:**

**High risk/complex work (including safeguarding/welfare visits);** *discuss using strengths based approaches and reflective practice tools, ensure due processes are followed and timescales met, provide clear advice direction and support, check appropriate assessments are carried out such as risk and MCA.*

Remember to ensure the '**complexity flag**' is activated in LAS if appropriate.

<p><b>Diversity and Equality;</b> <i>include discussions around impacts on cases, interactions with people we work with and colleagues (either face to face or via the telephone), the impact on individuals, self as well as specific areas of work. Discuss areas of anti-oppressive practice and identify any learning or support required.</i></p>
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**Action required, including timescales and by whom:**

**Reflective Discussions on work, observations and audits;** *values and ethics, reflection of experience, strength based values, positive risk taking, identify any learning or support required, use of the [Ethical Guidance framework](#).*

**Action required, including timescales and by whom:**

**Legal literacy and competency frameworks;** *self-review of practice, strengths and areas for development, support requirements, case law and case examples. How practitioners incorporate legal rules into their case records to inform rationale for their decision making. Consider competencies linked to the [Knowledge and Skills Statement for SW](#), the [Professional Capabilities Framework for SW](#) and [RCOT Professional Standards and Ethics](#).*

**Action required, including timescales and by whom:**

**Learning and Professional Development;** *what CPD has been undertaken since the last supervision, what informal learning has taken place, implications on practice, [career progression](#), registration requirements, links to PDR objectives.*

**Action required, including timescales and by whom:**

**Performance overview and feedback,** *including worker's strengths and development needs. (Linking with appraisal/PDR objectives).*

<b>Action required, including timescales and by whom:</b>
<b>Team/General issues;</b> <i>including compliments and complaints, feedback to take to senior management</i>
<b>Action required, including timescales and by whom:</b>

<b>Areas of Disagreement/mediation;</b>
<b>Any other business actions;</b>

<b>Signed (Supervisor):</b>	
<b>Date:</b>	
<b>Signed (Supervisee):</b>	
<b>Date:</b>	
<b>Date/Time of Next Supervision:</b>	
<b>Venue or Virtual:</b>	
<b>Type of Supervision:</b> <i>e.g. group, individual</i>	

## Supervision Frequency and Duration Table

The table below sets out the required frequency of one-to-one supervision for different groups of staff. The frequency of other types of supervision should be agreed at service / team level.

**One-to-one supervision must take place at least monthly for all staff (including agency) with the following exceptions:**

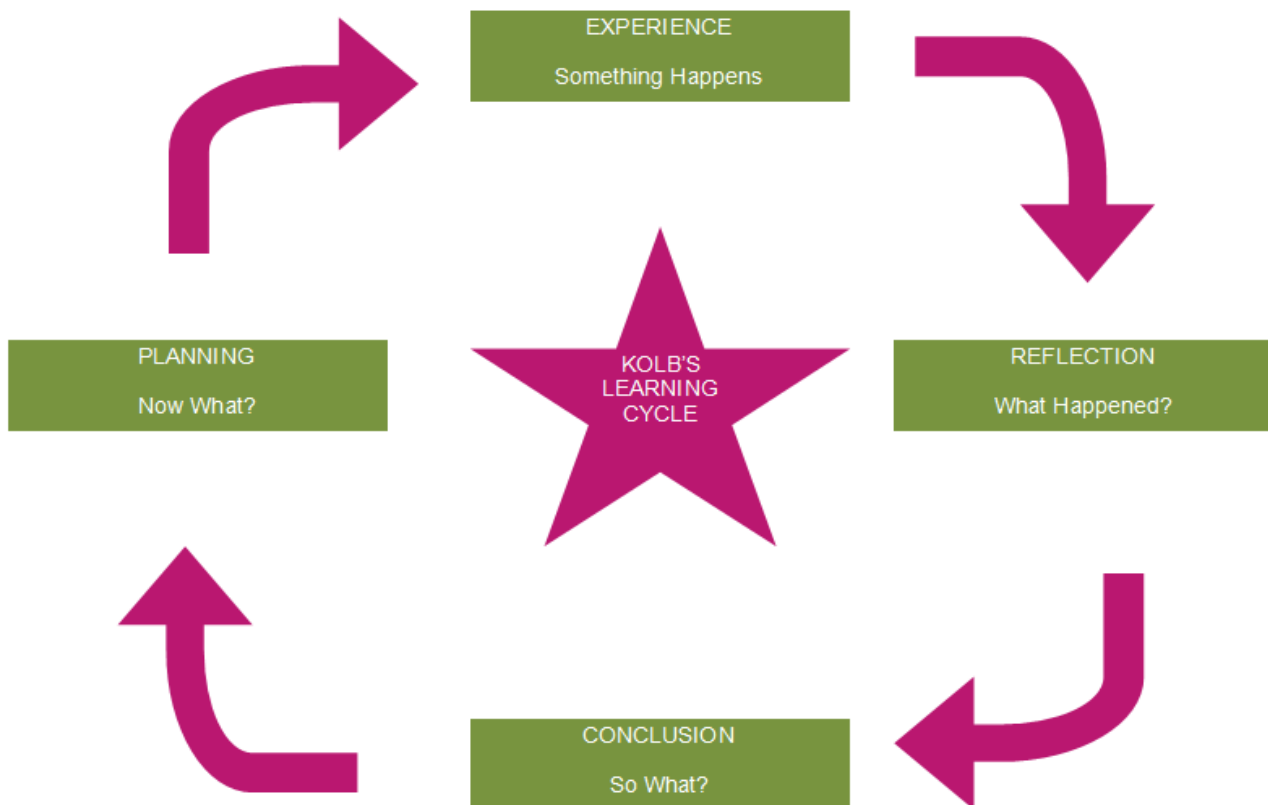
Day opportunities Staff	One to one - every 8 weeks and weekly group supervision via team meetings
New staff (including agency)	Once per week for the first 4 weeks (in line with LBH's probation policy)
Newly qualified staff (non-registered)	Fortnightly for the first three months post-qualification and at least monthly thereafter
Newly qualified social workers	In line with the recommendations of the Social Work Reform Board, supervision will be: <ul style="list-style-type: none"> <li>• at least weekly for the first six weeks of employment;</li> <li>• after the first six weeks at least fortnightly up to six months and;</li> <li>• Then monthly after the first six months</li> </ul>
Apprentices	Fortnightly unless otherwise agreed
Part time staff	By agreement, taking into account the individual's working arrangements and the standards described within this policy.
Student social workers	As per agreement with academic institution
Admin and group workers and non-case holding staff	Quarterly Supervision (with action plans/work plans developed and overseen by Team Managers as appropriate for the service).
Professionals appointed from outside the UK	Supervision should be provided: <ul style="list-style-type: none"> <li>• at least weekly for the first four weeks of employment;</li> <li>• after the first four weeks at least fortnightly for the duration up to six months</li> <li>• a minimum of monthly after the first six months</li> </ul> <p><u>This is regardless of experience or how long they have been qualified.</u></p>

