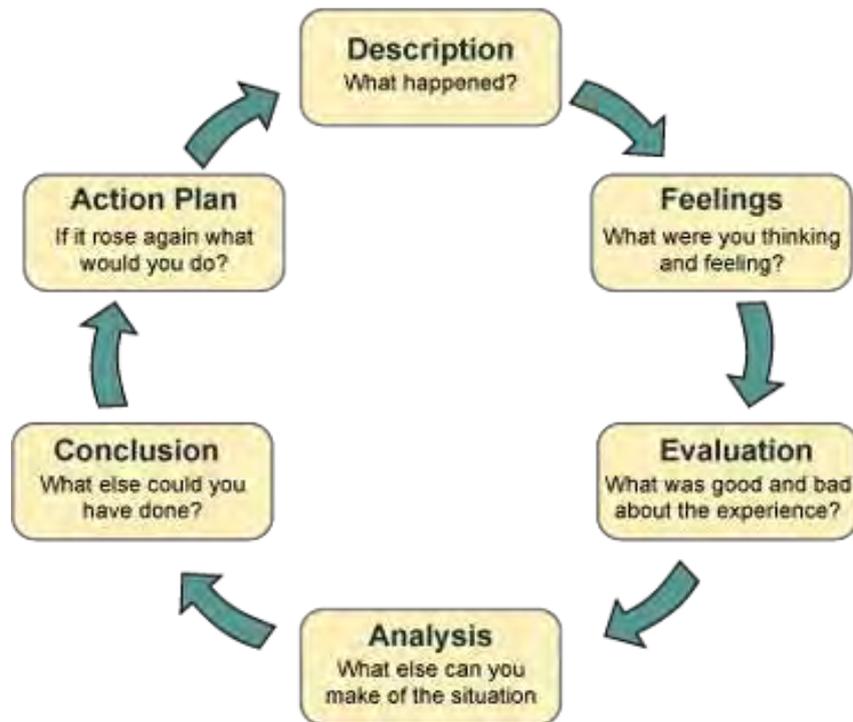


Calderdale Supervision Framework

Multi Agency Principles for Supervision for Staff Working with
Children and Young People



Updated October 2018

CSCB Learning and Improvement sub group

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Introduction

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Critical reflection through supervision should strengthen the analysis in each assessment.

Effective practitioner supervision can play a critical role in ensuring a clear focus on a child's welfare. Supervision should support practitioners to reflect critically on the impact of their decisions on the child and their family.

This document aims to agree and establish key principles across all agencies for the Supervision of staff, particularly those who work with children and young people in Calderdale. It is intended to be read in conjunction with single agency policies and procedures, which will incorporate and interpret the principles in a way which is appropriate to each organisation.

The policy has been written, following consultation, to ensure it meets the needs of the Service, the staff and their supervisors, regardless of the professional area in which they work.

Chapter 2 of Working Together 2018 sets out the arrangements organisations should have in place to safeguard and promote the welfare of children. These include the requirement of employers to provide 'appropriate supervision and support for staff' to ensure that staff are:

- *competent to carry out their responsibilities for safeguarding and promoting the welfare of children*
- *creating an environment where staff feel able to raise concerns*
- *feel supported in their safeguarding role;*

And that all practitioners should

- *be familiar with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare and*
- *have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time*

Furthermore Keeping Children Safe in Education 2018 requires that:

“Staff and other adults receive regular supervision and support if they are working directly and regularly with children where there are concerns about their safety and welfare.”

What do we mean by Supervision?

Supervision is an interactive process between a practitioner and, usually, their line manager, which promotes good practice, provides support to those working with children and young people and also develops their knowledge and skills. Supervision involves reflecting on practice to understand what is happening, how this links to other similar experiences, to make sense of the information that is gathered, to identify next steps and is therefore an important element in achieving positive outcomes for children.

The objectives and functions of supervision have been described by Tony Morrison¹ as promoting:

- competent accountable performance (managerial function);
- CPD (developmental or formative function);
- personal support (supportive or restorative function);
- engaging the individual with the organisation (mediation function).

Why is safeguarding supervision important?

Good supervision should result in positive outcomes for people who use services as well as similar outcomes for the worker, the supervisor and the organisation as a whole.

