



Inspiring practice

A guide to developing an integrated approach to supervision in Children's Trusts



Acknowledgements

We would like to thank colleagues from a number of organisations who kindly commented on previous drafts and hosted consultation events. The involved were Devon, Newcastle, Bath and North East Somerset, Warrington, Norfolk, Staffordshire, Reading and Central Bedfordshire. The TDA Regional Development Partnership for Yorkshire and the Humber hosted an event for parent support advisers, local authority leads and practitioners from the region. Earlham Early Years Centre in Norwich contributed an example.

Your time, effort and insight are much appreciated.

	Welco	ome from Jane Haywood	04
Section 1	1.1	Why has this guide been developed?	05
Introduction	1.2 Who is the guide for?		06
and key messages	1.3	What is supervision in integrated settings?	06
	1.4	Functions of supervision	07
	1.5	Supervision and workforce reform	07
	1.6	Summary of key messages	08
Section 2	2.1	An integrated approach	09
Implementing	2.2	Safeguarding and supervision	09
an integrated	2.3	Providing a supportive learning environment for supervision	10
approach to	2.4	Responsibility for supervision	12
supervision	2.5	Frequency of supervision	14
	2.6	Applying the integrated supervision functions	14
	2.7	Developing the knowledge and skills of line managers	16
	2.8	Embedding an integrated approach to supervision across	
		the Children's Trust	16
	2.9	Review and evaluation	17
	2.10	Frequency of evaluation	17
	2.11	Reviewing outcomes of supervision	17
Section 3	3.1	Pulling it together	20
Building a	3.2	Principles and values for supervision	20
strategy for	3.3	Supervision policy	20
supervision	3.4	Expectations and requirements	21
	3.5	Developing a supervision agreement and recording forms	23
	3.6	Integrating supervision into CPD and workforce development	24
	3.7	Quality assurance	24
	3.8	Auditing supervision strategy	25
Section 4	4.1	Integrating supervision and change	29
Making change	4.2	Who should be involved?	29
happen	4.3	Stages of change	30
	4.4	Challenges in integrated teams	32

Contents	03

Section 5	Example 1	Three-fold approach to supervision	33
Examples	Example 2	Peer group supervision	34
from practice	Example 3	Core principles for supervision arrangements:	
		Bath and NE Somerset Children's Services	34
	Example 4	Philosophy and values underpinning	
		Safeguarding Children Supervision policy:	
		Northamptonshire Teaching PCT ¹	35
	Example 5	Process for developing an integrated approach to	
		supervision: Devon Children's Services	35
	Example 6	Supervision making a difference: Earlham Early Years Centre	37
	Example 7	Benefits of supervision for stakeholders	38
Appendix	Index of use	eful resources	39
	Table 1	Key messages summary	08
	Table 2	Ten key components of the supervision process	11
	Table 3	Template to clarify lead responsibilities	13
	Table 4	Functions and indicative responsibilities within supervision	15
	Table 5	Template for reviewing the outcomes of supervision	18
	Table 6	Strategy framework	20
	Table 7	Developing a supervision framework:	
		expectations and requirements	22
	Table 8	Template for reviewing an integrated supervision strategy	
		for Children's Trusts	26
	Table 9	Template for auditing key implementation issues	27
	Table 10	People who will be involved in the change process	29
	Table 11	Description of change stages	30
	Diagram 1	The four supervision functions	07
	Diagram 2	Cycle of supervision implementation across a Children's Trust	31

¹ Northamptonshire NHS Teaching Primary Care Trust: Safeguarding Children Supervision Policy Prov 20 (August 2008) www.foi.northants.nhs.uk/Content/Policies_and_procedures/Provider_Services/PROV_20.pdf

Welcome from Jane Haywood



We know that high quality supervision makes a real difference to delivering effective integrated services and improving outcomes for children and young people.

We asked you what would make a difference. You told us that an integrated approach to supervision across the Children's Trust would help you build on existing effective practice in different parts of the children's workforce.

This guide provides some useful tools to start you on that journey, or give you support if you're already on the way. I hope it helps you develop your practice and give support across the workforce.

Thank you for the contribution you are making to a skilled and effective workforce.

Jane Haywood

Chief Executive, CWDC

Jane Haywood

Section 1

Introduction and key messages

1.1 Why has this guide been developed?

Effective supervision is at the heart of successful multi-agency working. This guide shows how to develop an integrated approach to supervision in Children's Trusts. It will help you develop a consistent approach, and will ensure all workers have access to regular, planned supervision that empowers them to do their jobs effectively.

It was developed with the input of eight Children's Trusts across England, through a consultation and field testing process, as well as a regional event. This means its contents are based firmly in knowledge of what Children's Trusts need to do to develop an integrated approach to supervision.

It builds on previous Providing effective supervision guidance¹. It also complements other guidance such as Right from the start: the supervisor's guide to supervising newly qualified social workers (2009)² and Good practice principles in supervision for work with parents³.

It supports Children's Trusts to:

 Develop supervision as part of the process for improving outcomes for children and young people and transforming services.

- Develop a shared understanding, language and expectations for an integrated approach to supervision.
- Embed values that support childcentred and outcomes-focused work.
- Develop and implement effective, supervision policy, systems and processes for an integrated approach.
- Prioritise and implement all aspects of supervision practice within complex and changing structures.
- Provide training and learning opportunities so that supervisors and supervisees understand their role and develop supervision skills as part of continuing professional development.
- Audit and evaluate the outcomes of supervision.

One size does not fit all

We recognise that Children's Trusts are at different stages in developing an integrated approach to supervision. The guide also takes into account that some professional groups already have mandatory requirements for supervision.

Some partner agencies may not use the term supervision and are more familiar with 'performance management' or 'appraisal'. But supervision should not be confused with or limited to performance management.

Supervision is about line management, accountability, professional supervision of practice, support and continuing professional development. Professional supervision includes clinical, practice, case or specialist supervision.

¹ CWDC/Skills for Care, Providing effective supervision (2007).

² CWDC, Supervision: Right from the start: the supervisor's quide to supervising the newly qualified social worker (February 2009).

³ National Academy for Parenting Practitioners, Good practice principles in supervision for work with parents (2009).

The guide draws on a range of research⁴ about supervision and developing multiprofessional teamwork, and it provides tools, templates and examples.

Section 2 focuses on implementation, section 3 on building a strategy, section 4 on achieving change and section 5 has a range of practice examples. Each section has a summary of learning points at the end.

1.2 Who is the guide for?

The guide is for everyone responsible for the quality and outcomes of practice in Children's Trusts, including:

- All levels of manager.
- Practice supervisors.
- Commissioners.
- Workforce development and human resource specialists.

It focuses on strategy and implementation issues rather than the supervision session and relationship itself. The term 'worker' is used to include all staff and volunteers across all Children's Trust partners. A line manager is directly responsible for the work of one or more employees and ensures provision of and access to high quality supervision.

1.3 What is supervision in integrated settings?

The purpose of supervision is to improve the quality of work practice to achieve Every Child Matters outcomes. Supervision is a planned, accountable, two-way process, which should support, motivate, assist and ensure all workers:

- Build purposeful relationships and communicate effectively.
- Make sound professional judgements.
- Reflect on, analyse and evaluate their practice.
- Develop integrated working practices.
- Develop the knowledge, skills and values required for their own role and as part of an integrated team or service.
- Contribute to changing practice to a child-centred approach.
- Develop the common core of skills and knowledge⁵.

