



Title of paper:	Nottingham City Children's Partnership Supervision Framework	
Report to:	Nottingham Children's Partnership Board	
Date:	26.9.12	
Relevant Director:	Tim O'Neill	Wards affected: All
Contact Officer(s) and contact details:	Trudy Sanders Trudy.sanders@nottinghamcity.gov.uk	
Other officers who have provided input:	Mandy Goodenough – Trilogy of Risk Lead and author of Supervision Review Dec 2011 Anne Partington – Service Manager, Safeguarding Board Tracey Nurse – Service Manager, Social Care Simon Howard /Kristy Cataldo– Consultants, Talent & Skills Sue Link – Senior Nurse Co-ordinator, FNP/CityCare Sonia Frankish – Locality Manager, CAMH's Corina Ioannou – Targeted Family Support Manager, Family Community Teams Elaine Mitchell – Workforce Strategy Lead	
Relevant Children and Young People's Plan (CYPP) objectives(s):		
Stronger safeguarding – With a key focus on ensuring that there are high standards of safeguarding across all agencies and that the Partnership takes a pro-active approach to the elimination of domestic violence.		✓
Healthy living – With a key focus on increasing the proportion of children and young people who have a healthy weight.		✓
Reducing substance misuse – Partnership work to lessen the impact on children of parental drug and alcohol misuse and to reduce drug and alcohol misuse amongst children and young people.		✓
Raising attainment – Raising the attainment levels and increasing engagement in employment, education and training.		✓
Improving attendance – Improving rates of attendance at both Primary and Secondary as a key foundation of improving outcomes.		✓
Summary of issues (including benefits to customers/service users):		
<p>The Nottingham City Children's Partnership Supervision Framework sets out clear aims and objectives of the supervision model and process; roles and responsibilities of Managers, Specialists, Senior Practitioners and all practitioners working directly with children and families.</p> <p>High-quality supervision is critical to good practice; it is key to effective management oversight and review and should ensure practitioners develop and maintain critical mindsets in a reflective way. Nottingham City Children's Partnership believes that supervision plays an important role in ensuring that all children and their families receive a high quality service and that all staff have the right to the support and guidance provided through supervision to develop their practice.</p> <p>The Supervision Framework will enable all relevant services across the Children's Partnership to review their internal supervision policy; although the framework sets out general principles, models and tools it is not an attempt to impose a particular 'model' of supervision on all staff or professional groups. It is, however, expected that all staff within Nottingham City Partnership will receive high quality, regular supervision that enables professional development and improved outcomes for children and families.</p>		

Recommendations:	
1	To approve the Children's Partnership Supervision Framework in accordance with the recommendations of the Children's Partnership Review completed in December 2011
2	Launch the Supervision Framework at the Children's Partnership Workforce Conference in October 2012
3	All services across the partnership working with children and families to review and revise where necessary their internal supervision policy to reflect the new Supervision Framework and ensure it is embedded in to workforce development plans and Personal Appraisals

1. BACKGROUND AND PROPOSALS

A review of supervision across the Children's Partnership was undertaken in 2011. The review highlighted inconsistencies in approach and different models of supervision across all agencies. The report concluded that there needed to be an overarching Children's Partnership Supervision Framework that provided a comprehensive but succinct guide for managers and practitioners that is underpinned by theory, evidence based practice, tools, process and quality assurance.

Research has shown that effective supervision ensures that practitioners feel valued, prepared, supported and committed which in turn reduces rates of staff sickness and turnover. Furthermore, supervision is fundamental to the delivery of effective care services and should therefore be recognised as an integral part of the service and given priority.

Historically, there have been many models of supervision across the Children's Partnership but there is little evidence of a theoretical base or findings from research being fully embedded in practice. Supervision needs to make clear links between good reflective practice and the Supervision Framework recommends Tony Morrison's 4x4x4 model as this recognises the role of emotional intelligence when working with families and provides a reflective and analytical tool for practice.

The Supervision Framework also stipulates that where the supervisory case management function is separated out between Line Management and Clinical/Professional/Case Supervision, there should be clarity about the different roles and how issues of accountability and performance are addressed. This will reflect and support Nottingham City's new 'Nottingham Manager' model.

