

## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 13 July 2021

**Title:** Ceredigion County Council Supervision Policy

**Purpose of the report:** To update Cabinet on the revised Staff Supervision Policy.

**For:** Approval

**Cabinet Portfolio and Cabinet Member:** Cllr Alun Williams, Porth Cynnal

### Introduction

Ceredigion County Council is committed to providing high quality sustainable services for the people of Ceredigion. The vision for our Through Age and Wellbeing delivery model is

*'to ensure that every child, young person and adult in Ceredigion will be able to reach their full potential and we are committed to developing skills and resilience that will last a lifetime and enable individuals to cope well with the challenges and pressures that they may face'.*

Supervision provides a way of supporting staff to achieve our collective vision as well as organisational, team and individual objectives. It also supports the achievement and maintenance of high standards in service delivery for the people of Ceredigion.

The Council is committed to ensuring all employees receive an annual performance appraisal. Supervision links to and supports the annual appraisal process, it is the responsibility of line managers to implement these arrangements.

The Council has revised and updated its Staff Supervision Policy in order to specify the way that all employees, agency staff, volunteers and students working in Through Age and Wellbeing should be supervised and supported in relation to their working practices. The Policy builds on strength based supervision practices and covers a wide range of staff roles, responsibilities and functions which should be taken into account by managers/supervisors in the provision and recording of supervision.

**Has an Integrated Impact Assessment been completed?  
If, not, please state why** Not required

**Wellbeing of Future Generations:**

**Summary:**

**Long term:** The Policy will support staff to provide sustainable and good quality services.

<b>Collaboration:</b>	Managers and staff have been involved in the development of this Policy
<b>Involvement:</b>	As above
<b>Prevention:</b>	Prevention is a specific focus within staff supervision
<b>Integration:</b>	All staff working in the model will be included.
<b>Recommendation(s):</b>	To approve the Ceredigion County Council Supervision Policy
<b>Reasons for decision:</b>	To seek approval of the policy by Cabinet
<b>Overview and Scrutiny:</b>	n/a
<b>Policy Framework:</b>	<ul style="list-style-type: none"> <li>• Social Services and Well-being (Wales) Act 2014</li> <li>• A Healthier Wales: Our Plan for Health And Social Care</li> </ul>
<b>Corporate Priorities:</b>	Enabling individual and family resilience
<b>Finance and Procurement implications:</b>	none
<b>Legal Implications:</b>	none
<b>Staffing implications:</b>	none
<b>Property / asset implications:</b>	none
<b>Risk(s):</b>	N/a
<b>Statutory Powers:</b>	n/a
<b>Background Papers:</b>	
<b>Appendices:</b>	Appendix A – Ceredigion County Council Supervision Policy
<b>Corporate Lead Officer:</b>	Sian Howys, Corporate Lead Officer Porth Cynnal
<b>Reporting Officer:</b>	
<b>Date:</b>	24/06/2021



Cyngor Sir  
**CEREDIGION**  
County Council

# Through-Age and Wellbeing **Supervision Policy**

*'Supporting staff to achieve and deliver excellence'*



Caru·Love  
**Ceredigion**

# Contents

Introduction .....	2
What does good supervision do? .....	2
Strategic links/This policy links to:.....	2
Scope/Who is this policy for?.....	3
Signs of Safety.....	4
Supervision .....	5
What is supervision? .....	5
What is appreciative inquiry/reflective supervision?.....	6
Supervision benefits us all: .....	6
Preparing for supervision – Supervision is a two-way process .....	7
Supervision Frequency.....	7
Supervision Agreement.....	8
What should be covered in Supervision meetings? .....	8
Quality Assurance (QA).....	9
Quality Assuring Supervision – Responsibilities.....	9
Recording Supervision .....	10
Through Age and Wellbeing Supervision Agreement.....	11
Supervision Record for Through Age and Wellbeing Staff.....	12
Turning questions into conversations: EARS - Process for Signs of Safety Mapping....	15