Supervision should encourage people in the workforce to learn from and respect each other's contribution, work together across all sectors and agencies and address any challenges arising from integrated working.

There can be flexibility in how supervision is provided, but the process should ensure that all functions are covered (see sections 1.4 and 2.6). Informal discussions about day-to-day issues can take place on an ad-hoc basis, but any decisions or implications for practice should be raised in a formal supervision session.

An integrated approach to supervision across the Children's Trust will:

- Improve outcomes for children, young people and families.
- Promote an ethos and culture of learning.
- Develop better integrated practice, communication and relationships.
- Provide a supportive environment to reflect on practice and evaluate the quality of decision making.

⁴ See the appendix for a range of resources and references.

⁵ www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore/commoncoreofskillsandknowledge

- Encourage an evidence-based approach to practice, focusing on solutions.
- Support better safeguarding practices.
- Improve the development, retention and motivation of the workforce.

Supervision should be integral to planning and delivering effective integrated services.

1.4 Functions of supervision

There is broad agreement that supervision combines several functions. It is required for any role which involves working directly with children, young people and families, and it is fundamental to good leadership and management practice. For an integrated approach, there are four interrelated functions which contribute to supervision (see section 2.11).

Diagram 1The four supervision functions



1.5 Supervision and workforce reform

The statement of values for integrated working with children and young people⁶ says practitioners need to be clear about lines of communication, management and accountability.

Supervision should provide clear lines of accountability, and it should support practitioners to meet their own professional values and standards. Supervision enables them to take responsibility for their work, but also to reach an understanding that sharing responsibility for children's outcomes does not mean acting beyond their competence or responsibilities. In addition, the Children's Workforce Development Council's One Children's Workforce Framework⁷ has been established to develop a workforce that is concerned with the whole child8, whatever the role or specialism. Therefore supervision needs to contribute to the following elements of integrated working:

- A shared identity, purpose and vision.
- Common values and language.
- Behaviours focused on positive outcomes for children and young people.
- Integrated working practices.
- High quality, appropriately trained.
- Complementary roles focused on children and young people.
- Capacity to deliver and keep children safe.
- Outcomes focused.

⁶ Statement of values for integrated working with children and young people, www.childrensworkforce.org.uk/assets/0000/0436/Microsoft_Word_-_ Statement_of_Values_for_Integrated_Working_With_Children_and_Young_People.pdf

⁷ DCSF, The 2020 Children and Young People's Workforce strategy, page 60 (2008) www.teachernet.gov.uk/publications

Statement of values for integrated working with children and young people, www.childrensworkforce.org.uk/assets/0000/0436/Microsoft_Word_-_ Statement_of_Values_for_Integrated_Working_With_Children_and_Young_People.pdf

The refreshed common core of skills and knowledge⁹ sets out the core skills required of the children's workforce. It contributes to workforce development, integrated working and a common language for workforce reform. The core skills areas provide a useful reference point for developing the supervision agenda.

1.6 Summary of key messages

The table summarises key messages with links to relevant sections and resources in the guide.

Table 1Key messages summary

	Key messages	Section
1	Supervision is a planned, accountable, two-way process, which should support, motivate, assist and ensure all workers develop good practice.	1
2	Supervision outcomes should directly benefit children and families, improving the service they receive.	2
3	Supervision is a key factor in better safeguarding practice.	2
4	The supervision process must provide a supportive learning environment for reflecting on practice, assessing risk and making decisions.	2
5	Supervision outcomes should ensure workers are confident and competent in their own role, are able to develop integrated working, improve their performance and learn from practice.	2
6	Line managers should be confident in their ability to provide high quality supervision, and are accountable for supervision practice.	2
7	Responsibilities for the different functions of supervision need to be clear, balanced and agreed to avoid duplication if people have more than one supervisor.	2
8	Managers need to be clear how supervision will be provided in integrated management arrangements.	2
9	Senior managers are responsible for ensuring that supervision is given priority. Time and resources must be embedded in effective policy for integrated supervision in the trust.	3
10	Supervision should be underpinned by a Children's Trust strategy and policy based on agreed principles, values, language and expectations.	3
11	Supervision is a fundamental part of leadership and management at all levels.	3
12	All the trust's partner agencies should undertake regular evaluation and audit their own supervision strategy and practice.	3
13	Change to integrated supervision arrangements should be planned and owned by all the people it affects.	4

 $^{^9\,}www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices 1/commoncore/commoncoreofskills and knowledge$

Section 2

Section 2

Implementing an integrated approach to supervision

2.1 An integrated approach

An integrated and consistent approach to supervision is a key part of the transformation of services that will ensure the needs of children, young people and families are met in the most appropriate way.

Indeed, integrated working can only be effective if practitioners are confident and competent in their own roles, and are able to develop and learn with other colleagues. Supervision is one of the key processes that allows this to happen.

Example 6 (section 5) describes how this has been done in an early years centre. As a result of their integrated approach:

- Everybody is more in control of their own practice.
- Supervisors are interested and people feel supported.
- People take responsibility for their own actions.
- Supervisees are able to reflect on how they can change and manage their own continuing professional development.

The sections below contain information and tools to help managers and Children's Trusts with the practicalities of delivering an integrated approach to supervision. They have been designed to help with:

- Developing a supportive learning environment and process for supervision.
- Clarifying functions and responsibilities within supervision.
- Clarifying lead responsibilities when more than one supervisor is involved.
- Identifying the frequency of supervision.
- Developing the knowledge and skills of line managers.
- Ensuring supervision is meeting outcomes for children, families and workers.

2.2 Safeguarding and supervision

Supervision has been highlighted as essential for safeguarding children in the HM Government guide to interagency working: Working together to safeguard children¹⁰. The CWDC Share! projects¹¹ have also emphasised the importance of supervision to:

- Provide clarity about who is responsible where there are safeguarding issues and what action different practitioners will take.
- Reflect on practice and develop constructive relationships with others involved.
- Provide a safe environment to discuss issues and communicate effectively.

¹⁰ HM Government (2006) Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children, p141. London. The Stationery Office.

¹¹ See www.cwdcouncil.org.uk/cwdc-share

Some Children's Trusts have introduced regular peer supervision or peer support groups, as well as coaching and mentoring as part of the supervision package. These measures stop workers feeling isolated, and promote the pooling and sharing of resources. They improve communication, understanding of respective roles and an integrated approach to safeguarding and problem solving (see section 5, examples 1 and 2).

2.3 Providing a supportive learning environment for supervision

Important lessons were learned from the Social Work Taskforce (2009)¹² that can be applied to the whole workforce. They included the need for regular, planned supervision and routine opportunities for peer learning and discussion. The supervision process must provide a supportive environment for reflecting on practice and making decisions. This is also an important part of the strategy framework for integrated supervision (see section 3.1).

The table on the right identifies ten components of a supportive learning process for effective supervision. It has been developed from three resources:

- Nancy Kline's model of ten components of a thinking environment¹³.
- The principles underpinning action learning¹⁴.
- The CWDC Guide: Supervision right from the start¹⁵.

The table provides a useful checklist of the elements needed for effective supervision. It can be used in training, planning supervision, appraisal, feedback and evaluation of the effectiveness of supervision.



¹² DCSF, Building a safe, confident future – the final report of the Social Work Taskforce, November 2009.

 $^{^{13}}$ www.timetothink.com The ten components of a thinking environment.

