

Supervision policy

Children's Services

A great place to live and work.

The scope of this policy

This policy applies to all fieldwork and managerial staff within Central Bedfordshire Council's Children's Services, irrespective of whether staff are here temporarily or on a permanent basis. This policy also applies to social work students placed within Children's Services. The purpose of this document is to provide Children's Services staff with guidance to support effective supervision and reflective practice.

Introduction

"Supervision plays an integral role in ensuring that staff are able to achieve the best outcomes for the children and families that they work with. It is a process that should be open and supportive, focussing on the quality of decisions, good risk analysis and improving outcomes for children rather than meeting targets." [Laming, 2009, para 3,15]

At Central Bedfordshire Children's Services our most important asset is our staff and it is recognised that direct work with children and families can be highly rewarding as well as complex, stressful and emotionally demanding. Therefore, we have a duty of care to our workforce and good-quality supervision can support practitioners' wellbeing and job satisfaction, and may support workforce retention. In summary, supervision should do the following:

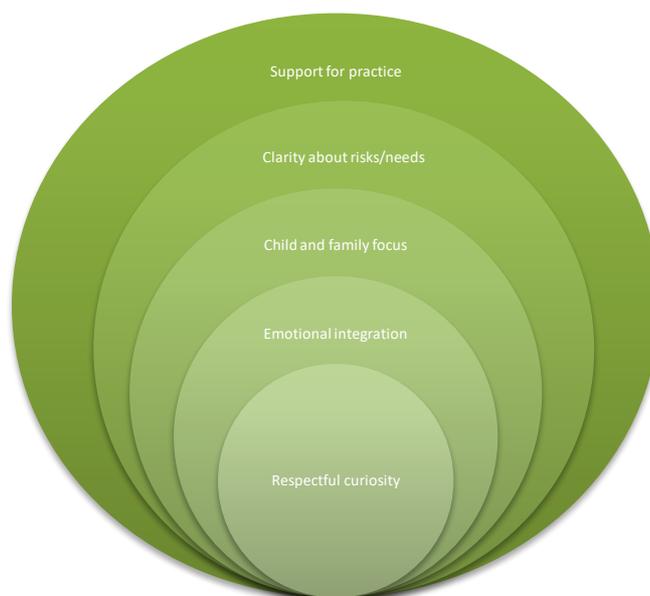
- > Help facilitate direct work with children, young people and families
- > Support proportionate decision-making
- > Keep staff well

Working in partnership

Effective supervision can only be fully achieved where there is a partnership between the supervisee and supervisor. This can take time to build and both parties have a shared responsibility to make the supervisory relationship work. Central Bedfordshire Council's values for the supervisory relationship can be found in the appendices- **No 2. Supervision agreement.**

Practice orientated supervision

This policy, procedure and guidance draws on the recent work of Dr David Wilkins who has undertaken research relating to supervision. Emerging evidence from his studies indicates that practice-orientated supervision provides a supportive structure which enables there to be a focus on the risks/needs for a child and family, being able to identify goals with families [using motivational interviewing techniques] and measure against these goals. However, the framework also encourages the emotional aspect of the work to be discussed and to support workers with difficult conversations/ pieces of work they may need to soon complete with children and families. The supervision agenda and preparation for supervision will assist in developing practice orientated supervision. Within the appendices there is further information provided in relation to practice orientated supervision- **No. 1: Practice Orientated Supervision.**



Supervision agreements

Supervision agreements establish a set of “ground rules” that clarify the rights and the expectations on both sides in order to help create a safe, secure and effective supervisory setting. (Shulman, 2005, 2011)

All supervisors and supervisees will be expected to complete and sign a supervision agreement within the first 4 weeks of their employment. Supervision agreements should be reviewed when there is a change in supervisor or if there is a significant change in circumstances for the supervisee.