# Introduction

Ceredigion County Council is committed to providing high quality sustainable services for the people of Ceredigion. The vision for our Through Age and Wellbeing delivery model is,

*“ To ensure that every child, young person and adult in Ceredigion will be able to reach their full potential. We want to ensure fair access to excellent universal and targeted services that support the health and wellbeing of all. We are committed to developing skills and resilience that will last a lifetime and enable individuals to cope well with the challenges and pressures that they may face.*

”

Supervision provides a way of supporting staff to achieve our collective vision as well as organisational, team and individual objectives. It also supports the achievement and maintenance of high standards in service delivery for the people of Ceredigion.

The Council is committed to ensuring all employees receive an annual performance appraisal. Supervision links to and supports the annual appraisal process, it is the responsibility of line managers to implement these arrangements.

## What does good supervision do?

- Supports organisational staff recruitment and retention.
- Reinforces effective practice, decision making and accountability
- Embeds Signs of Safety principles into practice
- Supports the development of staff members' knowledge skills and competencies to deliver excellent services

## Strategic links/This policy links to:

- Ceredigion County Council Corporate Strategy
- Ceredigion County Council Workforce Plan
- Ceredigion County Council Managing Performance Policy
- Through-Age and Wellbeing Programme Strategy
- Employee Health and Wellbeing Strategy
- Team Manager Guidance for Newly Qualified Social Workers (NQSWs)
- Social Care Wales First Three Years in Practice (Relevant to NQSWs)
- Signs of Safety Practice Guidance
- Quality Assurance frameworks/processes for the delivery of services

## Scope/Who is this policy for?

This policy specifies the way that all employees, agency staff, volunteers and students working in Through Age and Wellbeing should be supervised and supported in relation to their working practices. This covers a wide range of staff roles, responsibilities and functions which should be taken into account by managers/supervisors in the provision and recording of supervision.



## Signs of Safety

Signs of Safety (SOS) is a practice framework which builds on individual and families strengths to help solve difficulties and find solutions. The three basic principles are:

What are you worried about?  
What is working well?  
What needs to happen?

To ensure that SOS is fully embedded in our ways of working of all through-age and wellbeing staff, supervision should be based upon and incorporate the 3 principles above. The supervision recording template (Appendix 1) will help with this.

To adopt SOS principles in supervision, line managers should follow a conversational 'appreciative enquiry' approach, including reflective questioning to enable reflective practice. This promotes co-productive practice leadership as opposed to a command and control directional approach. It also helps to identify solutions for the individual being supported and/or the member of staff overseeing a task/activity and to involve and place people who use access our services at the heart of their practice.



# Supervision

## What is supervision?

Supportive, well planned and regular supervision aids the induction and retention of staff and supports their ongoing professional development. Supervision is a formal and structured process which:

- Promotes and monitors the wellbeing of staff
- Provides an enabling and supportive environment in which to discuss, review and reflect on practice and receive feedback
- Monitors and ensures quality and high standards of service delivery
- Ensures accountability for decision making, service provision and adherence to relevant legislation and Codes of Professional Practice
- Promotes the use of the Signs of Safety practice framework
- Encourages and promotes reflective practice and ongoing learning
- Positively encourages and supports the ongoing development of staff skills and competence
- Supports organisational, team and individual communication
- Provides a formal record that evidences the above has taken place

## What is appreciative inquiry/reflective supervision?

A questions that seeks to uncover and bring out the best in a person, a situation or an organisation is an 'appreciative inquiry'. Reflective supervision is focused on experiences, thoughts and feelings directly connected with the work being undertaken. It is characterised by active listening and thoughtful questioning by both parties (See Appendix 2).

