



THE CATHOLIC INSTITUTE  
FOR DEAF PEOPLE

**SUPERVISION POLICY  
AND  
STANDARDS FOR RESIDENTIAL SERVICES**

SEPTEMBER 2009

~ Supervision Policy and Standards for Residential Services ~

Table of Contents

.....page

**Policy Statement, Aim, Scope, Supervision Contract** .....2

**The Supervision Process** .....3-4

**The Responsibilities of the Supervisor and Supervisee,  
Frequency of Supervision, Disputes**.....5

**Standards for Residential Services Introduction** .....6

**Principle 1** .....7

*Principle 1 Standard 1*.....8

*Principle 1 Standard 2*.....9

*Principle 1 Standard 3*.....10

*Principle 1 Standard 4*.....10

**Principle 2**.....12

*Principle 2 Standard 1*.....13

*Principle 2 Standard 2*.....14

**Principle 3**.....15

*Principle 3 Standard 1*.....16

*Principle 3 Standard 2*.....17

*Principle 3 Standard 3* .....18-19

**Principle 4**.....20

*Principle 4 Standard 1*.....21

*Principle 4 Standard 2*.....22

*Principle 4 Standard 3*.....23

**Notes**.....24

# ~ Supervision Policy and Standards for Residential Services ~

## 1. Policy Statement

The Catholic Institute for Deaf People (CIDP) recognises that supervision is a key process in delivering support to staff to ensure that they realise their full potential and provide their service users with the best possible service.

All employees are entitled to good quality, effective and purposeful supervision based on a mutually agreed written contract.

The policy incorporates the responsibilities of both employers and employees.

The key objective of the policy is to ensure that staff have the necessary skills and support to deliver a quality service. The identification of training and employee development needs is an ongoing process, and will link into Continuing Professional Development (CPD).

The policy recognises the opportunity supervision provides to build on the good practice already established within the service so that we can all gain from the experience and expertise of our staff in the CIDP services.

## 2. Aim

This policy outlines the expectation of how supervision will be delivered to staff.

## 3. Scope

This policy applies to all staff who are engaged in residential services with the CIDP.

## 4. Supervision Contract

When a new employee takes up post the Supervision Policy and Standards will be discussed, and within four weeks the Supervisor has the responsibility of ensuring that an annual supervision contract is drawn up.

The contract should set out a framework within which supervision occurs. The result of the supervision contract should be based on discussion and negotiation between the supervisor and supervisee.

Both require to discuss and agree on the following:

- the frequency and duration of supervision;
- expectations of supervision, and expectations of each other's roles in supervision;
- ensuring learning and development opportunities are available for staff to demonstrate continuing professional development (CPD);
- an agreement on standing items, eg workload management, feedback on performance, learning and continuous development, recording training needs (guidance from the four functions of supervision, as stated in the supervision process);
- the process for resolving difficulties.

A signed copy of this contract should be kept in the supervision file and reviewed regularly.

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### 5. The Supervision Process

Supervision is the formal process where employees demonstrate accountability for their work, and whereby each individual member of staff receives the support that they require to carry out their work to the best of their abilities. Supervision is a partnership and requires all parties to work together to communicate openly and develop a shared approach to the planning, implementation and evaluation of supervision. It is a means of maintaining and promoting high standards of professional practice and ensuring adherence to service procedures. Supervision requires to be protected time, free of interruptions, and a priority for both supervisee and supervisor. Supervision requires to be recorded. Agreement is required regarding who records the session and when the record is distributed. The supervision contract will assist in defining the objectives for supervision and agenda setting. Both supervisee and supervisor require to sign the record of supervision.

The purpose of supervision is to ensure the worker:

- is clear about roles and responsibilities;
- meets the CIDP's stated objectives;
- has the necessary support to undertake the task;
- is developing 'best practice';
- is providing quality service to service users.

A model for supervision would include four discrete functions: management, developmental, supportive and mediation. There are overlaps within these functions and acknowledgement that certain functions would take priority on certain occasions.

A broad definition of each function is given; these definitions are not exclusive but are guides to the areas which require addressing and discussing in supervision.