The supervisee should be emailed an electronic copy of the supervision agreement and the supervisor will be responsible for saving a record of the supervision agreement confidentially on BOX, and where both parties can gain access to it. The template for the supervision agreement can be found in the appendices- **No.2: Supervision agreement.**

Frequency of supervision for workers

It is recognised that staff require different frequencies of supervision, depending on their role and whether they have previous experience.

Employee	Frequency	Additional notes
NQSW completing ASYE	- 90 minutes each week for the first 6 weeks - fortnightly up to 6 months - monthly until end of ASYE year	In the last 6 months of ASYE year the supervisee and supervisor may still wish to meet more often, rather than having all their case supervisions in one setting.
Social workers / practitioners otherwise qualified	- At least once a calendar month	Staff may wish to meet more often, rather than have all their case supervisions in one sitting. There is current research to support that workers like to meet more frequently. [Wilkins]
Students on placement/ Frontline students	- Students will receive supervision on a weekly basis, considering both case and academic work.	
Team managers	- Once per calendar month by Head of Service	
Heads of Service	- Once per calendar month by Assistant Director	

Frequency of case supervisions

It is important that there is regular supervision on cases but the frequency of these discussions should depend on the nature of the case. This is to ensure that good quality supervision discussions can take place and avoid rushing through to get each case discussed at every supervision sitting.

Service area	Type of case	Frequency	Additional notes
Early help	All cases	Monthly	
Assessment	All cases	Monthly	When a case is first allocated it will need to be supervised within first 10 working days and 3 - 4 weekly thereafter.
YPST/ FIS cases	All cases	Monthly	
Family support	Child protection cases CIN cases Cases subject to PLO	Monthly	
Looked After Children [up to age 18]	Children matched in placement & subject to 3 monthly visits	At a minimum of 3 monthly	The frequency would increase if placement became fragile, there were risks [ie: cse, missing etc], safeguarding concerns
	Children subject to 6 weekly visits	At a minimum of 2 monthly, depending on complexity of the case	Equally, supervision frequency may decrease if children become matched in placement, if risk is minimised etc
	Children subject to care proceedings	Monthly	
Leaving Care [18 plus]	Care leavers who are settled and managing well	At a minimum of 3 monthly	
	Care leavers who have high levels of need/ support.	Monthly	
Children with Disabilities	Children who are seen and whose CIN/short breaks plan are reviewed between 1-6 monthly	Supervision to mirror the frequency of which the plan is reviewed.	The frequency of supervisions would increase if placement became fragile, there were risks [ie: cse, missing etc], safeguarding concerns,
	Parent carer needs assessment	At a minimum of once a year	Please note, children subject to CP or LAC and based in CWD team will follow same frequency as outlines in in family support and looked after sections of this table.
Fostering	Carers with children who are matched with them	At a minimum of 3 monthly	The frequency of supervisions would increase if placement became fragile, there were risks [ie: cse, missing etc], safeguarding concerns, placement became unregulated
	Friends and family/ Private fostering	At a minimum of 3 monthly	
	PACE/ respite placements	At a minimum of 3 monthly	

	Intensive support carers	At a minimum of 2 monthly	
	Cases where people are being assessed to become foster carers/ Reg 24	Monthly	
	Parent and child placements	Monthly	
Adoption	All	At a minimum of 2 monthly, depending on the complexity of the case.	The frequency of supervisions would increase if there were risks, significant support needs etc

Agenda for case supervisions

An agenda for case supervision ensures that the worker is supported, that there is focus and that the business needs of Children's Services are met. The agenda covers the following:

1. Review of previous actions
2. Key dates
3. Case discussion
4. Progress against the plan/ impact of intervention
5. Actions going forward

In the appendices further explanation is provided as to what should be covered in each of these sections- **No.3. case supervision agenda.**

Preparation for case supervisions

In order for supervision to be meaningful it is important that both the supervisee and supervisor are prepared for the session. Preparation for case supervision will help to ensure that there is focus to the discussions, providing more time to consider the issues that are present on the case.