¹⁴ Skills for Care, London guide to action learning (2009) Fran McDonnell and Harry Zutshi http://london.skillsforcare.org.uk/regional_publications

¹⁵ CWDC, Supervision: Right from the start, The supervisor's guide to supervising the newly qualified social worker (February 2009).

Table 2
Ten key
components of
the supervision
process

		Key Messages
1	Equality and Diversity	Treating each other with respect and keeping to agreements and boundaries, eg the supervision contract or ground rules for groups. In group supervision particularly, giving equal turns and attention. Valuing and respecting others' professional views and identities.
2	Sharing expectations	Developing the contract/agreement. Being open to different ways of thinking and use of language.
3	Active listening	Listening and concentrating on what the person is saying without interruption, and thinking about questions to ask to help them solve the problem.
4	Open Questions	Using open questions – what, why, who, where, when and how (5W-H) to explore ways of thinking creatively about a problem. Questioning assumptions that limit options. It's important to ask the right questions and challenge where appropriate.
5	Reflection	Understanding what factors can influence feelings, thoughts and responses to a specific situation, and learning from this reflection in planning future work.
6	Critical thinking	Considering problems from multiple perspectives and generating, analysing and evaluating solutions.
7	Positive feedback	Praising work done well and encouraging innovative ideas – giving more positive than critical comments.
8	Safety	Providing time, space and a safe environment to express feelings and worries about cases, enabling workers to think about how to move forward. Discussing any conflicts of interest such as differences of opinion with other colleagues or family members. Addressing well-being.
9	Sensitivity to the environment	Creating an environment that shows people they matter and will enable them to engage in reflective thinking – an opportunity to "see myself from above – a higher space to think" 16 .
10	Information and evidence based practice	Supplying the facts to get an accurate assessment of what is happening, questioning assumptions or denial. Articulating outcomes and the sources of evidence that support and underpin practice. Agreeing actions and written records.

 $^{^{\}rm 16}$ Quote from CWDC Share! project interview Bath and North East Somerset.

2.4 Responsibility for supervision

Line managers are responsible for ensuring the provision of and access to high quality supervision, which covers all the functions. (see section 1.4). They need to take overall responsibility for ensuring there are clear and transparent systems for line management, accountability, professional support, dispute resolution and personal development planning¹⁷.

Line managers may not necessarily provide all the supervision functions themselves. This may depend on:

- The management model for integrated working.
- The range of workers in the team, eg social workers, health staff and other front line practitioners will need access to professional, clinical or specialist supervision if the manager is unable to provide this.
- Any peer supervision models that are in place.

When more than one person is providing supervision, clarity is essential. This is equally important whether supervision is one-to-one or in a group. It needs to be clear who provides which supervisory function, makes decisions and is accountable. Communication is also extremely important, as it avoids repetition and duplication, and workers feeling over-supervised.

There should be an integrated feedback mechanism that builds on existing partner agency systems. And annual appraisals could provide opportunities for supervisors and supervisees to comment on the supervision process.

The planning tool on the right clarifies boundaries, roles and lead responsibilities when more than one person or method of supervision is used. It should be completed by the supervisors with the supervisee. It's a summary of the range of supervision responsibilities for different functions, and is not intended to be definitive. It can be used in conjunction with the tool in section 2.6.

¹⁷ CWDC, Team around the child and lead professional: Guide for managers (2009).

Table 3Template to clarify lead responsibilities

Responsibilities	Line manager	Professional supervisor	Peer group supervision
Performance management			
Agreeing and monitoring outcomes			
Specialist/case supervision			
Identifying CPD, learning and development needs			
Meeting CPD, learning and development needs			
Understanding and implementing the common core			
Dealing with complex practice issues such as safeguarding			
Appraisal			
Interagency working			
Reflective and evidence based practice			
Emotional issues and support			
Workload management			
Feedback on performance			
Feedback on practice			
Setting work standards			
Conditions of service issues			
Application of theoretical frameworks			
Values and principles of good practice			
Other			

2.5 Frequency of supervision

Frequency of supervision depends on a number of factors:

- The experience of the worker.
- Complexity of work and caseloads.
- The proportion of direct work with vulnerable children and families.
- How isolated is the role? Is it working in the community, or in an integrated team where the worker is the only person in a particular role?
- The individual's support needs.
- How the different functions of supervision are being provided.

Supervision should be provided at between two and six weekly intervals for all front line workers¹⁸, and weekly for newly qualified workers. Some services and professions have minimum requirements for supervision.

2.6 Applying the integrated supervision functions

The table on the right shows the interrelated functions necessary for an integrated approach to supervision. All four functions are needed to support workers to develop integrated practice in a learning environment. In supervision there needs to be an appropriate balance between the functions and how they interrelate. The line manager may cover all the functions or could delegate some aspects to other supervisors (see section 2.4).

This table will help to clarify situations where there is more than one supervisor.

¹⁸ CWDC/Skills for Care, Providing effective supervision (2007) Page 10 and Appendix B.

Table 4 Functions and indicative responsibilities within supervision

Functions	Indicative responsibilities
Line management	 Accountability for practice and quality of service. Accountability for safeguarding and assessment. Clarity about roles and responsibilities. Managing team resources. Workload management. Delegation. Performance management and appraisal. Duty of care and support. Other people management processes.
Co-ordination of integrated practice	 Co-ordinate relationships to ensure clarity of roles. Effective communication across all services. Develop consistency of practice. Enable reflection and oversight of relationships with team members. Resolution of dilemmas raised by integrated working. Mediation function to resolve disagreements between workers and services. Promote understanding of the importance and relevance of the common core.
Professional supervision	 Practice, clinical, case or specialist supervision with an individual or groups. Develop practice through reflection and analysis. Appropriate interventions and decision making. Discussing and reviewing relationships and communication. Exploring emotional responses. Evaluating the outcomes of the work. Maximising opportunities for wider learning.
Continuing professional development	 Ensure workers have the relevant attributes, skills and understanding making use of coaching, professional discussion and other learning methods. Career progression. Constructive feedback and observation of practice. Access to learning opportunities.

2.7 Developing the knowledge and skills of line managers

Supervision is essential for good practice, so managers need to develop outstanding supervisory knowledge and skills. This could be through:

- Management induction.
- Core training on integrated working (for instance the common assessment framework, lead professional role or the common core).
- Specific training to develop competence and skills.
- Refresher training at agreed intervals.
- Peer group support for supervisors.
- Formal management training programme and qualifications.

Continuing professional development in supervision should ensure managers are assessed for competencies and organisational performance.

Competence means supervisors have the relevant skills, knowledge, understanding and attributes to undertake supervision to an agreed standard. The CWDC Providing effective supervision toolkit¹⁹ identifies core skills and knowledge for supervisors, as well as three main areas of competence linked to a number of performance criteria:

- Implement supervision systems and processes.
- Develop, maintain and review effective supervision relationships.
- Develop, maintain and review practice and performance through supervision.

2.8 Embedding an integrated approach to supervision across the Children's Trust

Integrated supervision systems need to be built into the fabric of policies, procedures and mechanisms such as:

- Induction.
- Recruitment, selection and promotion criteria.
- Staff appraisals.
- Job descriptions.
- Management and staff competence frameworks.
- Audits, inspections, reviews and evaluation of practice and outcomes.

It is important for Children's Trust managers to address the common core of skills and knowledge through performance management frameworks and through supervision²⁰.