Good quality Supervision can help to:

- Avoid drift
- Keep the focus on the child
- Maintain a degree of objectivity and challenge fixed views
- Test and assess the evidence base for assessment and decisions
- Address the emotional impact of the work
- Promote good standards of practice
- Support individual staff members
- Help ensure practice is soundly based & consistent with organisational procedures
- Inform practice with learning from research, Serious Case Reviews/Child Safeguarding Practice Reviews
- Ensure that staff fully understand their roles & responsibilities
- Help identify training & development needs enabling the practitioner to provide a safe & effective service

¹ Tony Morrison (2006) 'Staff Supervision in Social Care'

Key principles for Supervision

1. Good quality Supervision is essential for all practitioners working with children and young people.
2. Supervisors should consider undertaking a supervision history to ascertain how previous experiences may impact on the supervisees present use of supervision – see appendix
3. Supervision should be a positive experience for both parties, therefore there is a shared responsibility for receiving and facilitating the session.
4. Supervision should be planned and prepared for in agreed timescales.
5. Supervision meetings should be protected from interruptions.
6. Supervisors should have an enhanced level of skills and knowledge in relation to Safeguarding in order to feel confident in their role; and access to messages from research and learning from SCR's/Child Safeguarding Practice Reviews in order to promote current thinking in supervision discussions.
7. Supervisors should be rigorous in quality assuring work in accordance with agency safeguarding procedures.
8. Each Supervision session should be rigorous in quality assuring work in accordance with individual and multi-agency safeguarding procedures.
9. Supervisors should consider the practitioners training and development needs during the meeting.
10. Actions identified as a result of the session are the responsibility of the individual.
11. Both parties should be responsible for ensuring that decisions and actions from the meeting are agreed and recorded.
12. Supervisors should be receptive to the emotional impact on staff and on their practice and work with them to identify and manage the issues raised.

Other forms of Supervision and support

Please note: whilst alternative forms of supervision can support staff, they cannot replace formal meetings.

Informal Supervision. Because of the dynamic nature of work with children and young people, there will be a requirement for occasional unplanned, ad hoc consultation between a Manager or Safeguarding Lead and the practitioner. This informal Supervision needs to be carefully managed and should not be a replacement for formal meetings. Parties should always consider whether a particular issue can be satisfactorily dealt with by informal Supervision, or whether it can wait to be discussed at the next formal meeting. Where key decisions are made through informal Supervision, a record of the decision should be made and agreed by both parties.

Group Supervision. With sessional staff or those with a minimal involvement in safeguarding issues, supervision with staff in a group can be a more efficient use of everyone's time.

Peer networking. As an addition to formal Supervision, peer networking can be a valuable way for practitioners to exchange information and knowledge about their work and should be encouraged by employers. Peer networks can be actual – via regular meetings and seminars – or virtual, via email or web-based resources including social media.

Practice forums. These are particularly useful as a means of bringing multi professional groups together to discuss particular issues. Forums can be informal – such as a lunchtime seminar – or more structured, for example, as learning sets.

Coaching and mentoring. These terms are often used interchangeably, but each has a specific meaning. Coaching tends to be short term and focused on a specific task. The line manager of the person being coached often provides or is closely involved in the coaching. Mentoring is longer term and focused on the relationship between the parties. Mentors are not usually the line manager of the person being mentored. Both coaching and mentoring are useful in supporting and developing staff involved with safeguarding.

Use of Written Agreements in Supervision

A written agreement, negotiated between the supervisor and supervisee can help to clarify the functions of supervision and the expectations of an effective supervisory relationship. The following provides an example of the contents of a written agreement:

Rights and Responsibilities of Supervisees:

All supervisees have a right to:

- Be treated with respect in a way which demonstrates anti-discriminatory and anti-oppressive practice.
- Protected time for supervision.
- Confidentiality within the terms of this contract.

- Discuss stressful aspects of the work; be given support and be directed to further sources of support if requested.

All supervisees have a responsibility to:

- Prepare for each session by identifying cases or issues for discussion.
- Bring any relevant paperwork to the supervision.
- Contribute in a positive and constructive manner to the supervision session.
- Prioritises attendance at supervision.