## ~ Supervision Policy and Standards for Residential Services ~

### Management (Administrative)

- assessing the overall quality of the worker's performance;
- caseload management;
- supervisors will proactively discuss recording in supervision and countersign files at least every six months;
- supervisors will countersign child protection cases quarterly;
- the key worker will record discussions and decisions reached in supervision;
- setting aims and objectives;
- clarifying roles and responsibilities;
- agreeing overall balance between competing demands.

### Developmental (Educative)

- providing a learning environment, where mistakes can be acknowledged and rectified;
- increasing effectiveness through upgrading knowledge and skills;
- mirroring good practice;
- monitoring standards of performance;
- assessing development and providing feedback.

### Supportive (Enabling)

- increasing morale which enhances performance;
- offering insight and encouragement;
- reinforcing positives;
- motivation and empowerment;
- acknowledging the wider support, often informal, from colleagues and peers;
- support with work related stress and being aware of the emotional needs of workers, and the impact work may have on them;
- ensuring the working environment conforms with Health and Safety legislation.

### Mediation (Advocacy)

- agreeing process for resolving difficulties;
- involving workers in decision making;
- dealing sensitively and clearly with complaints;
- contributing to policy formation and service planning.

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### 6. The Responsibilities of the Supervisor and Supervisee

Supervisor and supervisee require to discuss, agree and record in the supervision contract, their expectation of each other's roles in supervision. The supervisor has the responsibility to ensure that decisions are recorded and actioned, and that the record is kept securely.

Acknowledgement requires to be given, and if appropriate recorded, to informal support from peers and other colleagues, and the role of group support and supervision. It may be appropriate to progress learning and developmental issues within a group or team meeting setting. This particular form of developmental learning is especially beneficial within a residential setting and requires to be acknowledged and validated within the supervision record. It is useful to discuss the learning style of the supervisee and the management style of the supervisor. The following issues should be discussed and recorded, although the list is not exclusive:

- confidentiality;
- punctuality;
- agenda setting;
- format for supervision;
- recording of supervision;
- resolution of difficulties;
- arrangements if supervision is cancelled, etc.

### 7. Frequency of Supervision

It is recommended that residential staff have at least six formal supervision sessions per year.

While informal supervision and consultation is considered essential and valid, it cannot replace the requirement to provide regular formal supervision.

### 8. Disputes

Disagreements should be initially dealt with by discussion between supervisor and employee, or by reference to the supervisor's line manager if necessary. Any further dispute not dealt with in this way should be dealt with within the usual Disciplinary or Employee Complaints Process.

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*Supervision plays an essential role in ensuring that the services experienced by children and vulnerable adults are effective in achieving positive outcomes for both.*

**There are 4 principles in this document:**

**Principle 1:** Supervision assists with management of our work as it ensures that staff understand their role and task, have clear and agreed work plans that they follow through on, and that their practice reaches agreed CIDP standards.

**Principle 2:** Supervision supports staff in the development of their professional competence, skills, knowledge and capacities.

**Principle 3:** Supervision supports staff to reflect on their practice, its impact on service users and on them individually, in order to develop their practice, seek solutions and to help to sustain themselves in their practice.

**Principle 4:** Supervision facilitates active communication within the CIDP. Through supervision the manager facilitates inclusive communication between staff on the ground and senior managers as well as between staff and other agencies; thus staff concerns are heard, so that staff have a sense of ownership and integration within the CIDP.

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 1

*Supervision assists with management of our work as it ensures that staff understand their role and task, have clear and agreed work plans that they follow through on, and that their practice reaches agreed CIDP standards.*

#### Why?

- It is through the delivery of targeted and meaningful services that we support children and vulnerable adults to lead safe and fulfilled lives

#### **This principle is broken down into 4 standards:**

**Standard 1:** All staff and managers are familiar with and adhere to the CIDP's Supervision Policy.

**Standard 2:** Supervision contributes to the establishment of effective internal and external working relationships.

**Standard 3:** Supervision ensures that active case management occurs to ensure quality of service provision for children and vulnerable adults.