2. RISKS

Working with children and families in need of support, particularly when they are in crisis, can be challenging and emotive. Both managers and practitioners need to be supported and valued within a supervisory relationship that is integral to their working practice.

Unfortunately, the lack of a clear theoretical model about the nature, influence, and critical elements of effective supervision and inconsistencies in practice undermines the ability to drive up standards, training, support, and monitoring of the supervisory process. Without this, there is potential for practitioners to lack the skills and knowledge required to work effectively which can result in poor professional development and performance as well as negative outcomes for children and families.

The new Supervision Framework provides clear guidelines for Managers and practitioners to embed good practice in supervision to enable them to safeguard children and manage risk more effectively.

3. FINANCIAL IMPLICATIONS

None

4. LEGAL IMPLICATIONS

None

5. CLIENT GROUP

All

6. IMPACT ON EQUALITIES ISSUES

As the nature of supervision concerns direct work with children and families, all user groups will be included. The Supervision Framework stipulates that colleagues practise in a manner that takes account of the diversity of the population we serve.

7. OUTCOMES AND PRIORITIES AFFECTED

All CYPP objectives and priorities will be affected as supervision practice involves safeguarding and managing risk including domestic violence; Healthy living and ensuring children and young people have a healthy weight; reducing substance misuse by working in partnership to lessen the impact on children of parental drug and alcohol misuse and as well as children and young people who misuse drugs and alcohol; Raising attainment levels and increasing engagement in employment, education and training and Improving attendance at both Primary and Secondary as a key foundation of improving outcomes.

8. CONTACT DETAILS

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Nottingham City's Children's Partnership

Supervision Framework

PART ONE:

1. Introduction

It is a long accepted position that high-quality supervision is critical to good practice. It is key to effective management oversight and review and it is critical in ensuring practitioners develop and maintain critical mindsets in a reflective way.

Nottingham City Children's Partnership believes that supervision plays an important role in ensuring that all children and their families receive a high quality service and that all staff have the right to the support and guidance provided through supervision to develop their practice.

'Practitioners who are well supported, receive supervision and have access to training are more likely to think clearly and exercise professional discretion' (Brandon et al. 2005).

The aim of this document is to provide a framework for supervision for all staff working within the Nottingham City Children's Partnership and partner agencies. Each service area will be responsible for ensuring that their own supervision policies and procedures meet the requirements of the Supervision Framework.

Definition of Supervision

"A process in which one worker is given professional responsibility to work with another in order to meet certain organisational, professional and personal objectives. These objectives are competent, accountable performance, continuing professional development and personal support." Morrison 1993, (adapted from, Harries 1987)

Within Nottingham City Children's Partnership differing approaches to supervision have evolved (e.g. line manager supervision, clinical supervision, peer supervision, group and forms of case management supervision). These models have been strongly influenced by the work of Tony Morrison and Kolb.

This framework is intended set out general principles, models and tools under which any model of supervision can operate. It is not an attempt to impose a particular 'model' of supervision on all staff or professional groups.

It is, however, expected that all staff within Nottingham City Partnership will receive regular, good quality supervision that enables professional development and improved outcomes for children and families.

Aims of Supervision:

Supervision is likely to have a range of aims and objectives and is likely to include some of the following:

- to provide a forum for staff to receive support, encouragement, praise and constructive criticism
- to help staff gain an overview of his/her work and so acquire fresh insights into his/her practices
- to support staff in their continuous professional development and to link in with the appraisal process
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- to assist staff to be effective in their day to day practice,
- to provide staff with a forum to discuss the particular roles and responsibilities attached to their post
- to enable staff to discuss issues of risk assessment, risk-taking and risk management in their practice
- to provide a forum for staff to discuss any problems they may be experiencing in their day to day work
- to assist staff to function in accordance with organisational and professional standards of practice and competence
- to assist staff with the organisation and management of their workload
- to provide Nottingham City Partnership and partner agencies, with a mechanism to ensure that an individual staff member is accountable for their practice
- to ensure that staff practise in a manner that takes account of the diversity of the population we serve

This list is not meant to be exhaustive nor is it expected that supervision for **all** staff will cover **all** these areas.