The supervisee will be expected to prepare for supervision. Supervisees should be clear about key dates / appointments on their cases and are to consider the following:

1. What is worrying me and/or others?
2. This is what is working well
3. This is what I decided to do
4. This is what I need help with today

A copy of the preparation form can be found in the appendices- **No. 4: preparation for case supervision.** This is not expected to be written in great detail, but in note form to enable the supervisee to be focussed about the issues that matter.

Equally, the supervisor will be expected to prepare for case supervision by utilising MOSAIC and performance reports to check that:

- > workflow is being managed
- > visits and other appointments are being kept to

- > any difficulties in completing tasks are discussed and an action plan for remedial actions is developed with the supervisee.

Recording of case supervisions

What is included in the case supervision record should be detailed enough should it need to be revisited however, should provide a summary. It is important that there is more focus on talking rather than typing and there is some guidance provided in the appendices – **No 5. Tips for recording supervision.**

It is the responsibility of the supervisor to record the case supervision or for the supervisor to delegate this task to business support for completion. Case supervisions are to be recorded on the Management Case Supervision Document on the individual's MOSAIC file.

These are to be recorded on the individuals MOSAIC file within 5 working days [please note that for foster carers/ adopters the record is saved] It is also recommended that the supervisor make a note of the actions going forward that require progression.

The case supervision record should be tasked to the supervisee for sign off and this is expected to be completed within 5 working days. If not signed off, it is assumed that the contents are agreed and the supervisor will close the MOSAIC supervision record, writing a note to this effect.

If there are disagreements about the contents amendments should only be made by the supervisor following a discussion with the supervisee. The supervisee should not make amendments without the knowledge of the supervisor.

Cancellation of case management supervisions

In the event of case supervision being cancelled by either party then it should be re booked to take place within 5 working days of the cancellation.

If the cause of the cancellation is due to sickness absence of either party then another supervision session will be booked to take place within 5 working days of the persons return to work [this does not replace the need for a return to work interview. See CBC intranet for details].

If the supervisor is absent from work for more than 2 weeks unplanned leave/sickness then it is the responsibility of the supervisee to report to their supervisors line manager for alternative supervision arrangements to be made.

Cancellations of supervision should be recorded on a manager's decision case note on the child's MOSAIC file. This will enable gaps in supervision to be explained and highlighted.

Quality assurance of case supervision

The quality of case supervision will be monitored by Children's Services Audit programme. This will consist of:

- > Monthly audits of cases randomly selected but consisting of 1 case per team manager. The audit routinely addresses supervision as part of the process
- > Themed audit of case supervision, twice yearly
- > Peer observation of case management supervision, yearly
- > Yearly staff supervision survey which includes consideration of case management supervision.

When a case is subject to an audit it is important that the learning points/actions going forward are recorded within the next case management supervision following the audit. This is to be recorded in section 5 of the template.

Personal & professional supervision

Whilst retaining the focus on the needs of the children we are responsible for supervision needs to focus on much more than case supervision. As Munro indicated, 'The emotional and intellectual demands on social workers are substantial.' [Munro, 2010, p54]

The recording of personal & professional supervision

Personal and professional supervision should be recorded on Central Bedfordshire Council's supervision template. A copy of this can be found in the appendices- **No. 6: Personal & Professional supervision and No. 7: Personal & Professional supervision- managers.**

Where possible the supervision notes should be typed but if the supervisor prefers to hand write, this should be agreed in the supervision contract with the supervisee. The actual content of the supervision should be negotiated if issues of a very personal / confidential nature are discussed.

The personal and professional supervision notes will be emailed to the supervisee. When the notes are received by the supervisee there will be a period of 5 working days to respond to the contents. Otherwise it is assumed that it is accepted that this is an accurate reflection of the supervision record.

Cancellation of personal & professional supervision

In the event of cancellation by either party then it should be re booked to take place within 5 working days of the cancellation or within 5 days of returning to work [if cancellation was due to sickness.]

If the supervisor is absent from work for more than 2 weeks unplanned leave/sickness then it is the responsibility of the supervisee to report to their supervisors line manager for alternative supervision arrangements to be made.