**Standard 4:** Supervision offers the context, opportunity and time for managing under-performance of the worker.

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 1

### Standard 1

**All staff and managers are familiar with and adhere to the CIPD's Supervision Policy.**

#### Performance Indicator

- 1.1.1** Staff are aware of and understand the CIPD's strategic Plan.
- 1.1.2** All staff in Residential Services participate in regular, scheduled and structured supervision using the agreed format.
- 1.1.3** All staff have a supervision contract that details issues of purpose, regularity, venue, interruptions, preparation and recording.
- 1.1.4** In order to ensure we achieve outcomes, the needs of the service user must be central to supervision.
- 1.1.5** The service user is recognised as a stakeholder in the supervision process.

#### Where do I find it?

- Induction Records
- Recruitment Documentation
- All supervisors and supervisees receive supervision training with in their first year of employment
  
- Supervision Records
  
- Supervision Records
  
- Supervision Records
- Team Minutes
  
- Supervision Training
- Supervision Records
- Team Minutes

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 1

### Standard 2

**Supervision contributes to the establishment of effective internal and external working relationships.**

#### Performance Indicator

#### Where do I find it?

- |              |   |  |
|--------------|---|--|
| <b>1.2.1</b> | Staff have appropriate authority delegated to them, participate in decision making and know when to consult with line manager and colleagues for support and direction.   | <ul style="list-style-type: none"><li>● Annual Review of Supervision</li><li>● Team Minutes</li></ul>                        |
| <b>1.2.2</b> | Staff are knowledgeable of all relevant local services/key agencies and understand the function of these agencies; staff communicate and liaise appropriately with them.  | <ul style="list-style-type: none"><li>● Induction Records</li><li>● Supervision Records</li><li>● Case Records</li></ul>     |
| <b>1.2.3</b> | Staff are supported in their work with other agencies by supervisor offering adequate time and coaching to compile reports/prepare for meetings.  | <ul style="list-style-type: none"><li>● Case Records</li><li>● Supervision Records</li><li>● Review of Supervision</li></ul> |
| <b>1.2.4</b> | Staff are enabled to contribute positively to the team by supervision providing a context and opportunity to plan and review difficulties or frustrations experienced by staff, including any special needs requirements which impact on their contribution to the team directly or indirectly. | <ul style="list-style-type: none"><li>● Team Meeting Minutes</li><li>● Supervision Records</li></ul>                         |
| <b>1.2.5</b> | Supervision is somewhere that staff can express a grievance.  | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>  |

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 1

### Standard 3

**Supervision ensures that active case management occurs to ensure quality of service provision for children and vulnerable adults.**

#### Performance Indicator

**1.3.1** Supervision ensures that all work carried out with children and vulnerable adults is based on assessments of their needs and care plans are formulated, reviewed and completed in a timely manner.

**1.3.2** Supervision assists with effective workload management by ensuring that staff have a balanced workload and effectively manage their time.

**1.3.3** Records are maintained to agreed agency standards.

**1.3.4** Staff clearly understand and fulfil their role and tasks in relation to agreed work plans.

#### Where do I find it?

- Case Records
- Supervision Records
  
- Supervision Records
- Annual Review of Supervision
  
- Residents' Files
  
- Supervision Records

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 1

#### Standard 4

**Supervision offers the context, opportunity and time for managing underperformance of the worker.**

#### Performance Indicator

**1.4.1** Supervision establishes that issues of under-performance are clearly addressed and action plans are implemented and reviewed

#### Where do I find it?

- Supervision Records
- Service User Complaints

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 2

*Supervision supports staff in the development of their professional competence, skills, knowledge and capacities.*

#### Why?

- When staff are supported and encouraged to develop their skills and knowledge, their work with children and vulnerable adults is enhanced.

#### **This principle is broken down into 2 standards:**

**Standard 1:** In building a successful supervisory relationship, the worker and manager need to explore and understand skills, experience and learning styles.

**Standard 2:** Supervision ensures that the supervisee is facilitated to develop to their maximum professional potential.

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 2

### Standard 1

**In building a successful supervisory relationship, the worker and manager need to explore and understand skills, experience and learning styles.**

#### Performance Indicator

**2.1.1** Time is allocated to reflect on skills, and training plans are developed to ensure needs are identified and met (including coaching, guidance, work assigned, modelling of best practice by line manager).