2. Context of Supervision

There have been many models of supervision across the Children's Partnership and 'reflective practice' has always been the cornerstone of each model; however, there is little evidence of this being embedded. Where the supervisory case management function is separated out between Line Management (HR function) and Clinical/Professional/Case Supervision, there should be clarity about the different roles and how issues of accountability and performance are addressed.

Research has shown that effective supervision ensures that practitioners feel valued, prepared, supported and committed which in turn reduces rates of staff sickness and turnover. Furthermore, supervision is fundamental to the delivery of effective care services and should therefore be recognised as an integral part of the service.

3. National & Local picture

Despite the unified recognition of the importance of good quality supervision a number of difficulties have been identified. Morrison and Wonnacott (2010) 'Supervision: Now or Never - Reclaiming Reflective Supervision in Social Work' argue that effective supervision can only occur if there is:

- Consistent political, professional, and organisational leadership in championing the role of supervision.
- A clear theoretical model about the nature, influence, and critical elements of effective to drive up standards, training, support, and monitoring of supervisory practice
- 'Good supervision' rather than a mindset of 'having supervision'.
- A national statement addressing the need for social care organisations to have a robust policy framework for supervision.

The Department of Health's, 'Health Visitor Implementation Plan 2011-15' states that one of the deliverables for professional mobilization is seen as "supporting high quality professional practice, including the model of practice for effective health visiting and clinical supervision" (DH, 2011, P30)

Ofsted's report 'High expectations, High support and High challenge' concluded that successfully implemented strategies to support frontline staff working in child protection more effectively had key features that included regular and high-quality line management support and supervision that is most effective when staff are helped to manage the emotional impact of the work and to critically reflect on practice.

Locally, training in supervision skills developed by Tony Morrison has been rolled out to managers of social worker practitioners. Family Community Teams and Health colleagues also apply Morrison's model to their supervision practice. In addition Train the Trainer programmes have been delivered so that this model can be sustained.

4. Safeguarding

4.1 Principles underpinning Safeguarding supervision

The principles underpinning Child Protection/Safeguarding Supervision are clearly set out in legislation and policy documents; all of which place duties on organisations and individuals to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children and young people. (Appendix 1: Safeguarding Legislation)

4.2 Signs of Safety - An alternative approach to managing risk

This approach to child protection and reflective practice is gaining International and national recognition. Signs of Safety was developed in the 1990's in Western Australia by Dr Andrew Turnell, and uses strengths based 'Solution Focused' techniques to increase co-operation and promote partnership working with parents, young people, children and families. The Signs of Safety framework is designed to create a shared focus among all stake holders in child protection cases, both professional and family; it is designed to help everyone think their way into and through the case. (Appendix 2)

5. Supervision Model

The theoretical models underpinning the supervisory framework whilst different contain a similarity, of analysis and reflection.

5.1 Tony Morrison - 4x4x4 model

This model has been recommended by Skills for Care and is the model generally adopted by Nottingham City's Children's Partnership. This model integrates the four functions of supervision within the reflective supervision cycle and includes the four elements of Kolb's Learning Cycle. (Appendix 3)

5.2. Kolb's Experiential Learning Cycle

This model of supervision makes clear links between good reflective supervision and delivering improved outcomes for children and families. Morrison's model adopts Kolb's experiential learning cycle because it recognises the role of emotional intelligence when working with families and provides a reflective and analytical tool for practice (Appendix 4)

PART TWO:

Supervision Policy and Procedure

The information detailed below, is designed to set the standard for the implementation for effective supervision.