Reflection empowers staff to assess their own performance by developing an insight into their own strengths and limitations and to be supported to build on and/or develop their practice. In particular, reflective supervision focuses on:

- relationships
- creative methods of working
- a shared understanding of the what, why and how of reflection
- consideration of outcomes in practice
- discussions about evidence
- a focus on feedback
- creating a space to discuss feelings, thoughts, values and impact of these on actions/ practice

## Supervision benefits us all:

### Service users:

- Services are delivered by members of staff who are competent and motivated in their work
- Risks are assessed and managed and safeguarding procedures are followed
- Services provision is quality assured against organisational quality assurance frameworks and processes

### Teams:

- Staff are clear about their role and function in achieving the overall objectives of the organisation;
- Staff are supported and enabled to develop skills and competencies and perform their duties effectively;
- Staff are motivated and committed to the objectives of the organisation.

### Line managers:

- Line managers can satisfy themselves that the member of staff has the necessary skills and competence to successfully complete the objectives set.
- Performance management issues can be identified and addressed
- A formal dialogue between supervisor and supervisee is established thus developing a two-way communication on performance.

### Staff members:

- Clarity on their role and functions within the organisation
- Are enabled to develop the competencies necessary to undertake the required tasks, efficiently and effectively;
- The individual receives support and regular feedback on their progress
- Health and wellbeing is monitored regularly

## Preparing for supervision – Supervision is a two-way process

### Both parties:

- Are responsible for agreeing & setting agenda items at the start of each session.
- Need to prepare for supervision meetings by reading relevant materials, reports and case records

### The supervisor:

- Should bring accurate information about the employee's strengths and areas of further development in performance and capability
- Should monitor & follow up actions agreed in previous supervision meetings

### The supervisee:

- Should bring accurate information about developments in their workload and/or case work and/or project work.
- Should follow up actions agreed in previous supervision meetings

## Supervision Frequency

Formal structured supervision should be provided **for all** staff working within Through Age and Wellbeing. Staff should also receive day to day advice and support from line managers and/or designated supervisors. On any occasion where advice is provided regarding a particular case it is the responsibility of the worker to create an electronic case note on the service users file to record the discussion, actions agreed and to confirm this has been completed.

The frequency of formal supervision is shown below and should be incorporated into the Supervision Agreement (Appendix 1).

NB. Minimum requirements shown. It is expected that formal supervision will be provided more frequently if possible. If there are any capability concerns, supervision frequency may be increased and supervisors should follow the Managing Performance Policy.

Role	Frequency of supervision
Corporate Managers	every 6 weeks
Team Managers	every 6 weeks
Social Workers, Social Work Assistants and workers providing support to individuals and families	At least every 6 weeks depending upon experience.
Newly qualified Social Workers	Fortnightly for first 3 months & every month thereafter until 2 years post qualifying
Care workers in Residential homes	At least every 2 months
Student Social Workers	Weekly
Domiciliary Care Workers	At least every 3 months
Staff in all other roles within TAW	At least every 3 months

## Supervision Agreement

Every member of staff working within through-age and wellbeing should have a supervision agreement (Appendix 1). Line managers/designated supervisors are responsible for agreeing the contents of the supervision agreement with the supervisee and obtaining signatures.

The agreement can be referred to as required and/or reviewed by both parties on an annual basis.

## What should be covered in Supervision meetings?

### Health, Wellbeing & individual requirements

- Individual staff members' health and wellbeing should be monitored and discussed. If appropriate they should be signposted to sources of support which are available on Ceri Net. Further information and support is also from our Employee Health and Wellbeing Officer who can be contacted via [healthandwellbeing@ceredigion.gov.uk](mailto:healthandwellbeing@ceredigion.gov.uk)
- The individual requirements of workers should be included. The personal impact of potentially stressful work should be acknowledged and support offered as above

### Individual Appraisal Objectives - Should be reviewed to ensure:

- They are updated to reflect individual, team & organisational needs & priorities
- Work is planned & consistent with legal requirements, policies & procedures

### Individual Development – Should be considered:

- Current skills, competence and areas for development should be identified
- Individuals should be encouraged to identify and evaluate their own learning and development needs
- Competence should be aligned to SOS practice guidance
- In line with the managing performance policy, any development actions plans should contain smart objectives and be reviewed, updated and should be shared with relevant parties eg, Team Managers & Human Resources.

