



Supervision Scheme of Work:

Supervision is required in the area of child protection to allow staff dealing with our most vulnerable and at risk children the opportunity to reflect on the progress of the case, the individual needs of the child and to seek support and direction in ensuring that there is no drift or delay in meeting agreed outcomes for the child or family in relation to the child protection process.

Supervision is not solely for the purpose of individual case discussion and should not be task and action led. It should allow individuals working with highly complex and often heavy caseloads in the area of child protection an opportunity to reflect on their individual practice and be critical of the effect the child protection system is having on the child and family. Ultimately it should allow the professional 'time-out' to consider with either a colleague/supervisor whether the outcomes set out for the child in the child protection process are being met and that the individual needs of the child are considered at every opportunity.

The following is a six session scheme of work set up for use as Group Child Protection Supervision. Whether the scheme is used in house or in cluster settings, the topics are current and relevant to issues in existing practice. The Scheme of work identified should be used in an agreed 2 hour Supervision Session, once per half term and it also identifies basic to intermediary discussion dependent on the level of experience of the Designated Safeguarding Lead/ Nominated Deputies within the setting/cluster and may also be revisited annually with the extension activities.

The themes are set out below and should run in an academic year from September to June.

Themes

Year 1 Scheme of Work

Autumn Term

First Half Term Legislation and Policies and Procedures.

Second Half Term Professional and Reflective Practice.

Spring Term

First Half Term Managing Challenge-with Professionals and Parents.

Second Half Term Voice of the Child.

Summer Term

First Half Term Managing and dealing with risk.

Second Half Term Generic Case Study: Sexual: Sexual Exploitation and Missing Young People.

Autumn Term-First Half Term

Topic: Legislation and Policies and Procedures

Aim and Objective: The aim of this session is to consider the relevant legislation and policy/procedural guidance available to the setting in supporting decision making in Child Protection.

Purpose: It is important to review this at the beginning of the Academic Year so that Designated Safeguarding Leads are clear about the support available in decision making including local guidance.

Documents required to support this module:

Access to the Children Act 1989

Access to the LCSB Child Protection Procedures including Timescales.

Access to the LCSB Thresholds guidance.

Learning Outcomes: Most practitioners will have a basic understanding of the legislation and local procedures available to them in supporting decision making in Child Protection. Most practitioners will be able to refer to this when challenging decision making in Child Protection and apply it when making safeguarding referrals and using the professional resolution process.

Some Practitioners will have a more extensive understanding of the procedures and policies and be able to apply this knowledge to Child Protection Reports and Reviews. Some practitioners will feel confident from their knowledge and experience when making formal challenges.

Case Study:

Hayley is 15, Michael is 11, Jonny is 9 and mother, Jennifer is currently 18 weeks pregnant. The oldest three children were made the subject of a Child Protection plan 9 months ago under the category of neglect due to mother's alcohol misuse and transient lifestyle. Hayley has a different father to Michael and Jonny who have the same father and it is not known who the father to the unborn child is. Initially in the first 3-6 months Jennifer made progress with the plan but in the last 12 weeks she has begun to deteriorate and the core group believe her to be misusing alcohol again. Hayley is not managing the situation well and has begun to use substances and go missing from home and education. Jennifer has threatened to 'put her into care'. The social worker for the case is now the third to be assigned to the case and many of the tasks of the protection plan remain outstanding.

Discussion Point (Basic)

Consider the above case study.

What further information do you need and are you lacking that could support further decision making in this case?

What are your biggest concerns regarding this case?

Plan logically, your next actions as core group members of this case?

What legislation and policies and procedures could support you with this case and how?

(Intermediary)

Subsequently from the positive actions of the core group members, the case moves into the Public Law Outline and preparation for Court Action is underway.

What work would you expect the Social Worker to be undertaking at this stage?

What questions might the Core Group have?

If PLO proceedings are delayed whom can the core group seek advice from and what procedures would support challenge?

(Extension)

Download your LCSB documents including threshold guidance, resolving professional differences, the birth arrangements form and child protection procedures. Take the additional time to familiarise yourself with the documents and where they are accessible. In your group, develop the above scenario however you may wish and complete the professional differences proforma using that information and any of the supporting documentation/legislation to highlight your concerns.

Autumn Term-Second Half Term

Topic: Professional and Reflective Practice

Aim and Objective: The aim of this session is to consider professional and reflective practice in the area of Child Protection and to allow practitioners the opportunity for time out to develop skills in reflection to support making decisions in Child Protection, to ensure that they continue to be critical and question their own practice.

