

## Guidance to Supervision: A Safe and Thinking Space

Although there is good evidence that supervision is taking place, the JTAI, peer review, OFSTED inspection and recent audits have found that at times we struggle to record a 'reflective' account of supervision.

We are good at listing what actions we are going to take, but the reasons for this are not always clear.

The following guidance has been devised by a CSC working group of managers in order to develop:

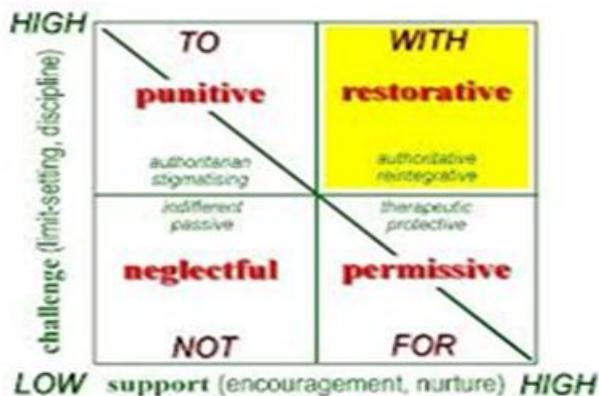
- Template to record case supervision for children's records (Fwi/Liquid Logic)
- Agreed prompts to be use within supervision (which will be placed in supervision rooms and within procedures)
- Template for 1:1 record of personal supervision onto SharePoint

### Key Component of Supervision:

Supervision should enable the practitioner to walk away feeling less anxious than when they walked in, with a clear view of what the child, family and organisation require, what actions are most likely to produce the best results and what to do next ( key decision making).

It should model the kind of relationship practitioners are expected to build with children and families, one of **curiosity, making sense, reflection and taking action.**

We are a restorative organisation – the principles of this approach are reflected in the way we work with each other, children and their families and partners.



Key factors to explore in supervision to support analysis and critical thinking in work with children and families.

1. To deepen and broaden worker's knowledge and critical analysis
2. To enable confident, compliment, creative and independent decision making
3. To help workforce build clear plans that seek to enable positive sustainable change for children and their families
4. To develop a relationship that help staff feel valued, supported and motivated
5. To support the development of workers' emotional resilience and self- awareness.
6. To promote the development of a learning culture within organisation

Case Work template: This is to be used by all service areas across CSC and uploaded to Fwi/Liquid Logic. Refer to document library for the casework supervision template. See [Documents Library](#).

The case supervision document is based upon the view that in order to be 'reflective', we need to consider the different relationships that are impacting on each other (e.g. child-mother; parent –parent, worker- parents) and use our knowledge base of frameworks for understanding situations and our skills for intervening to agree how we are going to achieve positive change for children and families. The form recognises that the 'thinking' is more important than the document and only requires short bullet point summaries e.g. Discussed mum's neglected childhood and need to help her in enjoying being with the children and understanding their nutritional needs.

Every case requires a case supervision; the cycle of frequency is determined by elements of stability of child's situation and level of risk - so for example, within CAFAT there may be frequent supervisions due dynamic nature of case, within FSS monthly supervision is required, within LAC/LC/Disability for stable cases a frequency of three monthly case discussion could be agreed and recorded on case supervision record.

Template to record frequency of case supervision and visits for managers and workers can be found in the [Documents Library](#).

#### Prompts within supervision of direct work with child/yp across Children's Services:

- **What is it like being a child in this family?**
- **What does he/she want to change?**
- **What does child and family think of plan?**
- What does assessment tell us on capacity to change? Is it still relevant? Are outcomes clear?

Assessment is evolving and constant process that occurs across children's services – required to assess risk and identify strengths relevant to child(ren) developmental age and stage.

- Consider the model of change being used? Evidence based practice in actions? Interventions used? Is there a distinction between research/theory and practice wisdom
- What are other agencies/parts of service doing within plan – shared responsibility and contribution to plan? – joint supervision needed?
- What is the working hypothesis (i.e. giving different meanings to information) on presenting behaviour/concerns– do we need to rethink? How long have we been working with this child and are we achieving change? If not – take a systemic view?
- Would a mapping exercise assist in thinking- external manager review? Complex case template to guide discussion and Signs of Safety tools can be found in the [Documents Library](#).
- What tools are being used? Neglect, CSE, CDE, Graded care profile, PAM, MARAMP, multi-agency chronology?
- Have disability issues for children been fully considered in relation to parenting capacity – neglect?

- Purpose of visits clear and linked to outcomes of TAF, CIN, CP, LAC plan?
- FGC occurred? Consider the possibility if not to achieving outcomes and to support plan.
- Who is in family – do we have a clear genogram? Viability needed? Reunification?
- CP plan longer than 12months? Would pre-proceedings process assist in progressing CP planning – consider with manager/ASCM?
- Do you need additional understanding from psychologist – substance misuse, FASS consultation, REOC formulation? YJS formulation? Discuss with ASCM.

One-to-One supervision record – These are to be used across CSC and placed in SharePoint. There is one for managers and one for workers. Templates for both are in the [Documents Library](#).

The 1:1 supervision is designed to record build framework to sustain practitioners' emotional resilience, growth practice and learning. The following are prompts to use within these sessions with workers.

- Consider emotional impact of direct work – training, emotional support – HR/PAM Assit support required?
- Consider the factors influencing current practice – assumptions, values, power relations and wider society
- Keys themes explored in wider service audits or specific audits on cases – SCR learning – follow up actions occurring? – influencing approaches?
- Themes coming out of supervision for workforce development being discussed with managers and escalated to area managers
- Celebrating successful work? Share with senior managers

### **One to One Supervision (personal) placed in share point**

<http://myportal.oxfordshire.gov.uk/sites/CEF/Supervision/SitePages/Home.aspx>