There is an audit tool for implementation and strategy of an integrated approach to supervision in section 3.8.

Commissioners of services need to take into account and build in costs for supervision. This is particularly important for capacity to deliver supervision in the third sector.

¹⁹ CWDC /SfC, Providing effective supervision: A workforce development toolkit (2007).

The common core of skills and knowledge is currently being refreshed www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore/commoncoreofskillsandknowledge

2.9 Review and evaluation

Review information can be brought together across the Children's Trust as a more systematic evaluation to inform ways to improve implementation of supervision systems and processes. Evaluation of supervision needs to take account of:

- Feedback from a variety of supervision arrangements and sessions (one to one, group, peer, professional).
- Feedback from observations and sampling of sessions.
- Feedback from the different partner agencies involved.
- Agreed outcomes for supervision.
- Success in achieving the core principles and values of supervision.

Time to reflect on the impact of supervision should be timetabled in. Reflection provides a basis for learning and making improvements to the sessions, as well as for wider evaluation and review.

2.10 Frequency of evaluation

Agreeing the frequency of evaluation makes sure it becomes integral to good practice. Research shows that an annual evaluation that allows partner agencies time to contribute is favourable. It should also look at the strengths and weaknesses of current mechanisms.

Each year the organisation should undertake some form of review of its supervision practice as part of planning and review processes. The review should include:

- Where and what, and how much supervision is happening.
- Staff satisfaction with the quality of supervision.
- An assessment of the impact of supervision on practice and outcomes.
- The number of supervisors that have undertaken training and to what level.
- Illustrations of best practice within the organisation.
- Comparison to best practice in the profession.

Hawkins and Shohet (2006) p216

A wider stakeholder group should also have an opportunity to comment on supervision and how it could be improved. This group could include elected members and representatives of users of services.

2.11 Reviewing outcomes of supervision

An integrated approach to supervision should directly benefit children and families and improve the service they receive. The template overleaf is for reviewing the outcomes of supervision for practice. It has been adapted from Every Child Matters resources and provides a benchmark and checklist. The template can also be used for appraisal. It has been colour coded to link with the different functions of supervision in section 1.4.



Table 5Template for reviewing the outcomes of supervision

	pervision tcomes	Practice outcomes
1	Supervisees are clear about their role	 Able to take a child-centred approach and work as part of the team around the child. Understand their role in achieving the Every Child Matters Outcome Framework. Understand their role in assessing and identifying need. Familiar with current policies and able to access resources. Confidence and skills to take on new roles such as lead professional. Understand own professional boundaries. Empower and involve children, young people, families and communities. Know better how to respond to safeguarding concerns raised by family members, young people, other practitioners and the wider community. Know how to manage issues of power and confidentiality. Supported and empowered to take considered risks, preventing defensive practice. Workload and time management issues are addressed to give more time for direct work with children and families. Promote diversity and implement anti-discriminatory practice.
2	Better integrated working	 Improved communication with colleagues and agencies. Creating a common language and improving understanding of different professional and organisational cultures. Clearer accountability for integrated working. Better understanding of others' roles. Understand procedures for making referrals and involving others. Clear about what information is critical to share with whom and when. Able to resolve disagreements. More able to negotiate with partners on behalf of the child. Supported when acting as key worker. Understand how the common core of skills and knowledge can support integrated working.
3	Improved performance	 Competent, capable and confident to carry out core responsibilities alongside any additional functions such as the lead professional role. Improved communication with children and families. Focused and prepared. Alert to strengths, needs and risks. Increased transparency and openness. Appropriate interventions and decisions making. Action plans implemented and reviewed. Seeks feedback on performance and ways to improve it. Give early warning of complex, challenging and difficult issues. Able to challenge effectively.
4	Learning	 Able to reflect on practice and make informed decisions. More self-aware in terms of their approach and evidence base. Recognise strengths, limitations and when to call on the expertise of others. Routine opportunities for peer learning and problem solving. Able to take responsibility for continuing professional development and contribute to the learning of others. Shared learning and expectation.

Section 2 Implementation learning points

√	The purpose of supervision is to improve the quality of work practice to achieve agreed outcomes for children, young people and families.
/	Supervision is essential for effective safeguarding practice.
/	Regular supervision which provides a supportive process and safe environment to reflect on practice is critical – see Ten key components (Table 2).
1	For workers, the outcomes include effective performance, clarity of role, opportunities for learning and improved partnership working.
1	The interrelated functions for an integrated approach to supervision are: line management, professional supervision, co-ordination of integrated practice and continuing professional development.
1	Line managers are responsible for ensuring the provision of and access to high quality supervision.
/	There should be an appropriate balance in supervision between the different functions.
1	Induction and ongoing training for supervisors and supervisees should focus on skill development as well as policies and procedures.
1	It is important to create wider learning opportunities for refresher training, up skilling, coaching and peer support for supervisors.
1	Each year the partner agencies should undertake some form of review of their supervision practice as part of planning and review processes.
1	Commissioners need to take into account, and build in costs for, supervision. This is particularly important for capacity to deliver supervision in the third sector.

Section 3

Building a strategy for supervision

This section contains information and tools for Children's Trusts and managers to support the development of a strategy for an integrated approach to supervision across the whole trust.

3.1 Pulling it together

Children's Trusts should integrate supervision into service and workforce development planning. Existing policies and resources should be reviewed (see section 4 and section 5, example 5). The new integrated strategy for supervision should pull together the following:

Table 6Strategy framework

	Strategy components
1	Principles and values for supervision (see section 3.2).
2	Policies for achieving outcomes for supervision (see section 3.3).
3	Expectations and requirements for supervision (see section 3.4).
4	Agreed contracts and recording forms (see section 3.5).
5	Providing a supportive learning environment for supervision (covered in section 2.3).
6	Integrating supervision into continuing professional development strategy and workforce development plan (see section 3.6).
7	Quality assurance and audit (see sections 3.7 and 3.8).

3.2 Principles and values for supervision

The supervision strategy should be underpinned by a set of agreed principles or values. This framework should promote equal opportunities, diversity and anti-discriminatory practice²¹.

The principles of Bath and NE Somerset are included as an example (see section 5, example 3). Another example from the Northamptonshire Teaching PCT²² focuses on the philosophy and values underpinning its safeguarding children supervision policy (section 5, example 4).

3.3 Supervision policy

Any supervision policies within the framework should set out:

- How supervision contributes to the Children's Trust's overall aims and priorities.
- Links to policy and procedures for managing risk and safeguarding.
- The purpose and functions of supervision.
- Line management arrangements and accountability for work.
- Expected caseloads.
- How often supervision for different workers should take place.
- Mechanisms for co-ordinating work across different types of team structure.
- Structures for communication with all stakeholder agencies.
- Arrangements for professional supervision and reflective practice taking into account the various practitioner requirements.

²¹ **Anti-discriminatory practice** is about respecting and valuing diversity and addressing the causes and consequences of discrimination and inequality.

Northamptonshire NHS Teaching Primary Care Trust: Safeguarding Children Supervision Policy Prov 20 (August 2008) www.foi.northants.nhs.uk/Content/Policies_and_procedures/Provider_Services/PROV_20.pdf

- Opportunities for learning, sharing practice and developing solutions using the expertise of peers.
- How managers and teams can learn from innovative approaches and develop supervision processes to meet their objectives and the standards in the framework²³.