Rights and Responsibilities of Supervisors:

All supervisors have a right to:

- Be treated with respect in a way which demonstrates anti-discriminatory and anti-oppressive practice.
- Breach confidentiality within the terms of this contract.
- Challenge values or behaviours which may compromise good practice.

All supervisors have a responsibility to:

- Exercise a duty of care towards the supervisee.
- Acknowledge the stressful nature of safeguarding children work and ensure that any necessary support available is offered to minimise risk to children, to supervisees and to the organisation.
- Prepare for each session by reviewing any Action Plans developed during the previous session.
- Identify any compromised practice and bring to the attention of the relevant manager.
- Make arrangements for their own supervision.

See Appendix A

Promoting Reflective Supervision

One message from practice is that, too often, supervision may be dominated by management processes and task completion, and not enough time is given to reflection and critical thinking. The opportunity to promote high quality services through promoting reflection as a means of increasing the understanding of the worker and supporting practice development may therefore be lost. Discussions which incorporate messages from research and learning from serious case reviews/child safeguarding practice reviews in supervision conversations will therefore facilitate examination of practice and current thinking.

Skilled use of reflection and critical thinking within supervision will enable a focus on the quality of practice and may at times alert the supervisor to situations where the work of the supervisee is unlikely to promote the best outcome for the service user.

An important element in reflective supervision is enabling staff to question their practice, critically analyse and evaluate experiences and debrief after challenging or stressful encounters. This will lead to a better understanding of the cognitive and emotional elements of practice.

Reflection on feelings engendered by the work, including consideration of assumptions or biases that may be driving practice, is an important element of supervision. Alongside this, an evaluation of the strengths and weaknesses of particular courses of action, and how the worker might have acted differently for the greater benefit of the person who uses services, is an essential learning tool facilitating appraisal and continuous improvement. Supervision which encourages reflection and critical thinking will increase the potential for including comments from people who use services within supervisory discussions.

Different models exist to assist reflective and critical thinking, for example, **see Appendix B**

Accountability

Calderdale Safeguarding Children Board has statutory objectives and functions², one of which is to ensure the effectiveness of what is done by each person or body represented on the Local Safeguarding Children Board for the purposes of safeguarding and promoting the welfare of children in the area. Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to demonstrate that arrangements are in place to safeguard and promote the welfare of children. This includes appropriate supervision and support for staff. Calderdale Safeguarding Children Board may therefore require organisations through the work of the Multi-Agency Audit sub group, to demonstrate the effectiveness of support to staff which will include implementation and evaluation of supervision via single agency and multi-agency audits as determined by the CSCB priorities.

Recording Supervision

Supervision discussions should be recorded and copies agreed and held by both the supervisee and supervisor.

In addition to a model recording template, this framework provides a number of examples to facilitate and record reflective supervision sessions **See Appendices C and D.**

² Chapter 3, Working Together 2018, details these functions, relevant legislation, regulations and guidance.

Appendix A

MODEL SUPERVISION AGREEMENT

This agreement was drawn up on (date):.....

Between Supervisee:

and Supervisor

A copy of this contract will be held by both the Supervisor and Supervisee. This contract will change as and when necessary and with prior consultation.

Frequency / Length

Supervision sessions will be held every 4 to 6 weeks. (Minimum 4 weekly)

A minimum of one and a half hours will be available. If a supervision session is missed, the Supervisor takes responsibility to rearrange an alternative date as soon as possible.

Confidentiality

The Supervisee accepts that work issues may be discussed, when appropriate, with other managers.

The Supervisee is entitled to have issues concerning the quality of his/her work to be overt and open to his/her involvement.

The Supervisee and Supervisor are to inform each other of anything that needs to be kept confidential.

The Supervisee accepts that their supervision records will move with them in the event of transfer of Supervisor.

The Supervisee accepts that following their departure, their supervision record will be lodged in their personnel file.

Supervisee's Rights

- To uninterrupted time in a private venue.
- To the Supervisor's attention, ideas and guidance.
- To receive feedback.
- To set part of the agenda.
- To ask questions.
- To expect the Supervisor to carry out agreed action or provide an appropriate

explanation, within an agreed time frame.

- To state when over/under worked.
- To have his/her development/training needs met.
- To challenge ideas and guidance in a constructive way.