**2.1.2** Supervision assists in developing an understanding of the worker's value base and its impact on their work. Time is given to exploring how behaviours and attitudes which are causing negative impacts can be worked through and changed.

**2.1.3** Constructive questioning and time to reflect in supervision assists staff in developing the skills of self reflection on their work, relationships with service users, colleagues and other agencies.

#### Where do I find it?

- Supervision Records
- Training Records

- Supervision Records
- Team Minutes

- Supervision Records
- Team Minutes

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 2

### Standard 2

**Supervision ensures that the supervisee is facilitated to develop to their maximum professional potential.**

#### Performance Indicator

**2.2.1** Staff are encouraged to develop the skills of self-appraisal by means of the use of two-way constructive feedback and learning from practice experience through the development of a positive, supportive learning and practice environment.

**2.2.2** Supervision will enable staff to develop their capacity to set professional goals through the exploration of issues and possible outcomes.

#### Where do I find it?

- Supervision Records

- Supervision Records

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 3

*Supervision supports staff to reflect on their practice, its impact on service users and on them individually.*

#### Why?

- Support is important in assisting staff to develop their practice, seek solutions and to help to sustain themselves in their practice.

#### **This principle is broken down into 3 standards:**

**Standard 1:** Supervision offers a safe environment for the worker to consider how areas of work impact on them professionally and personally as appropriate.

**Standard 2:** Supervision is a professional relationship with appropriate limits and boundaries.

**Standard 3:** Supervision offers time for the worker's health, welfare and safety to be considered.

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 3

#### Standard 1

**Supervision offers a safe environment for the worker to consider how areas of work impact on them professionally and personally as appropriate.**

#### Performance Indicator

#### Where do I find it?

- |  |  |
|--|--|
| <p><b>3.1.1</b> Supervision helps to create a safe environment – issues, difficulties, blocks to learning and concerns can be discussed and addressed. This will be developed as the supervisor and supervisee develop an ongoing relationship, with support as a consistent item in each supervision session.</p> | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>                        |
| <p><b>3.1.2</b> Staff are validated, both as a professional and as a person, their skills, value, knowledge and emotions being recognised and responded to constructively.</p>   | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>                        |
| <p><b>3.1.3</b> Staff can debrief about feelings created by the impact of working with children and vulnerable adults[1], thus facilitating the exploration of feelings, especially those powerful emotions often perceived as negative such as anger, disappointment, fear, etc.</p>                              | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Meeting</li></ul> |

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 3

#### Standard 2

**Supervision is a professional relationship with appropriate limits and boundaries.**

#### Performance Indicator

**3.2.1** Supervision contracts outline the boundaries between support, counselling, consultation, and the limits of confidentiality are clarified.

**3.2.2** Where personal issues impact on the performance of their work, staff are facilitated to clearly understand how their performance is impacted and clarification is made about when the staff should seek external counselling/support for personal issues.

#### Where do I find it?

- Supervision Contracts
- Supervision Records
  
- Supervision Record

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 3

#### Standard 3

**Supervision offers time for the workers' health, welfare and safety to be considered.**

#### Performance Indicator

#### Where do I find it?

- |  |   |
|--|---|
| <p><b>3.3.1</b> Issues about discrimination are explored in a safe setting so that anti-discriminatory practice can be ensured through:</p> <ul style="list-style-type: none"><li>● <i>examining their value base and belief systems and how these impact on their anti-discriminatory practice;</i></li><li>● <i>reviewing work in consultation with service users who indicate how they feel that they are treated with regard to respect, equality, and if their rights are protected and supported;</i></li><li>● <i>that training needs in relation to anti-discriminatory issues are identified and addressed.</i></li></ul> | <ul style="list-style-type: none"><li>● Induction Records</li><li>● Team Minutes</li><li>● Supervision Records</li><li>● Residents' Files</li></ul> |
| <p><b>3.3.2</b> Staff, who are subject to any form of abuse, either from service users or from colleagues, whether this be physical, psychological or discriminatory, are supported.</p>   | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>   |
| <p><b>3.3.3</b> The overall health and welfare of the staff can be monitored, especially with regards to the identification and management of stress</p>   | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul>  |