Policies should address the challenge of streamlining supervision across different teams and prioritising time for sessions. They should also set out how supervision will be provided to meet the needs of individuals. While individual agencies may need their own policies, they should be consistent with the overall framework and policy.

3.4 Expectations and requirements

It needs to be explicitly clear that supervision is a high priority.

The table overleaf outlines expectations and requirements for the Children's Trust, managers and workers²⁴.





²³ Adapted from multi-agency team checklist in Developing multi-professional teamwork for integrated children's services, p.128 (2006) by Anning et al.

²⁴ Adapted from Hawkins and Shohet (2006) p.214.

Table 7 Developing a supervision framework: expectations and requirements

	Expectations and requirements
Integrated Children's Trust	 Specify the priority supervision should be given, whether this is one-to-one, group or peer supervision. Set standards for the frequency, content and conduct of supervision. Provide a format for supervision contracts to include frequency and agenda setting. Agree a statement on anti-discriminatory practice. Provide recording templates with actions, timescales and how decisions will be noted in the child's file. Develop guidance on confidentiality and information sharing. Agree requirements for supervision training and recording of other learning needs. Specify requirements for monitoring, evaluation and review of policy and procedures. Establish methods for resolving disagreements and mediation. Agree a clear statement of how poor performance will be dealt with and good performance acknowledged. Ensure the common core of skills and knowledge is a key feature of any supervision framework.
Managers	 12 Ensure managers are responsible and accountable for supervision and decisions made during it. 13 Agree how supervision will be provided for each worker and by whom. 14 Prioritise supervision and schedule regular sessions. 15 Ensure contracts are agreed and recording forms completed. 16 Conduct supervision sessions in a structured manner, taking account of the main functions of supervision (see section 1.4). 17 Provide a supportive learning environment and process (see 10 components, section 2.3). 18 Agree actions and set review dates. 19 Identify training needs and additional supervision that may be required (professional, specialist, group or peer). 20 Review the process with the worker and the team regularly. 21 Understand how supervision supports the common core of skills and knowledge.
Workers	 22 Expect regular supervision that supports them to develop effective relationships, reflect on practice, develop solutions and evaluate their work. 23 Take responsibility for improving their practice through supervision. 24 Attend sessions as agreed and prioritise attendance. 25 Prepare for supervision in advance. 26 Agree and access additional supervision if required, for instance from the safeguarding children team. 27 Identify training needs and attend learning programmes. 28 Contribute to the learning of peers and share good practice. 29 Contribute to reviewing the supervision process with the line manager and peers.

3.5 Developing a supervision agreement and recording forms

The supervision agreement (sometimes called a contract) needs to be collaboratively agreed and delivered. Children's Trusts need to consider how to support agencies in the third sector to provide supervision and to learn from good supervision practice in the third sector.

Every supervisor should make a written agreement with their supervisees, taking account of:

- The purpose of supervision.
- Respective roles and responsibilities in relation to supervision.
- How different functions of supervision will be provided and by whom, including access to professional/clinical supervision, facilitator of group or peer supervision.
- The frequency of supervision (see section 2.5).
- How agendas are drawn up.
- How issues in the working relationship between supervisor and supervisee will be managed.
- How confidentiality within the supervision relationship will be maintained.
- How supervision records, particularly decisions and action points, are to be agreed and recorded on the case records.
- The frequency at which the agreement is to be reviewed.

- How diversity principles and anti-oppressive practice issues will be addressed.
- Advanced booking of supervision sessions.
- Evaluation and how supervision is making a difference.
- How feedback from children and young people about service effectiveness will be sought.

Partner agencies in a Children's Trust may already use a wide range of recording forms. These should be reviewed and consolidated into a generic set as part of the change process (see section 4).

Safeguarding and other requirements may need some additional recording forms. The contract and recording forms should reflect the range of supervision and learning opportunities — line management, professional, peer and how outcomes from each will be recorded.

Recording forms and templates can be linked to the stages of a supervision session and should assist with case recording. There are useful examples of recording forms in the CWDC/Skills for Care, Providing effective supervision toolkit²⁵ and The supervisor's guide to supervising the newly qualified social worker (February 2009)²⁶. The latter, although targeted at social workers, is very useful and could be used more widely.

²⁵ CWDC/Skills for Care, Providing effective supervision (2007).

²⁶ CWDC Supervision: Right from the start, the supervisor's quide to supervising the newly qualified social worker (February 2009).

3.6 Integrating supervision into CPD and workforce development

The Children's Workforce Development Council (CWDC) and partners define CPD as an ongoing, planned learning and development process²⁷.

Giving managers opportunities to develop supervision skills ensures confidence and competence, particularly in ever-changing environments.

Opportunities for learning about supervision need to be integrated into Children's Trusts' overall continuing professional development strategy, as well as the workforce development plan for the children's workforce.

Access to learning should be available at every stage of developing and implementing new supervision systems and processes.

Examples of learning opportunities that have proved useful in the Share! Projects are:

- Access to supervisor and supervisee training that's specific to integrated working.
- Shared learning events for integrated teams – these are vital to developing a shared approach and a common language for integrated work.
- Coaching staff in new ways of working.

- Peer group supervision for learning and sharing issues with other colleagues²⁸.
- Specific training to develop understanding and skills – in particular, approaches such as facilitating action learning, coaching, understanding solution focused techniques, positive and open questioning and appreciative enquiry.

3.7 Quality assurance

Effective review of supervision processes across all partner agencies is vital. Robust quality assurance systems need to be in place to make sure arrangements are making a positive difference.

Commissioners need to consider expectations, standards and outcomes of effective supervision practice in contracting and monitoring. The strategy audit can be used to assess what is already in place (see section 3.8). This is particularly important where improved systems are being implemented, or new approaches are being tested.

This will involve:

- Agreeing quality outcomes for supervision.
- Agreeing evaluation outcomes.
- Methods for sampling supervision quality, which go beyond quantitative measures, such as frequency.

²⁷ CWDC/SfC, Continuing professional development strategy (2006) Fran McDonnell, Harry Zutshi.

²⁸ CWDC Share! Joining the pieces: integrated working in practice (2009) www.cwdcouncil.org.uk/cwdc-share

3.8 Auditing supervision strategy

The template overleaf is designed to help identify areas where supervision systems, processes and outcomes can be improved. It is in two parts:

- 1 Audit of key strategies to ensure success (section 3).
- 2 Audit of key implementation issues (Table 9).

The audit is intended to provide a snapshot of progress. All partner agencies should contribute to it. It should summarise information, identify gaps and suggest areas for development. Preliminary work should establish the position in each partner agency as described in stage 2 of the change process (see section 4.3).

Progress can be classified as:

Emerging – plans being developed.

Established – implemented and embedded.

Reviewed – building on what is in place already to review and improve practice further.

Where strategy implementation is 'emerging' or 'established', this guide can help to review where the Children's Trust is, as well as any improvements that can be made on a cyclical basis. The audit can contribute to making the changes necessary to embed supervision in day-to-day practice (see section 4.3).