1. The Policy MUST take into account:

- the experience of the worker
- the length of time in the job
- the complexity of their work
- the number of hours worked
- the individual's support needs

2. Supervision Agreements/contracts must include:

The process and purpose of supervision will be articulated in a contract between the supervisor and supervisee(s). As a minimum the standards will include:

- Responsibilities of both the supervisor and supervisee
- Clarity around boundaries and expectations of supervision, including frequency, duration, confidentiality and reviewing arrangements
- Guidance on joint supervision arrangements (multi-disciplinary and integrated services)
- what arrangements are to be made for additional supervision in the event of an unexpected event
- Guidance on joint supervision arrangements (multi-disciplinary and integrated services)
- Structure of supervision and an agenda for individual supervision sessions to include reflective practice and preparation tools, such as the signs of safety
- Approaches to risk management for workers and people who use services.
- Group supervision structure (based on therapeutic support)
- Supervision records to include ad hoc supervision and telephone supervision
- Standards - Qualifications and level of Supervisors/Specialists
- Managing workloads – agree a local case load weighting tool, for example the framework for assessing workload published in the Social Work Task Force Report
- Emotional impact - methods for managing the work

- Specialist, supervision, support, advice or consultation/therapeutic/clinical as required.
- Reflective practice e.g. consultation forum and reflective opportunities for supervisors and practitioners.

3. Case File Management must include:

- Multi agency Chronologies
- Cultural Genograms
- Assessment schedule
- Signs of Safety assessment and planning tool

4. Roles within Supervision:

4.1 Supervisor/Senior Practitioner/Specialist

- Supervision provided is based on a written agreement or contract
- Supervision is planned in advance and only changed in exceptional circumstances
- Supervision is well-structured, allowing both the supervisor and supervisee to contribute to the agenda
- Provided in an appropriate setting and free of interruptions
- Supervision is properly and promptly recorded and notes copied to the individual.
- Kolb's experiential learning cycle will be used as a tool to prompt reflective case discussion
- Supervisor will link the worker to alternative methods of reflection i.e. consultation forum
- Supervisor may hold a small case load and/or model good practice by working directly with children and families on cases where it would be useful to test different or new intervention strategies and /or demonstrate high standards of practice in safeguarding, assessment, analysis, planning and review within the case management process
- Supervisor to attend reflective case discussions i.e. consultation forum

4.2 Supervisee/Practitioner

- Check and read the notes of meetings making sure actions are followed through and completed
- Prepare for each supervision meeting by reviewing notes from the previous meeting and taking a recent Signs of Safety tool and cultural genogram to aid reflective discussion
- Be open about what has gone well and what you have found difficult

- Be ready to plan and undertake training and other development activities as agreed with the supervisor

5. **Quality Assurance techniques (examples)**

- Supervisors/Specialists/Senior Practitioners/Managers to be assessed in effective delivery (Birmingham Qualification/Tony Morrison sessions).
- Have a framework with standards to audit the quality of supervision.
- Case audits – have a framework to audit the quality of work undertaken by the practitioner and include how the service user is being actively involved in and consulted as a partner in assessment, planning and decision making.
- Direct observations during home visits by Supervisor/Senior Practitioner/Specialist.
- Service user evaluation
- The implementation of the framework should be monitored through case file audit:

6. **Recommended Developmental Activities: (supervisors and practitioners)**

- ‘Strengths Based Communication’ training to whole teams, including Motivational Interviewing and Solution Focused Therapy (Parallel Processing)
- Complex Analysis and Risk Assessment (developed from NQSWs course)
- Parenting Support – ‘Work with Parents’ course (City&Guilds Level 3/4 Diploma)
- Mentoring/Coaching
- Action learning opportunities
- Group supervision and therapeutic support for teams

7. **Supervision Tools** (refer to Family Support Toolkit for further details)

- Tools for operational practice for example the **Signs of Safety**
- Reflective learning diary
- Tools for managers as described in Kolb's experiential learning cycle
- Consultation Forum to be introduced for Family Community Teams to work alongside Social Care

Appendices

(Refer to Family Support Toolkit for further details)

1. Legislation and Guidance:

- The Children Act 1989 & 2004, Section 11 of the Children Act 2004
- Working Together to Safeguard Children 2006
- The National Service Framework for Children & Young People 2004, 14.1
- S175 of the Education Act 2002
- Standard five of the Standards for Employers of Social Workers in England and Supervision Framework is:
Ensure that social workers have regular and appropriate social work supervision.
- 'Providing Effective Supervision' 2007
- The protection of children in England; A progress report (Laming 2009) and the Munro Review of Child Protection: Final Report - A child-centred system (2010)
- The proposed professional capabilities framework.