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 3

#### Standard 3 (continued)

**Supervision offers time for the workers' health, welfare and safety to be considered.**

#### Performance Indicator

#### Where do I find it?

- |   |  |
|---|--|
| <p><b>3.3.4</b> Staff are helped to reflect on any issues arising from working relationships, and staff are assisted to resolve conflicts that may occur.</p>   | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>                              |
| <p><b>3.3.5</b> Complaints against staff are dealt with in a sensitive, timely and clear manner, in accordance with the Complaints Policy and Procedure.</p>  | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Complaints Records</li></ul> |
| <p><b>3.3.6</b> Staff are supported and coached as appropriate through complaints procedures to ensure they:</p> <ul style="list-style-type: none"><li>● <i>understand the procedure;</i></li><li>● <i>can reflect on and identify their response;</i></li><li>● <i>access support from their supervisor.</i></li></ul> | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>                              |

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 4

*Supervision facilitates active communication within the CIDP. Through supervision the manager facilitates inclusive communication between staff on the ground and senior managers as well as between staff and other agencies; thus staff concerns are heard, so that staff have a sense of ownership and integration within the CIDP.*

### Why?

- Staff have a sense of ownership and integration within the CIDP, thus enhancing staff's commitment to its work.

### **This principle is broken down into 3 standards:**

- Standard 1:** Supervision ensures that staff are aware of, and connected to, the ethos and strategic direction of the agency.
- Standard 2:** The supervisory relationship provides a conduit through which the requirement and allocation of resources can be addressed.
- Standard 3:** The supervisory relationship ensures effective agency cooperation and communication in terms of policy, practice and strategic development.

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 4

### Standard 1

**Supervision ensures that staff are aware of, and connected to, the ethos and strategic direction of the agency.**

#### Performance Indicator

#### Where do I find it?

- |   |  |
|---|--|
| <b>4.1.1</b> Staff are aware of and understand the CIDP's strategic plan.   | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul> |
| <b>4.1.2</b> Staff understand their team purpose, remit and ethos and how it fits with the CIDP's strategic plan.   | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul> |
| <b>4.1.3</b> The supervisor facilitates the raising and answering of questions/issues between their manager and staff.  | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul> |
| <b>4.1.4</b> Staff are kept up-to-date with agency developments/strategic plan. Staff are facilitated to offer constructive feedback and managers are informed of the feedback. | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul> |

## ~ Supervision Policy and Standards for Residential Services ~

### Principle 4

#### Standard 2

**The supervisory relationship provides a conduit through which the requirement and allocation of resources can be addressed.**

#### Performance Indicator

#### Where do I find it?

**4.2.1** Concerns about resource deficits or implications are identified and reported to senior managers.

- Supervision Records
- Team Minutes

**4.2.2** Individual and team needs have been appropriately reported to, and responded to by, management.

- Supervision Records
- Team Minutes

# ~ Supervision Policy and Standards for Residential Services ~

## Principle 4

### Standard 3

**The supervisory relationship ensures effective agency cooperation and communication in terms of policy, practice and strategic development.**

#### Performance Indicator

#### Where do I find it?

- |   |  |
|---|--|
| <p><b>4.3.1</b> Staff, where appropriate, participate in policy consideration and formulation whether by initiating, clarifying, contributing or offering feedback.</p>   | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul> |
| <p><b>4.3.2</b> Staff are involved in a transparent decision making process through consideration of the best interests of the children and vulnerable adults and discussion of alternate views in relation to decisions that impact on their work with children and families.</p>  | <ul style="list-style-type: none"><li>● Supervision Records</li><li>● Team Minutes</li></ul> |
| <p><b>4.3.3</b> Supervisors, in conjunction with their managers, will ensure:</p> <ul style="list-style-type: none"><li>● <i>mediation or advocacy is provided when necessary between workers, within the team or other parts of the agency, or with outside agencies, to ensure that issues or difficulties are identified and constructively discussed;</i></li><li>● <i>care plans are agreed, implemented and reviewed.</i></li></ul> | <ul style="list-style-type: none"><li>● Supervision Records</li></ul>                        |

## Notes

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