Table 8 Template for reviewing an integrated supervision strategy for Children's Trusts

Α	Key strategies to ensure success	Emerging	Established	Reviewed
A1	All partner agencies are clear about the benefits of supervision.			
A2	Commissioners take into account the benefits of supervision.			
A3	Supervision is embedded in integrated management structures with clear expectations about how it will be provided.			
A4	Senior management commitment to making supervision a priority across all partner services.			
A5	Supervision is included in wider plans for integration of services across the Children's Trust.			
A6	Plan and process for developing supervision policy and framework across the Children's Trust.			
A7	An integrated framework for supervision, based on a common set of principles and values, agreed by partner agencies.			
A8	Supervision is integrated into the Children's Trust's workforce training strategy to ensure leaders, managers and workers understand the benefits and develop appropriate skills and knowledge.			
A9	All partner agencies have systems in place to review the outcomes of supervision.			
A10	The common core is a key feature of a supervision framework.			

Table 9
Template for auditing of key implementation issues

В	Key implementation issues	Emerging	Established	Reviewed
B1	Supervisors and supervisees apply the ten components of the supervision process to develop reflective practice.			
B2	The functions, boundaries, responsibilities and frequency of supervision are recorded and agreed by all parties.			
В3	Lead responsibilities for the four supervision functions are agreed and fit with the management arrangements.			
B4	Supervision contracts, templates and recording forms are shared across partner agencies and harmonised wherever possible.			
B5	All supervisors have access to learning which addresses supervision in integrated and multi-agency settings and develops skills.			
B6	Evaluation of supervision systems and processes takes place annually based on feedback.			
B 7	Improvements are made to supervision based on feedback, review and outcomes.			

Strategy learning points



Section 4

Making change happen

4.1 Integrating supervision and change

Throughout the consultation for this guide we were told that supervision is key to improving professional practice. We also found it needs to be part of a whole systems approach.

For supervision to work effectively, it has to be developed as part of an overall move to an integrated workforce. It needs to be done in a holistic way, involving all levels in the organisation working towards a common approach. Some services will already have supervision policies but others may not. The aim is to move from a fragmented approach to an integrated, consolidated approach across the Children's Trust, with flexibility to meet the needs of different workers.

4.2 Who should be involved?

A wide group of stakeholders needs to be involved in the change process. The table below highlights who needs to be involved and what they should do.

Table 10People who will be involved in the change process

Who	What
Senior managers and commissioners at Children's Trust executive level	They need to be committed to making supervision a priority and providing the resources this requires – particularly time and training. They must create the climate and framework in which others can get on and make changes happen.
Middle managers	Need to understand the outcomes of supervision and take responsibility for bringing about change. They need to be involved in developing supervision policies and making sure good practice is implemented (see section 3.3).
Front line managers	Need to be involved in developing and reviewing supervision policy and processes. They need to share current practice, try out different models and develop a learning environment.
Practice supervisors	Need to be involved in developing supervision policy and processes. They should be proactive in articulating the need for supervision and the consequences of not having it (see sections 2 and 3).
Workers	Need to be involved in developing supervision policy and processes. They need to be proactive in giving feedback about systems and processes and identifying their learning needs.

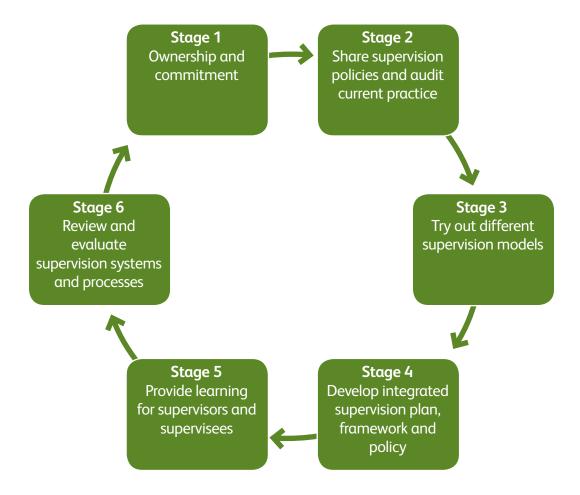
4.3 Stages of change

The supervision change process is likely to involve a series of stages. The table and diagram below illustrate what could be included.

Table 11Description of change stages

Stage	Activities	How
1	Developing ownership, commitment and understanding of the need to change to an integrated approach to supervision.	This may involve the formation of a group with responsibility and power to make changes, involving front line workers and representation from children and families.
2	Sharing supervision practice and policies across services and staff groups.	Audit what is already happening, reviewing language, expectations, policies and practice – get the right people involved and consult managers and workers about what they need. The audit resources can help with this (see section 3.8).
3	Build on what is already happening to develop initiatives.	Try out and learn from different supervision models across the Children's Trust.
4	Develop and agree an integrated supervision plan, framework and policy.	Based on the outcomes from stages two and three and knowledge about good practice.
5	Empower others to implement an integrated approach to supervision and overcome obstacles.	Provide ongoing learning and development for supervisors and supervisees. Workers need to be equipped and trained to get the best from supervision.
6	Build in review and evaluation processes.	This will ensure the changes are making a positive difference to children, young people and workers.

Diagram 2Cycle of supervision implementation across a Children's Trust



An example of change

Devon Children's Services are committed to developing an integrated system across the county. Their case study (see section 5, example 5) summarises what actions they took at different stages, and what they have put in place.

4.4 Challenges in integrated teams

An integrated approach to supervision helps to overcome the challenges of developing multi-professional teamwork²⁹ (see section 2.4). It requires considerable flexibility:

"Leadership that maintains an overall sense of direction, while being ready to adapt to changes in team membership and workplace priorities... responding appropriately to changing circumstances."²⁹

Managers must recognise that workers also have to deal with the challenges brought about by integrated working. Supervision should provide a safe environment to talk about any challenges and dilemmas³⁰. It is an opportunity for creativity, development and learning for both supervisor and supervisee. Managers need to ask themselves how they are helping workers to reinterpret their roles and address challenges that can include:

- Professional conflict and boundary issues can arise if people work to the agenda of their home agency rather than that of the integrated setting.
- Adjusting to other agencies' priorities.
- Reframing beliefs, values and boundaries.
- Helping people perceive their role in terms of outcomes rather than their professional backgrounds.
- Managing the anxiety of professionals who may be worried that parts of their job can be done by staff who do not share their qualifications.
- Managing the concern of unqualified support workers that their skills are ignored by professionally qualified colleagues.

- Overcoming cultural and practice barriers to achieve common goals and maximum productivity.
- Managing workers from a different discipline to your own.
- A reluctance to move on from previous work practice and work in new and flexible ways to support children, young people and families.
- Encouraging an integrated approach whilst respecting individual knowledge and skill.
- Managing risk and uncertainties.
- Maintaining realistic caseloads, when they may still carry out statutory work in their home agency.
- Dealing with confidentiality issues and information sharing.

Learning points for change



Senior managers must be committed to prioritising supervision and providing the resources, particularly time and training.



Six key stages are needed to develop integrated supervision:

- Communicate and develop ownership and commitment to change.
- Share supervision policies and audit practice across all partner agencies.
- Try out and learn from different supervision models.
- Develop and implement an integrated supervision plan and framework.
- Provide learning opportunities for supervisors and supervisees.
- Build in review and evaluation processes.



Managers need a flexible approach to support workers to deal with the challenges of integrated working in supervision.

²⁹ OUP, Developing multi-professional teamwork for integrated Children's Services: research, policy and practice (2006) p.93.

³⁰ OUP, Adapted from Developing multi-professional teamwork for integrated Children's Services: research, policy and practice (2006 p. 93–100).

33 Section 5

Section 5

Examples from practice

The CWDC Share! projects³¹ and other examples from practice have emphasised the benefits of supervision and the importance of supervision to reflect on practice, develop constructive relationships, provide a safe environment to discuss issues and communicate effectively.