Confidentiality and access of case and personal supervision

The case supervision must be stored on the MOSAIC supervision document for the relevant child/ young person.

The personal supervision must be stored in a restricted access area in BOX that both supervisee and supervisor can access.

Whilst supervision offers a private area to discuss cases and personal circumstances the supervision records cannot be entirely confidential. Supervision records are the property of Central Bedfordshire Council. There will be occasions where supervisors will need to discuss the content of supervisions [both case and personal] with others, such as their own line manager, Human Resources etc. This should always be with the knowledge of the supervisee.

Some examples of why records may need to be accessed include; quality assurance purposes, disciplinary purposes and for OFSTED inspectors.

In instances where there are access to files requests personal supervisions would not be disclosed. However, case supervision records can be disclosed as part of access to files. Elements of the case supervision record which relate to the social worker and the administration of their role would not need to be shared and

therefore can be redacted. The information relating to the family would need to be shared although some information contained in the supervision record could be considered for redaction if:

- Information if it would be likely to prejudice the carrying out of social work because of the risk of serious harm of the subject or someone else.
- Information that in giving it could hinder the prevention or detection of a crime.
- Information that is legally privileged. (advice/correspondence between team and solicitors).
- Information in adoption records. (this would need to be dealt with by the relevant adoption team under their regulations).
- Someone else's information i.e. third party information.
- Certain information without consent from its source.

Dispute Resolution

It is important that you take action to ensure you are receiving quality supervision and having your development needs identified and met. If it becomes apparent at any point that you are not receiving supervision to the standard required you should:

In the first instance discuss with your supervisor the difficulties, which you feel, have arisen. You and your supervisor may find some of the following activities useful in analysing and reflecting on why supervision is not working effectively. Examples that can be utilised are as follows:

- > Review of the Supervision agreement and expectations
- > Completing the learning styles questionnaire to help understand the impact of differing learning styles and needs

If difficulties continue to rise or you are unable to find solutions you (and your supervisor) should meet with the supervisor's line manager. It may be appropriate for the Line Manager to observe supervision to help both parties understand the difficulties and identify solutions.

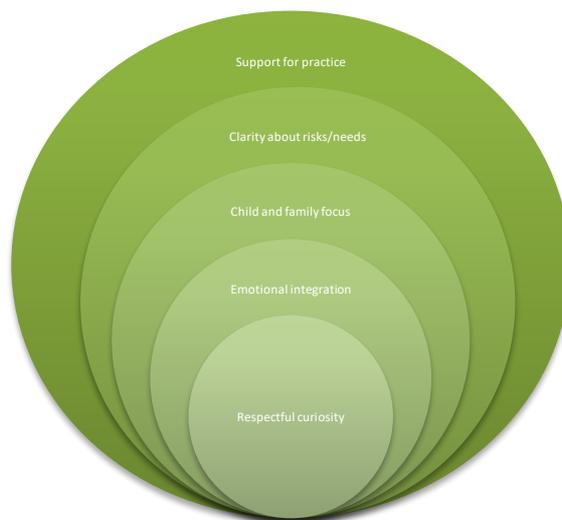
It should also be recognised that on occasions, where a sufficient degree of understanding and trust cannot be reached by a supervisor and supervisee, then a change of supervisor may be the solution as dysfunctional supervisory relationships can present a risk to the service user and the agency.

Appendices

to the supervision policy

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Practice orientated supervision



Respectful curiosity

- Professional curiosity combined with a respect for those we are talking about and with.
- Remembering that the use of language really matters.
- Consider why behaviours may be as they are within families. What's influencing them etc, rather than focusing on the behaviours themselves.

Emotional integration

- Supervisors to model and normalise the discussion of emotions in social work.
- These should be integrated within case supervisions rather than before and afterwards.
- Use appreciative inquiry in supervision to build on strengths, what supervisee is doing well etc.
- Use appreciative inquiry to encourage a supervisee to identify why they find a particular service user/situation difficult to manage and help them identify solutions and support them in achieving these.