### For staff who supervise or line manage others

- Those staff who are managed or supervised by the supervisee should be discussed
- Individual staff supervision records should be reviewed

### For staff who deliver social work/social care interventions/casework supervision should include:

- Caseloads & priorities should be discussed & reviewed
- Compliance with legal/statutory duties and Codes of Professional Practice
- Advice & support on individual cases
- Case discussions based on SOS principles & presenting concerns
- Decisions made with supporting rationale ( defensible justification for decision)

- Actions agreed with identified timescales & those responsible
- Any conflicts in judgements or decisions made noted

## Quality Assurance (QA)

To be effective quality assurance needs to take place within an organisational context which promotes and supports the continuous development of the Through Age & Wellbeing delivery model as a 'learning organisation' and depends upon 'ownership' at all levels.

The Quality Assurance Framework starts from several clear presumptions:

- Quality assurance is an integral part of every practitioner and/or professional's daily duties and should be part of "business as usual".
- That everyone has a duty to both assure their own work and be ready to challenge the work of others if individuals are or might be at risk.
- Those who deliver frontline services are responsible for the quality of those services.

Supervision should include monitoring and quality assurance arrangements. These quality assurance arrangements ensure that the standards of supervision outlined in this policy are being followed.

## Quality Assuring Supervision – Responsibilities

The QA Framework is designed to be inclusive, working 'with' staff rather than doing 'to' them. Frontline staff are best placed to assess the quality of what they do, the constraints they experience in delivering quality, and to learn from an inclusive process which enables them to reflect and improve practice.

1. All staff are responsible for continuing professional development and evaluation of their own practice this includes participating in reflective discussions about service improvements by providing your views, observations and suggestions through the supervision and annual appraisal process.
2. Supervisors will be responsible for ensuring staff are provided with supervision which is in line with service requirements and participate fully in quality assurance activities, such as auditing and discussing case files as a standard part of supervision with the supervisee. Supervisors will also be expected to share and discuss the outcomes/learning lessons of quality assurance audits as part of reflective practice with their respective supervisees so that improvements are embedded and secured.
3. Team Managers will be expected to audit a random sample of supervision records. This will take place annually with audit activity spread over the year and the requirement is to include at least one supervision record from each of the staff members supervised by a specific supervisor. (An audit template for undertaking this task is available in the appendix of the quality assurance framework)

4. Corporate Managers and Corporate Lead Officers will ensure supervision audits are undertaken and feed information and outcomes from the Quality Assurance processes to team managers with the expectation that it is disseminated and used to inform reflective discussions in supervision.
5. Directors will provide Corporate Lead Officers with reflective supervision, that includes discussion around service quality measures from the outcomes of quarterly quality assurance management meetings. They will also hold Corporate Lead Officers accountable for service quality and engagement within the context of the supervision arrangements (1-4 above) for their respective service area(s).

To make sure the QA Framework is truly person centred, following the journey of individuals through our services, the impact of the quality assurance supervision arrangements will be judged on the following factors:

- Is all quality assurance activity being carried out in partnership with people who use our services users and professionals and are the outcomes of this activity actively shared and discussed within the supervision arrangements as a basis for reflection on our practice?
- The quality of supervision is enabling improvements on effective decision making and improved outcomes for our citizens.
- Supervision enables staff to learn from what has gone well, what affect Signs of Safety has had on their work and what could they do differently next time in meeting the outcomes of children, families, and vulnerable adults.
- Supervision has a positive impact on the motivation of the workforce that improves performance among employees, teams and, ultimately, the council.