## Supervision Model

The recommended model of supervision in Havering is [Kolb's Learning Cycle](#)

This model aligns well with a strengths-based approach and provides a useful framework for approaching supervision for both the supervisor and supervisee.

### Four elements of the supervisory cycle (based on Kolb's Learning Cycle):



1. Experience – 'the story'
2. Reflection – think about the experience e.g. what worked well, what didn't work as well, what could have been done differently?
3. Analysis - what does the experience mean?
4. Plans/Action – what is the next 'chapter' in the story?

The integrated 4x4x4 model provides a coherent, practical, and well-tested framework to integrate these different but connected elements of supervision.

Recognising the different functions of supervision and the needs of different stakeholders is essential. Sometimes the needs of the supervisee, person you are working with, supervisor and agency may be aligned; at other times, they will conflict and the different functions will pull in opposite directions.

## Appendix 5

# Resources for Supervision and Development

## 1. Supervision Standards

[Post-qualifying Standards for Social Work Practice Supervisors in Adult Social Care](#) and [The Royal College of OT supervision standards](#)

## 2. Learning Styles

Each person has a different style of learning. There are a number of tools that can be used to help individuals identify their learning styles and some useful [online resources](#). It is important that a supervisor is aware of the individual's and their own style to help plan their discussions and maximise learning and development opportunities.

## 3. Reflective Practice Tools

[BASW capabilities framework working with adults with learning disabilities](#)

[BASW capabilities framework for working with adults with autism](#)

[Burnham's Social-GRRRAACCEESSS](#)



[Understanding Reflective Practice Siobhan Maclean - YouTube](#)

**4. Constructive feedback** is essential to reflection and learning and both the supervisor and supervisee must be open and willing to give and receive it. Feedback should not be personal or judgmental but rather be focussed on what the individual has done or how they have behaved, [CORBS model](#) is a useful aid to giving effective, good quality feedback.

**5. ASC SharePoint site –** [LBH ASC policy and Supporting Documents](#)

## 6. Wellbeing Resources

Research in Practice have a number of useful resources and guides - [Research in Practice Wellbeing and Practice Tools](#)

Tips on self-care - [Self Care Cards](#)

[Emotional resilience in times of crisis](#)

## Governance Record

<b>Date</b>	<b>Activity</b>	<b>Person/People</b>
<b>21/2/22</b>	Draft supervision policy circulated for comments and feedback.	HoS, PSW, Service Managers, group manager, team managers, client led services managers, senior practitioners and quality assurance officer.
<b>22/02/2022</b>	Discussion regarding the possible need for an EQHIA.	Jodie Gutteridge (Service Improvement Officer - Policy, Performance & Communities).
<b>01/04/2022</b>	Amendments made to draft 1 following feedback from all ASC teams – 2 <sup>nd</sup> draft sent for further comments.	HoS, PSW, Service Managers, group manager, team managers, client led services managers, senior practitioners and quality assurance officer.
<b>8/4/22</b>	Further change requests made and agreed with the service area – no additional comments or change requests received from ASC.	Cassandra Jefferies (Day Opportunities Manager).
<b>25/4/22</b>	EQHIA sent to generic EQHIA email box for comment.	EQHIA team.
<b>10/5/22</b>	Confirmation email EQHIA not required.	Jerry Haley (Head of Communities - Policy, Performance & Communities)
<b>23/5/22</b>	Supervision signed off and agreement to implement across ASC service.	Annette Kinsella (Assistant Director of Integrated Care Services) and Kate Dempsey (Principle Social Worker).
<b>6<sup>th</sup> April 23</b>	Amendments to policy in relation to frequency and number of dip sample audits and observations of practice to be undertaken annually. Policy Reviewed no further changes at this stage.	Annette Kinsella (Head of Integrated Services) and Kate Dempsey (Principle Social Worker).
<b>April 2025</b>	<b>Policy to be Reviewed.</b>	<b>PSW/Deputy PSW</b>