It is vital to get managers engaged in improving their supervision skills for integrated settings. They need clarity about who is responsible where there are child safeguarding, performance or staff well-being issues.

Bath and North East Somerset CWDC Share! Project

Example 1 – Three-fold approach to supervision

The Warrington Share! Project developed a three-fold approach to supervision for family support workers, which is being rolled out to other family centres and extended schools.



to supervision

Workers based in Sure Start and family centre settings in Warrington needed a unified model for supervision. The following three-way model was the response:

Example of three-fold approach

- One-to-one supervision with α senior practitioner once a month on all case work. This looks at every case, reviews case plans, discusses concerns, and reflects on action taken. The senior practitioner is accountable for case work and safequarding issues.
- Monthly one-to-one supervision with the line manager. This concentrates on team issues and professional development.
- Group supervision through a monthly practitioners' network to share practice, discuss and reflect on issues. It is facilitated by a senior practitioner.

Clarity about the roles and boundaries between the senior practitioner and the line manager has been key to the effectiveness of this approach.

Warrington CWDC Share! Project

Other CWDC Share! projects have found many benefits to including regular peer supervision or peer support groups as part of the supervision package. They prevent workers from feeling isolated and are good for pooling and sharing resources. They promote better communication, understanding of respective roles and an integrated approach to problem solving.

³¹ See www.cwdcouncil.org.uk/cwdc-share

Example 2 – Peer group supervision

Example of peer group supervision or support

The peer supervision group was set up to support and develop the skills for the lead professional role. It was later renamed 'peer support' to avoid confusion with existing supervision systems. Peer support was made available for everyone, for two hours every six weeks. The group acted in a coaching role to support each individual. Benefits included:

- People felt more able to delegate.
- People came up with practical solutions.
- There was confidence in the coaching model.
- The group was enthusiastic about the approach.
- Peer supervision offers great opportunities for unblocking some of the challenges presented in implementing the role of the lead professional.

Bath and North East Somerset CWDC Share! Project

Example 3 – Core principles for supervision arrangements: Bath and North East Somerset Children's Services

In Bath and North East Somerset, each member agency of Child Protection Services has described and shared their supervision practice and policy arrangements. Based on this, the local Safeguarding Children Board has compiled a statement of core principles for supervision arrangements in child protection work. Each agency has agreed to sign up to, and implement it. The core principles are:

- Supervision is a meeting that provides staff with the opportunity to reflect upon their work and decision making.
- Each agency has a written policy for the supervision of staff working in child protection that is known to, and used by, all staff.
- All staff should have access to appropriate advice and support to deal with any immediate child protection issues.
- All staff receive regular supervision from their managers to develop their skills and ensure high standards of service delivery.
- A formal record of supervision sessions should be made for each party.
- Supervision includes a focus on the inter-agency aspects of child protection work.
- Supervision is used to identify development and training needs.
- Agencies will (annually) review the implementation and effectiveness of their supervision and practice.

Bath and North East Somerset Children in Need Handbook, section 8.3 (Surrey Safeguarding Children Board has adopted a similar approach).

Example 4 – Philosophy and values underpinning Safeguarding Children Supervision policy: Northamptonshire Teaching PCT³²

- The needs of children will be of paramount importance.
- The process of safeguarding children will be driven by evidence base and will reflect national strategies on safeguarding.
- The supervision policy will reflect the integrity and commitment of the PCT to support and value their staff engaged in work to safeguard children.
- The supervision policy reflects an ethos of equal opportunity, embraces diversity and promotes anti-oppression in the workplace, particularly on account of race, gender, sexuality or disability in keeping with organisational values.
- The process of supervision will provide a formal process of professional support and learning to enable practitioners to develop knowledge and competencies.
- The process of supervision will be carried out in a reflective manner and provide a safe environment where attitudes and feelings may be challenged as necessary.
- The process of supervision will be underpinned by the principle that each staff member remains accountable for their own professional practice and the supervisors will be accountable for the advice they give and any actions they take.

 The model of supervision to be used is Kolb's learning cycle and adult learning theory (Kolb 1984)³³. This will underpin the supervision process.

Example 5 – Process for developing an integrated approach to supervision: Devon Children's Services

Devon Children's Services shared their procedure for developing an integrated approach to supervision.

- 1 Developing ownership and explore what is already happening
- It is essential there is senior level commitment at Children's Trust executive level.
- They explored and shared the different language being used, as well as assumptions about supervision across the services. For example, in health there is a strong culture of supervision, whereas police officers operate through a daily reporting approach.
- They communicated with other trusts to share ideas, and attend six-monthly workforce 'Big forum' meetings, where issues are shared across Trusts.

³² Northamptonshire NHS Teaching Primary Care Trust: Safeguarding Children Supervision Policy Prov 20 (August 2008) www.foi.northants.nhs.uk/Content/Policies_and_procedures/Provider_Services/PROV_20.pdf

³³ Kolb, D Experiential learning: experience as the source of learning and development (1984) London: Prentice Hall.

- 2 Developing interest in supervision practice and policy across organisations and staff groups:
- Consultations were held to see what people wanted, and what was already in place.
- A multi-agency steering group was set up. It included representatives from human resources so that accountability, agency performance, management policy and job specifications could be linked in.
 Representatives from youth work, the voluntary sector, education welfare, educational psychology, health, police and social care were included.
- Policies were shared across all agencies, then collated and revised to develop a policy that can be agreed as good practice across all agencies.

3 Initiating pilot projects

They implemented a range of pilots to try out different models of supervision.

For example:

- In North Devon schools are involved in taking a holistic approach to supervision including teaching and support staff, out-of-school and lunch time staff. The project focuses on supervising and supporting staff working with children with challenging behaviour.
- A project is being carried out where the police are supervising public health staff in small groups using NLP models and appreciative enquiry.
- Educational psychologists and social workers are supervising child protection leads in non-social work environments – clinical/specialist supervision.

 Social workers are using action learning sets, and early years professionals have set up network groups.

4 Developing supervision policies and frameworks

Devon Children's Trust hopes to develop a framework and an agreed policy and guidance with associated templates.

- 5 Developing ongoing learning and development for supervisors and supervisees
- Developing cross-agency supervision training.
- Consulting on the critical things managers need to learn to supervise effectively in integrated settings.
- Developing multi-agency training.
 'Core skills in partnership working' is a four-day programme, and part of CPD. One day is spent on supervision.

6 Building in audit and review processes

- Evaluation is being built in, with indicators and outcomes for workers, children and organisations. The One Children's Workforce Framework³⁴ is being used, and Devon Children's Services are working with a university to develop standardised measures and to analyse the pilots.
- In the school project, they are evaluating how effective support is, as well as its impact on attainment and sickness levels.

³⁴ CWDC, One Children's Workforce Framework, www.cwdcouncil.org.uk/one-childrens-workforce-framework

Example 6 – Supervision making a difference: Earlham Early Years Centre, Norwich

When headteacher Felicity Thomas came to Earlham she had already experienced integrated supervision. As head of a tripartite funded family centre in the 80s, she had been supervised by the divisional director of social services. Her monthly supervision was reflective, supportive and reciprocal.

When she first went to Earlham the arrangements were very traditional, with three separate classrooms. In 2002, Earlham became an Early Excellence Centre and expanded its service. It was expected to develop innovative practice to support children and families. She worked with the community and opened new services including a day nursery. Supervision took on a new perspective.