## Recording Supervision

Using the Supervision template (Appendix 1) a record of each supervision meeting should be maintained, stored & agreed & signed by both parties.

**Part One** of the supervision form should be recorded by Line Managers on the electronic form available on the Ceri People Manager system which can be accessed in a similar way to the annual appraisal forms.

**Part Two** of the supervision form is for managers/supervisors to record the case discussions they have during supervision sessions with employees who work with and support individuals and families. For each case discussion part two of the form should be completed and then recorded onto the relevant case file on WWCIS.

## Ceredigion County Council

# Through Age and Wellbeing Supervision Agreement

This agreement outlines the expectations, requirements and frequency of supervision and should be completed on commencement of the supervisor/supervisee relationship and reviewed if supervisory/line management responsibility is transferred

<b>Supervisee Name:</b>	<input type="text"/>	<b>Role:</b>	<input type="text"/>
<b>Supervisor Name:</b>	<input type="text"/>	<b>Role:</b>	<input type="text"/>
<b>Frequency of Supervision:</b>	<input type="text"/>		

### Agreed Mutual responsibilities:

- Both parties will take responsibility to prepare for supervision by providing an agenda for discussion
- The records of the supervision session will be recorded by the supervisor / supervisee as agreed.
- To act in a professional & respectful manner & approach each session in a constructive and positive way, promoting an open and honest discussion about work related matters.
- Supervision should only be interrupted in an exceptional circumstances/emergency.
- If supervision needs to be cancelled for any reason, the person cancelling the session must take responsibility for rescheduling at a mutually convenient date (within 10 working days of the original date)
- If a dispute arises between the parties regarding supervision and the issues cannot be resolved, the matter will be referred to the Team Manager/Corporate Manager.
- Supervision will be inclusive of equal opportunities, diversity and individual requirements
- Supervision sessions will be confidential within the context and limits of confidentiality.
- Supervisor and supervisee have responsibility for ensuring that any actions identified are undertaken and these will be monitored and reviewed in accordance with the agreed timescales.

### Individual Responsibilities - Supervisor will:

- Book time and venue for supervision sessions 6/12 months in advance
- Retain up to date supervision records for each member of staff for whom they have responsibility.
- Prepare workload/ caseload/performance data and relevant information

### Individual responsibilities - Supervisee will:

- Prepare workload and/or caseload/individual case work issues for discussion

**For Social Work/Social Care staff:** Ensure that any discussions relating to individual cases are recorded on the case file & actions are undertaken within identified timescales.

### Signatures

<b>Supervisee:</b>	<input type="text"/>	<b>Date:</b>	<input type="text"/>
<b>Supervisor:</b>	<input type="text"/>	<b>Date:</b>	<input type="text"/>

# Supervision Record for Through Age and Wellbeing Staff

**Note:**

Part One of this form is an electronic form accessible via Ceri People Manager. Please use Ceri People Manager to record each supervision session. Part Two of this form is for recording case discussions which must also be recorded on WCCIS

**Part One**

<b>Supervisee Name</b>		<b>Job Title</b>	
<b>Supervisor Name</b>		<b>Date of Supervision</b>	

<b>Agreed agenda items:</b>
1) <b>Health &amp; Wellbeing</b> 2) <b>Annual leave planning</b> 3) 4)

<b>1) Health &amp; Wellbeing / How are you?</b>
<b>2) Annual leave booked/forward planning</b>

<b>Review of previous supervision notes &amp; action</b>

**General**

<b>Review of Work, Priorities &amp; Actions (link to individual appraisal objectives)</b>			
<b>What are you worried about?</b>	<b>What's working well?</b>	<b>What needs to happen?</b>	<b>Actions agreed, timescale &amp; who is responsible</b>
Past: Future: Complicating factors:	Existing strengths: Existing solutions:	Goals: Next steps:	