Supervisee's Responsibilities

- To be proactive.
- To have a predominantly problem solving approach.
- To accept feedback positively.
- To update Supervisor and provide relevant information.
- To prepare for supervision, and to keep their copy of the supervision record in a secure location.
- To bring issues, concerns and problems.
- To maintain the agreement.
- To identify development / training needs and engage in agreed activities.

Supervisor's Rights

- To bring concerns/issues about Supervisee's work.
- To question Supervisee about his/her work and workload.
- To give Supervisee constructive feedback on his/her work performance.
- To negotiate around Supervisee's work/workload.
- To observe Supervisee's practice and to initiate supportive / corrective action as required.

Supervisor's Responsibilities

- To make sure supervision sessions happen as agreed and to keep a record of the meeting.
- To create a supervision file for the Supervisee containing their supervision records and other documents relating to their employment and development.
- To ensure that the Supervisee is clear about his/her role and responsibilities.
- To ensure the Supervisee is clear regarding their employment status e.g. induction, probation, temporary, permanent.
- To make available to the Supervisee a copy of their up to date Job Description and Person Specification.
- To record the supervision session and to store their copy in the supervision file.
- To ensure that the Supervisee is kept up-to-date with departmental/local authority

policy and procedures.

- To monitor the Supervisee's performance, including work and attendance.
- To set standards and assess the Supervisee against these.
- To know what the Supervisee is doing and how it is being done.
- To deal with problems as they impact on the Supervisee's performance.
- To support the Supervisee and the agreed personal development plan.

Conflict

Every effort should be made to resolve any conflict, within supervision.

In exceptional circumstances, where this cannot be achieved, the Supervisee has recourse to the Supervisor's line manager.

Recording Supervision

The Supervisor and Supervisee agree notes of the session, which should be signed and dated, using the pro-forma provided.

Signed by: Date:

(Supervisee)

Signed by: Date:

(Supervisor)

Appendix B

Using the Strengthening Families Approach in Supervision (based on the Signs of Safety model)

The Strengthening Families approach can be used in supervision meetings as a technique to supervise individuals whilst discussing casework. This model can also be used in meetings, even if not intended to be supervision, to structure conversation to identify risks, strengths and to plan for the future.

Central to the Strengthening Families approach are the principles of Solution Focused Brief Therapy, namely to explore a child and family's preferred future instead of focusing on a problem; identifying resources, strengths and goals to attain the preferred future (and in doing so change the problem). Careful questioning is carried out to establish preferred futures and to make them concrete, observable, realistic and noticeable to the child and family as steps are achieved towards them.

In practice, the Strengthening Families approach focuses on:

1. What are we worried about? (past harm, future danger, unmet needs and complicating factors)
2. What's working well? (existing strengths and safety)
3. What needs to happen? (future safety and next steps)

Applying this model requires practitioners to establish an open mind about cases, to engage in critical thinking and maintain a constant position of inquiry. It is important that the worker resists the urge to make definitive conclusions about solutions, so they can be open to hearing other's perspectives and goals. This applies also to professionals who may have different views on a case, so that they can be heard and considered when discussing goals and plans for action.

The following table is used in Calderdale Strengthening Families Approach to Initial Child Protection Case Conferences and Reviews and will provide the structure for a reflective discussion.

Please note: This model alone does not facilitate the expression or understanding of the emotional impact of Safeguarding work on the worker.

Strengthening Families Approach Framework

Strengths and Protective Factors

Here we are seeking to identify the strengths and protective factors that exist within the family, including extended family and significant others who are able to positively support the family. Strengths and Protective Factors are things parents/carers do on a regular basis which keep their children well cared for and safe.

Harm or Danger (or unmet needs)

Here we are seeking to understand what is the risk, actual harm or danger and what this “looks like”, in relation to:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

and the impact on the well-being and welfare of the child

Grey Areas

Here we are seeking to clarify things we need more information about or to further assess specific issues. We may have been given information but we are unclear if it is factually correct or concerns that require further assessment

Complicating Factors

Here we consider factors that may impact on the welfare of the child or young person and parents or carers ability to provide good enough parenting, stability or meet the emotional and physical needs of the child or young person. These are things which make it harder for everyone to focus on harm and/or more difficult to bring about change.

Child or Young Person’s views, feelings, observations

What is life like for them through their eyes?
What are they saying about their experience of parenting and care?
What do they say needs to happen to make things better for them?