Child and family focus

- Emphasis on the importance of building and sustaining working relationships with service users.
- Setting goals and identify the helping method
- Use questions that have a family focus to them. For example; what does the child/family want help with? How will we know what is helpful? What do the family see as a good outcome for them? What are we doing and is it working with the family? Does the child/family say you are helping? What else can we do? Does the child/family think that will work?

Clarity about risks/needs

- Reflect on both strengths and risks/needs of the service users
- What are we / others worried about?
- What's working well/ what's getting better?
- What needs to happen?
- Reviewing the plan

Support for practice

- Empathise there is a shared responsibility for service users
- Consider practice dilemmas for the supervisee
- Make use of hypothesis and role play difficult conversations/ situations that the supervisee may be facing in their upcoming work.

Supervision agreement

Central Bedfordshire Council Supervision Agreement between:

Name of supervisee:	
Name of supervisor:	
Date of agreement:	
Supervisee has read the supervision policy:	
Supervisor has read the supervision policy:	

Frequency

We agree to ensure that supervision takes place within the appropriate timescales.

(please check the relevant box below:)

- ASYE – as per programme.
- Every week for student social workers/ frontline
- Once per calendar month for existing members of staff [social workers, personal assistants, early help]

Additional supervision sessions may be requested by either party as a result of a specific event occurring and/or supervisors and supervisees may agree amongst themselves to meet more frequently.

Values

We support the values for partnership working in supervision:

The supervision partnership will:	The supervision partnership will not:
Be confidential [subject to safety of service users and staff]	Break confidentiality
Be a continuous process of learning & development	Be a one off event
Be a two way process	Be one sided
Be mutually respectful	Undermine one another
Be focussed	Be un prepared for, leading to verbal deluge
Be planned and in a private space	Be rushed or interrupted
Deal with situations clearly and provide clarity	Confuse you
Will anticipate, acknowledge, discuss and manage the emotional impact of the work	Ignore the way you feel, avoid discussion about the emotional impact of the work.
Recognise your good performance and achievements	Avoid challenge when this is needed.
Support your professional development	Ignore the need for learning opportunities and career development.

Preparation

We agree both agree to be prepared for supervision.

Supervisee:

I will come prepared for supervision, knowing key dates and will have given consideration to the cases for discussion prior to supervision using the preparation for case supervision form.

Supervisor:

I will consider MOSAIC and performance reports and examine cases in more detail prior to supervision where it is felt it will support the supervision process.

The supervision sessions will be booked by the supervisor.

Anti-oppressive and anti discriminatory practice

We will ensure that supervision is based on anti-oppressive and anti discriminatory principles and should be sensitive to race, gender, disability, impairment, age, religion and sexuality.

Record keeping

We will ensure that supervisions are recorded in line with Central Bedfordshire Council's supervision policy.

Disagreements

If we cannot agree on an item, then the disagreement will be formally recorded within supervision. We acknowledge that either party have the right to refer to the next tier of management if we have been unable to resolve the issue amongst ourselves.

Final statement

It is our responsibility to ensure that we are familiar with the policy and understand what we can expect from each other. We agree that supervision will be given and received in accordance with Central Bedfordshire Council Supervision Policy wherein more details regarding supervision can be located.

Signature of supervisee:

Date:

Signature of supervisor:

Date:

Case supervision agenda

When completing case supervision utilise the elements of practice orientation within the discussion. The following gives an explanation of the agenda items:

Review of previous actions

- This section is self explanatory. It is important that previous actions are reviewed so that the supervisor is aware whether specific actions were fulfilled, whether they remain outstanding. It also enables there to be discussion [where appropriate] as to whether the action was effective, helped etc

Key dates

- The performance teams and business support officers provide a significant amount of data therefore, it is not mandatory that dates are listed in this section. However, on a team or individual basis supervisors/ supervisees may utilise this section to record key dates as a quick point of reference.