<b>Additional support/training needs?</b>

**Supervisor & supervisee to confirm that they agree that this is a true record of supervision:**

**Signature of Supervisor:**

**Signature of Supervisee:**

**Date:**

Part Two

For Social Workers/Social Care staff/Workers providing support to individuals/families –  
Record of Case Discussion

(to be completed for each case discussion and then recorded on individual case records)

What are we worried about?	What's working well?	What needs to happen?	<b>Agreed action, timescale &amp; who is responsible</b> (Supervisee is responsible for entering this case discussion on service user case records)
<b>Case ID/Ref No:</b>  Past:  Future:  Complicating factors:	Existing strengths:  Existing solutions:	Goals:  Next steps:	

From the discussion, on a scale of 1-10 where would you place the well-being of this child/young person (0 being extremely worrying-10 being as good as it can be)  
 1 2 3 4 5 6 7 8 9 10

<b>Confirmation that Supervisee &amp; Supervisor agree that this is true record of the case discussion</b>			
Supervisor	Yes/No	Supervisee	Yes/No

## Turning questions into conversations: EARS - Process for Signs of Safety Mapping

	Worries	Strengths	Goals
Elicit First question	<ul style="list-style-type: none"> <li>• What are we worried about?</li> <li>• What harm has happened to any child in the care of these adults?</li> <li>• What is the danger to this child if left in the care of this mother?</li> <li>• What makes this situation more complicated?</li> </ul>	<ul style="list-style-type: none"> <li>• What's working well here?</li> <li>• What are the best attributes of this mum's/dad's parenting?</li> <li>• What would the child say are the best times she has with her dad?</li> <li>• When has the mum fought off the depression and be able to focus on the child?</li> </ul>	<ul style="list-style-type: none"> <li>• What needs to happen?</li> <li>• What do you need to see to be satisfied the child is safe enough that we can close the case?</li> <li>• What would the mum say that would show everyone the child can come home?</li> <li>• Where would the teenager say he wants his life to be at 18?</li> <li>• What do we need to do to create a relationship where we can talk about difficult issues?</li> </ul>
Amplify Behavioural detail: What would you see?	<ul style="list-style-type: none"> <li>• When has that harm happened?</li> <li>• How often; how bad?</li> <li>• How did that incident affect the child?</li> <li>• What language can we use to say that so the mum and child can easily understand?</li> <li>• How long has this harm been happening?</li> <li>• Give me the first, worst and most recent examples of harm.</li> </ul>	<ul style="list-style-type: none"> <li>• When has that good thing happened? How often?</li> <li>• How did the mum fight off the depression? How else?</li> <li>• How does the neighbour help?</li> <li>• How did you get her to open up?</li> <li>• How is the parenting programme making things better for the child?</li> <li>• What did the dad do to make those contact visits really enjoyable for his kids?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the details of the behaviour you would want to see that would tell you this child is safe?</li> <li>• How many people do you think should be involved in this safety plan?</li> <li>• What is the father's willingness/capacity to do this?</li> <li>• Is this plan written in a way the child understands it?</li> <li>• How will the mental health services involvement help make this plan work?</li> </ul>
Reflect Meaning	<ul style="list-style-type: none"> <li>• Which of the danger statements do you think is the most important (or easiest) to deal with first?</li> <li>• Which danger would worry the parents most?</li> <li>• Of all the complicating factors which do you think is the most important to deal with?</li> </ul>	<ul style="list-style-type: none"> <li>• Which of the strengths are most useful in terms of getting this problem dealt with?</li> <li>• Which aspects of their parenting/family life would mum and dad be most proud of?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you rate the child's safety with this mother on a scale of 0–10?</li> <li>• Is this a plan that the parents believe in? On a scale of 0–10, what confidence would they say that they have in it keeping the child safe?</li> </ul>
Start over	<ul style="list-style-type: none"> <li>• Are there any worries that we have missed?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any other good things happening in this family that we have missed?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any other important things that we have missed in the plan?</li> </ul>