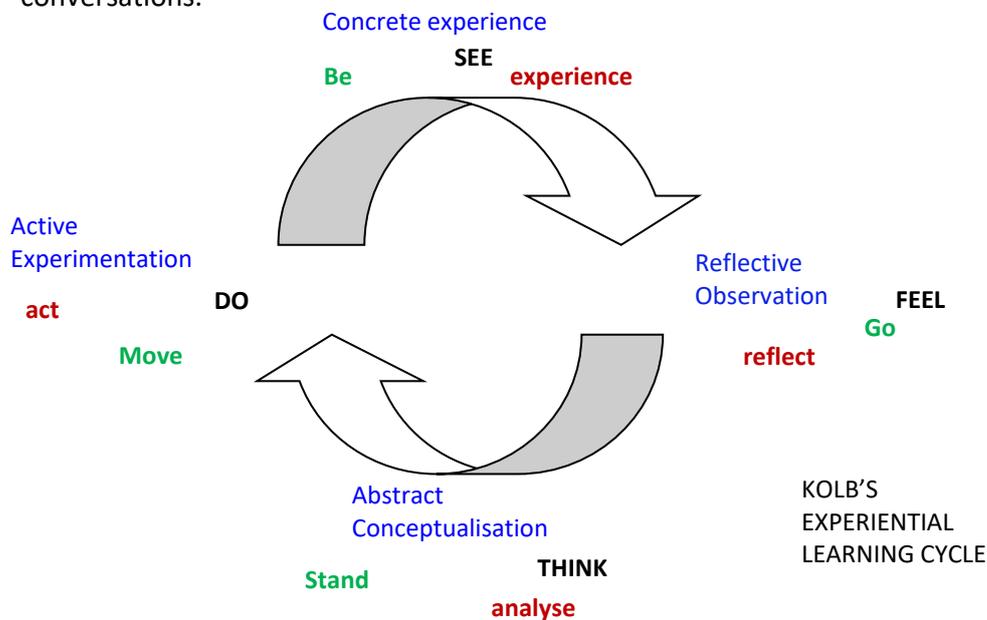


Kolb's Adult Learning Cycle (adapted by Tony Morrison)

The advantage of the cycle is that it integrates all four functions of supervision – i.e. management, support, development and mediation. The cycle prompts the supervisor to work collaboratively with the supervisee through the following four stages.

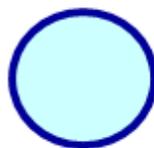
When using the supervision cycle in practice:

- do not feel that each stage of the cycle must rigidly follow the last – there will be many times when the conversation moves back and forth between the stages
- do try and use mainly open questions in order to facilitate discussion and explore the supervisee's perspective
- do resist the 'short circuit' which moves directly from experience to action and does not engage at all with reflection and analysis
- do practise using the cycle in both formal situations and in ad hoc supervisory conversations.



1. EXPERIENCE 'The Story'
Engage with/observe user's experience

4. PLANS AND ACTION Identify goals plans and services What is the next chapter in the 'story'?



2. REFLECTION Feelings about the story Previous stories

3. ANALYSIS: What does the 'story' mean? Enable user to explore context of experience

Questions to Facilitate a Reflective Conversation (based on the work of Tony Morrison)

Focusing on Experience (Engaging and observing). The story – what happened?

This involves working with the supervisee to understand what is happening in their current practice. Where this relates directly to work with people who use services it is an opportunity to make sure that their perspective is introduced into the discussion

- Tell me about your work with the service user/family this week.
- What were you thinking? What were you feeling? How are you feeling now?
- What words, non-verbals, smells, sounds, images, observations struck you?
- What was your aim? What planning did you do? What did you expect to happen?
- What went according to plan/or didn't happen? What surprised/puzzled you?
- What's worrying you about this case? What were the key moments?
- What do you need from me to help with this? How do you want to use this time now?
- What are you pleased with yourself for this week?

Focusing on Reflection (investigating the experience). What was it like?

Reflection involves engaging with the supervisee to explore their feelings, reactions and intuitive responses. This is an opportunity to discuss any anxieties and acknowledge situations where stress may be impacting on their work. Where the discussion relates to specific work with people who use services it is an opportunity to explore any assumptions and biases that might be driving practice. This can be an important element of working with diversity and promoting anti-oppressive practice.