Case discussion

- In this section focus should be on current risks /needs/ strengths and the following headings are to be explored in the case discussion section:
 - **What are we / others worried about?**
 - **What's working well/ what's getting better?**
 - **What needs to happen?**
 - **Hypothesis/grey areas**
- Where appropriate, this section should also consider the emotional impact of the work for the supervisee. For example, to support the worker to identify difficulties in working relationships and explore solutions to this.

Progress against the plan/ impact on child and/or family

- It is expected that at least 3 monthly* the plan for the child is specifically reviewed and referred to and that the supervisee and supervisor discuss the progress/gaps within the plan itself. Feedback from the child and family regarding the plan should also be considered. The purpose is to avoid unnessesary drift.

Actions going forward

- This section should summarise any actions required of both the supervisee and the supervisor. Explain why an action has been set, this helps to understand rationale behind decisions.
- When there are case audits completed, this section should also be utilised to identify the actions from the audit, what has completed and what remains outstanding. To separate this from actions identified as a result of an audit a heading should be given such as case audit.

**In CWD this may be less frequent, please see page 4.*

Case supervision preparation tool

Supervision is a two-way process. Both supervisor and supervisee must prepare for it, helping to ensure that learning is maximised and best use made of the time available.

Aims

To support the supervisee to:

- > Reflect on the positive and negative aspects of the child's lived experience and the next steps
- AND/OR
- > Define the issue they would like support with.

Application

This tool can be photocopied or shared electronically with staff for them to keep and complete as needed. A completed form can be uploaded to the child's file as a case note.

Instructions (to the supervisee)

Take some time to think about and respond to statements 1-3 ahead of supervision. Be prepared to discuss your responses. If you can't respond to statement 3, try to respond to number 4.

If you are considering whether or not you require ad hoc supervision and you have managed to respond to questions 1-3, consider whether you now feel you can hold onto the case until your next scheduled supervision.

1. This is what is worrying me and/or others	2. This is what is working well for the child	3. This is what I have decided to do

4. This is the issue that I am asking support with today

This model is taken from RIP supervision workbook:

<https://www.rip.org.uk/resources/publications/practice-tools-and-guides/reflective-supervision-resource-pack-2017/>

Recording supervision – tips for supervisors

Limit the social worker's update

- Let the social worker know in advance of the session that you want to try out this approach.
- They will only have 10 minutes to update you about each case they want to discuss so need to structure their thinking to give you the most relevant information, new concerns or anything else they are worried about.
- Resist the urge to type or ask questions – just listen. When the 10 minutes is up, you can then spend a few minutes asking clarifying questions, before moving on to discussing what is most concerning the social worker about this case or what they most need help with from you this session.
- This approach should help avoid getting trapped in lengthy discussions about where things are up to and allow more time for analysis, reflection, discussion of emotion and how theory or research may inform the work.

Ask the social worker to help create the written record of the session

- Wilkins' research found many supervision records included considerable detail of all the activity a social worker has described. Much of this information will be elsewhere on the case management system so simply refer / signpost to this where possible.
- Then agree together what *new* information needs to be recorded, based not on what has already happened and been recorded (e.g. the home visit) but on the new thinking and reflection achieved together during the supervision discussion. (*From tips for recording supervision – less typing, more talking*)

Let the practitioner know that it is acceptable – and welcome – to talk about emotions

- Being able to talk about one's emotions and those of others is widely considered essential for social workers. While managers will usually ask about a practitioners' emotional wellbeing ("how are you this week?") and social workers often use supervision to talk about feelings of frustration, it's less common for these discussions to go much further. - - For example, if the social worker is frustrated by a parent, you might explore how this is playing a part in their assessment and decision-making. Are there times when they have been more or less frustrated with the parent? How might the parent be feeling? How might they experience the social worker's frustration?
- If managers 'give permission' to talk about emotions by asking questions about how the social worker felt and/or saying how they might have felt in a similar situation, it allows for discussions that involve emotion as a more integral part of the work. (*From Tips for talking about emotions in supervision*)

Record the child's views

- Children and family social workers are routinely interested in what children say and in their wishes and feelings but more often spoken *about* rather than their views being recorded directly.
- Try asking the social worker two simple questions in relation to each case: What does the child think about what is happening to them at the moment? What do they want to happen?
- By doing this, you can not only prompt the social worker to think about the things the child has said (or not said) and their behaviour and what this might mean, you can also ensure this is recorded and, where possible, acted upon. It would also be important to record the rationale behind any decision not to do what the child wants.