2. The Signs of Safety Approach

Signs of Safety is a one page assessment and planning tool that maps the harm, danger, complicating factors, strengths, existing and required safety and a safety judgement in situations where children are vulnerable or have been maltreated. The framework contains four domains for inquiry:

1. What are you worried about? (past harm, future danger and complicating factors)
2. What's working well? (existing strengths and safety)
3. What needs to happen? (future safety)
4. Where are we on a scale of 0-10? (10 means child is safe and case can be closed; 0 means the child will be (re) abused (judgement) and/or the situation is so dangerous the child must be permanently removed.

Two reviews of practice in the UK (Gardner, 2008 and DSCF, 2009) identified the 'recent emphasis on a strength based approach discourages workers from making professional judgements about deficits in parents' behaviour which might endanger their children' (DSCF 2009, p49).

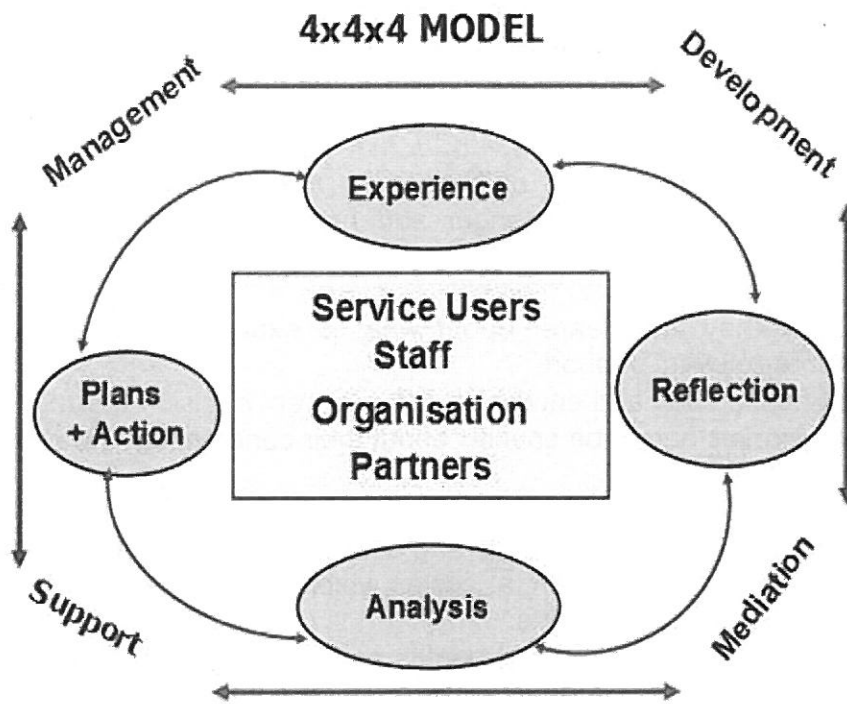
Both reviews suggest the Signs of Safety is the one approach that incorporates strengths along side danger and risk. Those using the tool thought that it is particularly useful because:

- Parents say they are clearer about what is expected of them and receive more relevant support.
- The approach is open and encourages transparent decision making.
- The professionals had to be specific about their concerns for the child's safety.
- This encouraged better presentation of evidence.
- The degree of protective elements and of actual or apprehended risks could be set out visually on a scale, which was easier for all to understand than lengthy reports.
- The group could acknowledge strengths and meetings could focus on how to achieve safety, (Gardner, 2008, p.79) (see appendix).