- What was good and bad about the experience?
- What feelings did you bring into the session/what feelings were you left with?
- Do you feel confident? Where and when did you feel most or least comfortable?
- Describe a time when you last experienced that – what happened?
- What did you think the service user was feeling – based on what?
- Who have you consulted/talked to? What was their take on the situation?
- What's at the back of your mind? So you're saying...?

Focusing on Analysis (seeking to understand, hypothesising). Asking why, what does this mean?

This involves helping the supervisee to consider the meaning of the current situation and use their knowledge of similar situations to inform their thinking. At this point alternative explanations may be explored and, where the needs of a service user are being discussed, this is an opportunity to consider the relevance of research and practice knowledge. This in turn may be useful in identifying any learning and development needs for the supervisee.

- What sense can you make of the situation?
- Is there any theory or research – or training – that might help you make sense of what's going on in this case? Who else could you involve?
- What new information emerged? What was the critical moment?
- What aims/outcomes for this session were or were not achieved?
- What else could you have done? What isn't happening now? What isn't known?
- What conclusion are you drawing from this work so far?

- What could you have done differently? In what way will that help?
- What have you learned from this?

Focusing on Action Plans (preparing for action, trying things out). *What next?*

Action planning involves working with the supervisee to identify where they wish to get to and how they are going to get there. Action will automatically result in a need to re-engage with the experience of carrying out identified plans as well as consideration of potential complications and contingency plans.

- If it arose again, what would you do? How can you prepare for this?
- Have you thought...? What might be your strategy for the next session?
- What would be a successful outcome to the next session from your perspective and from the user's perspective? What information do you need to progress?
- Can you identify what you are – and are not – responsible for in managing this situation?
- What are you trying to achieve and how? How will you know when you have achieved it?
- What else would you find helpful? Is there further training you'd like to access?
- How well equipped do you feel to undertake this? Are there any safety issues for you?
- What do you want to do here, now?

Appendix C

Model Reflective Supervision Discussion Templates

The following templates provide examples of how to record reflective supervision discussions.

SBAR Model

SBAR stands for:

S – Situation: What is happening at the present time?

B – Background: What are the circumstances leading up to this situation?

A – Assessment: What do I think the problem is?

R – Recommendation: What should we do to correct the problem? What action is now required?

The Situation-Background-Assessment-Recommendation (SBAR) tool provides a framework to reflect a service user's situation, family, personal or social conditions.

SITUATION What is happening at the present time, what is the cause.

BACKGROUND What are the circumstances leading up to this situation

ASSESSMENT What do you think is the problem

RECOMMENDATIONS What should we do to correct the problem. What should be the action plan

Reflective Framework

This uses the key stages of the reflective cycle to capture the discussion

DESCRIPTION What happened?

FEELING What were you thinking/feeling?

EVALUATION What was good and bad about the situation?

ANALYSIS What sense can you make of the situation?

CONCLUSION What else could you have done?

ACTION PLAN What are you going to do now? If it arose again, what else could you do?

APIR model

APIR stands for:

A – What is your assessment of needs, risks and strengths?

P – What needs to happen now? Planning arising out of the assessment

I - Which interventions, resources and services are required or provided to meet the needs or address the risks

R – When will progress be reviewed? What conclusions can be drawn now with a focus on outcomes and reflections on practice?

SUMMARY OF PRESENTING ISSUES

ASSESSMENT

PLANNING

IMPLEMENTATION

REVIEW

Reflection Grid

What has gone well?	What has not gone well?
What does the supervisee see as his/her learning needs?	What does the supervisor see as the supervisee's learning needs?
What has the supervisee learned from this experience?	What does the supervisor feel the supervisee has learned/could have learned?
What will the supervisee plan to do differently?	What does the supervisor suggest the supervisee could do differently?

Supervision Session Summary Record

Name of Supervisee

Name of Supervisor

Session No Date Length of session

Agenda items

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

Summary of session:

Action Points:

	By whom	By When
a)
c)
d)
e)

Any issues to be carried forward:

For supervisor:

For supervisee:

Date of next meeting:

Signature of Supervisor.....Date.....

Signature of Supervisee.....Date.....