

# Supervision

**5** Minute Facts

## What is it?

**Supervision is the name for regular, planned and recorded sessions between staff and their line manager. It is a partnership between the supervisee, the supervisor and the setting and is a key task that supports the development of staff skills and practices in work with children, young people and families and the safeguarding of those in their care.**

Supervision can either be formal or informal supervision. Informal supervision often also happens in the most effective teams as staff seek advice and help in situations that they deal with on a daily basis. This is good practice but should **not** replace a formal supervision session.

### The key functions of supervision — the three Ps

Good supervision involves a balance between all these three functions, not always within one session, but certainly over the entire supervision process.

**Performance Management:** To ensure that performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge and to ensure that practitioners fully understand their roles, responsibilities and the scope of their professional discretion and authority.

**Professional Development:** To ensure that professional development needs, including safeguarding practice, are considered and supported.

**Personal Support:** To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required. This should be confidential, except where there are safeguarding concerns either in relation to a particular case or to the supervisee themselves or it impacts on the supervisee's ability to undertake their work.

### Common Principles — all supervision should:

- Involve a two way relationship between supervisor and supervisee
- Ensure accountability for role, responsibilities and work undertaken
- Be based on the principle of high support and high challenge
- Be open and honest
- Be restorative in nature
- Provide a balance of work and personal support
- Be recorded (and shared between supervisor and supervisee)
- Be structured within an agreed supervision contract
- Be regular

# Supervision

**5** Minute Facts

## Why are we doing it?

- To ensure that performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge
- To provide reflective space to analyse work with children, young people and their families as well as specific incidents, assessing risk and need. It also provides an important check and balance on decision making and planning
- To support professional development needs, including safeguarding practice
- To provide reflective space for the staff to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required

## What are we doing?

We have developed the [Children's Services Supervision Policy and Guidelines](#) which provide a framework for and understanding of the minimum requirements and processes of supervision within any service. We provide training which enables staff to develop skills, knowledge and understanding to deliver effective supervision, including safeguarding practice, with a view to improving outcomes for children, young people and families.

## Key contacts and for more information...

Children's Services Workforce Development Team  
email: [wpd@bolton.gov.uk](mailto:wpd@bolton.gov.uk)

email: [traningsharedservicecentre@bolton.gov.uk](mailto:traningsharedservicecentre@bolton.gov.uk)

email: [boltonsafeguardingchildren@bolton.gov.uk](mailto:boltonsafeguardingchildren@bolton.gov.uk)

**All the local info I need is just a **click** away!**



[www.mylifeinbolton.org.uk](http://www.mylifeinbolton.org.uk)

**Bolton**  
**Council**