After researching different models, she spoke to the staff about what they would need to support them with change and to move forward. The leadership team developed a cascade model of supervision. The senior team included:

- Senior nurse.
- Senior teacher for 3-4 year-old pedagogy team.
- Early years professional, who is also day nursery manager.
- Social worker managing family support team.
- Community co-ordinator leading community nursery nurses.
- Administrator.

All leaders supervise their own staff on a monthly basis and attend regular twilight training sessions to develop their supervision practice. They have developed a group vision, policy and format based on reflective, supportive practice. In each session people are asked:

- What has gone well since the last supervision?
- What did you do that made it go well?
- What has been challenging?
- What could you do differently with children and families?
- Anything else you would like to share?

The supervisee is in control and supervision is based on Karl Roger's three conditions – respect, genuineness and empathy. The benefits of this approach are:

- Everybody is more in control of their own practice.
- Supervisors are interested and people feel supported.
- At first supervision was used as a dumping ground, but now people are taking responsibility for their own actions.
- Supervisees are able to reflect on how they can change and manage their own CPD.

Example 7 – Benefits of supervision for stakeholders

The benefits of good supervision have been summarised in the diagram below taken from the CWDC guide, Supervision: Right from the start (February 2009)³⁵.

Benefits for work with partners

A well-supervised worker:

- Is clearer about their role.
- Understands partners' roles.
- Communicates better with partners.
- Has accurate expectations of partners.
- Is more confident in multidisciplinary discussions.
- Is more able to resolve conflicts with partners.
- Is supported in acting as a key worker.

Benefits for service users

A well supervised worker is more:

- Focused, clear and prepared.
- Observant and attentive.
- Alert to strengths, needs and risks.
- Aware of power issues.
- Able to involve service users.
- Consistent.
- User focused.
- Able to make a fuller assessment.

Benefits of good supervision

Benefits for the agency

- Facilitates internal communication.
- Agency goals, values and policies disseminated.
- Corporate values shared.
- Greater consistency.
- Shared responsibility for problems.
- Improved consultation processes.
- Increased transparency and openness.
- Staff more connected to big picture.
- Facilitates change management.
- Lower rates of turnover, sickness.
- Lower rates of grievances/ complaints.

Benefits for supervisors

- Role and accountability clear.
- Boundaries clarified.
- Pressures / decisions shared.
- Confidence enhanced.
- Reflection facilitated.
- User focus maintained.
- Creative practice supported.
- Diversity valued.
- Use/abuse of authority explored.
- Learning needs identified.
- Feelings addressed.
- Worker valued.
- Team working enhanced.

³⁵ CWDC, Supervision: Right from the start (February 2009).

Appendix – Useful resources

Anning A, Cottrell DM, Frost N, Green J, Robinson M. Developing multi-professional teamwork for integrated children's services: research, policy and practice (2006) Open University Press.

Bath and North East Somerset Children in need handbook. www.bathnes.gov.uk/BathNES/healthandsocial/childrenandfamilycare/ childreninneed

CWDC/Skills for Care, Providing effective supervision: A workforce development toolkit (2007). Available for download from the CWDC website at www.cwdcouncil.org.uk

CWDC, Supervision: Right from the start. The supervisor's guide to supervising the newly qualified social worker (February 2009).

CWDC, Integrated services championing children: a framework for those who are leading and managing integrated children's services. www.dcsf.gov.uk/everychildmatters/strategy/managersandleaders/championingchildren/children/

CWDC, Making it happen: booklet supporting the implementation of effective frontline integrated working practice. http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=product details&PageMode=publications&ProductId=DCSF-00226-2008

CWDC, One Children's Workforce Toolkit Framework. www.cwdcouncil.org.uk/one-childrens-workforce-framework

CWDC, Team around the child (TAC) and the lead professional – Guide for managers 2009.

CWDC, Share! Joining the pieces: Integrated working in practice (2009). www.cwdcouncil.org.uk/cwdc-share

CWDC, Statement of values for integrated working with children and young people.

www.childrensworkforce.org.uk/assets/0000/0436/Microsoft_Word_-_Statement_of_Values_for_Integrated_Working_With_Children_and_Young_People.pdf

DCSF, Common Assessment Framework, Early identification, assessment of needs and intervention: The Common Assessment Framework for children and young people – a guide for practitioners.

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework

DCSF, Common Core of Skills and Knowledge. www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore/commoncoreofskillsandknowledge

DCSF, Information sharing: Guidance for practitioners and managers and other supporting documents.
www.dcsf.gov.uk/ecm/informationsharing

DCSF, Multi-agency services: Toolkit for managers. A range of resources for integrated working available from the Every Child Matters website at www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/multiagencyworking

DCSF, Think Family: an initiative to improve support for the most disadvantaged families and prevent problems passing down from excluded parents to their children.

www.dcsf.gov.uk/everychildmatters/strategy/parents/

workingwithparentscarersandfamilies

DCSF, The 2020 Children and Young People's Workforce strategy (2008). www.teachernet.gov.uk/publications

Hawkins, P and Shohet, R, Supervision in the helping professions (2006) Open University Press.

HM Government, Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (2006), The Stationery Office.

Kline, Nancy, The ten components of a thinking environment. www.timetothink.com

Laming H, The protection of children in England progress report (March 2009) The Stationery Office.

http://publications.everychildmatters.gov.uk/eOrderingDownload/HC-330.pdf

Laming, H (2003) The Victoria Climbié Inquiry Report. London. The Stationery Office.

McDonnell F and Zutshi H, Skills for Care London Guide to action learning (2009). http://london.skillsforcare.org.uk/regional_publications Morrison, Tony, Staff supervision in social care (1993) Longmans.

Skills for Care, Yorkshire and Humber region, Training for supervisors of social workers providing services to children and families (2009). www.skillsforcare.org.uk/yh

www.tda.gov.uk/remodelling/managingchange.aspx

Warmington Paul, Daniels Harry, Edwards Anne, Brown Steve, Leadbetter Jane, Martin Deirdre, Middleton David, Interagency Collaboration: a review of the literature (2004) University of Birmingham.

Waskett C, An integrated approach to introducing and maintaining supervision: the 4S model (Nursing Times, 29.4.09). Available from www.nursingtimes.net

The Social Care Institute for Excellence (SCIE) has a wide range of resources available through its main and people-management websites. These can be accessed through www.scie.org.uk

National core training materials are available at www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/iwtraining

Policy documents

The policy framework includes Every Child Matters, Youth Matters (2005), the Children's Plan (2007), Care Matters: Time for Change (2007) and the 2020 Children and Young People's Workforce Strategy (2008). The National Service Framework for Children, Young People and Maternity Services (2004) sets standards in health and social care for improving service delivery.

The Children's Workforce Development Council leads change so that the thousands of people working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who all want the lives of all children and young people to be healthy, happy and fulfilling.

For more information please call **0113 244 6311** or visit **www.cwdcouncil.org.uk**

Or write to CWDC, 2nd Floor, City Exchange 11 Albion Street, Leeds LS1 5ES email info@cwdcouncil.org.uk or fax us on 0113 390 7744

Contact us to receive this information in a different language or format, such as large print or audio tape.

© This publication is the copyright of the Children's Workforce Development Council 2010. We like our communications to have an impact on you – but not on the environment – which is why this document is printed on 100 % recycled paper.