3. Morrison's 4x4x4 model (included in NCC supervision training)

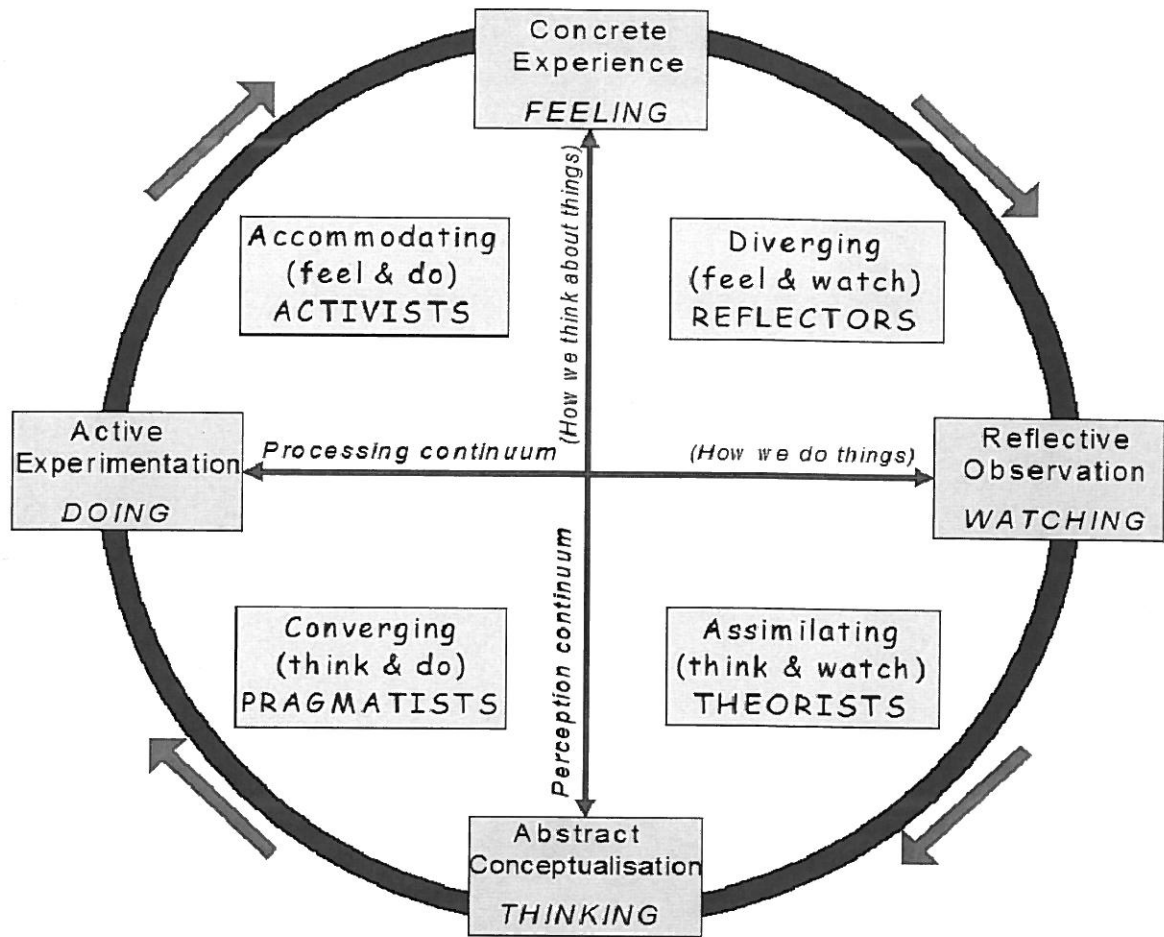
This model focuses on the needs and priorities of all four stakeholders (service user, staff, organisation and partners). The theory presents a cyclical model of learning, consisting of four stages shown below. One may begin at any stage, but must follow each other in the sequence:

- concrete experience (or "DO")
- reflective observation (or "OBSERVE")
- abstract conceptualization (or "THINK")
- active experimentation (or "PLAN")



Tony Morrison/Clark Baim - Toolkit/Questions/Exercises (Family Support Toolkit)

4. Kolb's Learning Cycle



5. NCC Strengths Based Communication programme (includes Parallel Process/Solution focused techniques/ Motivational Interviewing (refer to Talent & Skills/Family Support Toolkit)