Make some records on paper, not a computer

Using paper allows you to be much more creative in terms of what and how you record. Large sheets of paper, to map out concerns within a genogram, to explore what risks are etc can be a helpful way to visualise concerns. The electronic MOSAIC supervision would still be generated but the could signpost to the paper/visual notes that could be saved in the non disclosable notes folder of Smart Open. These could be saved with supervision and the date of supervision in the title to easily cross reference.

The aim is not simply to replicate the same kind of recording in a different way but to enable supervision to lead to better thinking, feeling and reflecting, rather than creating a (duplicate) narrative record of activity.

Recording analysis

Supervision records often record **what** and **when** things should be done, with much less discussion of **how** and **why**. When recording actions, include 'why' as well as 'what'. Having to record why particular actions are required may highlight the need for a more explicit consideration of why certain decisions have been made. Often, the reason for a particular action may be implicitly understood. Asking (and recording) 'why' should help to make your implicit reasoning more explicit.

Personal and professional supervision

Name of supervisee	
Name of supervisor	
Date of supervision	

Agenda items	Discussion [to include actions where appropriate]
Personal discussion [to include anything brought to the supervisors attention that may impact on supervisees work]	
Professional development [include reading, research, training, L & D, career progression, audit, feedback from services users and other professionals and how all these examples can influence future practice.	
This section is only relevant to qualified social workers Knowledge and skills statement for social workers https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf Consider progress/ development against the following: The role of child and family social work Child development Adult mental health, substance misuse, domestic abuse, disability and physical ill health Abuse and neglect of children Effective direct with children and families Child and Family Assessment Analysis, decision making, planning and review The Law and the family justice system Professional ethics The role of supervision and research	
TOIL/ leave/ sickness	
Team development / health and safety issues [lone working issues, resources to complete work, occupational health etc]	
Equality [Identifying possible discrimination in the workplace with regards to disability, gender, sexual orientation etc. Concerns regarding lack of opportunities to progress etc]	
Any other business	

The personal and professional supervision notes will be emailed to the supervisee. When the notes are received by the supervisee there will be a period of 5 working days to respond to the contents. Otherwise it is assumed that it is accepted that this is a reflection of the supervision record.

Personal and professional supervision- managers

Name of supervisee	
Name of supervisor	
Date of supervision	

Agenda items	Discussion [to include actions where appropriate]
Personal discussion [to include anything brought to the supervisors attention that may impact on supervisees work]	
Professional development [include reading, research, training, L & D, career progression, feedback from services users and other professionals and how all these examples can influence future practice.	
Knowledge and skills statement for leaders https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/691540/Knowledge_and_skills_statement_for_practice_leaders.pdf Consider progress/ development against the following: Lead and govern excellent practice Creating a context for excellent practice Designing a system to support effective practice Developing excellent practitioners Support effective decision making Quality assurance and improvement	
TOIL/ leave/ sickness	
Team development / health and safety issues [lone working issues, resources to complete work, occupational health etc]	
Equality [Identifying possible discrimination in the workplace with regards to disability, gender, sexual orientation etc. Concerns regarding lack of opportunities to progress etc]	
Any other business	

The personal and professional supervision notes will be emailed to the supervisee. When the notes are received by the supervisee there will be a period of 5 working days to respond to the contents. Otherwise it is assumed that it is accepted that this is a reflection of the supervision record.

**Central
Bedfordshire**

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in contact**