Purpose: It is important to consider these skills at the beginning of a busy academic year and to factor time into supervision to allow practitioners the opportunity to discuss any issues they may have about their own practice

Documents required to support this module: none required.

Learning Outcomes: Most practitioners will be able to consider basic practice issues and apply this to their own individual cases, reflecting and being critical of their own decision making and progress within Child Protection. Most practitioners will then be able to continue to make opportunities in further supervision to reflect and remain analytical and critical of the future progress of cases in Child Protection.

Some Practitioners will be able to acknowledge common themes or issues that occur within Child Protection that hinder critical reflection and be able to make changes to their own practice to ensure that progress is made in Child Protection. Some Practitioners will develop the skill of critical self reflection that will ensure that outcomes for children are not hindered by lack of action or delay in the Child Protection process.

Case Study:

Kevin is 12 years old and is regularly truanting from school. Although he started school well, there was an initial issue with bullying, shortly followed by the breakdown in his parents marriage due to significant domestic violence, which led to him becoming the subject of a child protection plan. Since this time Kevin has attended school sporadically and his academic progress has been hindered. Kevin had a good relationship with you and would seek you out for support particularly with the bullying matter, but since you have had to address his attendance issues with him, when he has been at school or you have visited his home he refuses to speak to you. You have continued to support Kevin's mother who is trying to get Kevin to school but struggles with his attitude, which can be aggressive and she is also having continued harassment from Kevin's father and has mental health issues herself. A member of staff overheard Kevin telling a friend that you used to really listen and understand but now you are only bothered about getting him into school

and have sided with his mother and you haven't got a clue about what is going on at home. Kevin refuses to attend any core group meetings.

Discussion Point (Basic)

Consider the above case study.

Reflect on your role in this case-

What is positive about the work you have done with Kevin/family?

What could you/would you have done differently?

Can you identify any opportunities where you could have rectified your actions?

What could you do now to support Kevin/family?

Be critical of your role here, if you were in a similar position again what would you do differently?

(Intermediary)

At the next core group the social worker informs that father and mother have continued their relationship and lied to professionals. During a heated visit, Kevin shouted at the Social Worker, 'why do you think I'm not going to school?'

How does this information impact on your view of yourself and your role within the family?

What would you now do following this additional information?

What would this case study make you reflect on regarding your current and future practice in Child Protection?

(Extension)

Critically reflect on your most difficult experience in Child Protection, in particular where elements of disguised compliance have been present.

Discuss and share the experience in the group. Highlight 5 things that you have done differently in your own practice since this experience. Highlight another 5 things that following this further group discussion will help you to reflect on your work in child protection.

Spring Term-First Half Term

Topic: Managing Challenge-with Professionals and Parents

Aim and Objective: The aim of this session is to develop skills in the area of dealing with challenge from parents and professionals in child protection. This session will give practitioners the opportunity to reflect on professionalism and managing frustration.

Purpose: Managing challenge from parents and professionals can often create anxiety for practitioners. It is important to reflect on skills and experience in handling one of the most difficult elements in Child Protection.

Documents needed to support this module: LSCB professional resolution process.

Learning Outcomes: Most Practitioners will be able to develop critical skills in managing conflict in situations and be able to apply this to every day practice in Child Protection. Most Practitioners will feel empowered through understanding processes to be able to challenge professionally and safely for the well-being and progress of the child.

Some Practitioners will feel confident in challenge and be able to build on already existing skills in managing conflict. Some practitioners will feel confidence and empowerment through knowledge of existing processes to be able to identify the need to use challenge in a more timely manner to maintain the focus on the child.

Case Study:

Annabelle is 6 and Sophie is 4 and they have been the subject of child protection plans for 12 months under the category of neglect due to mother's (Sheila) substance misuse and concern around her current partner (Greg) who is a known drug dealer and is aggressive. Greg is not the father of Annabelle and Sophie. At the last review (9 months) it was agreed that the case would go into pre-proceedings due to lack of progress and commitment to the child protection plan from Sheila and Greg. However, the social worker is now on long term sick and the new social worker took over the case at the last review 3 months ago. No further progress has been made and the social worker has limited knowledge of the case and has not visited the family home since taking over the case. The social worker cancelled the last core group and you know from the other core group members that everyone is dissatisfied with the progress. At this month's core group in school Sheila gets irate when the meeting starts late, begins shouting at professionals that nothing has happened in the last three months and refuses to sit down. Greg

becomes personal towards the Social Worker and mutters obscenities under his breath.

Discussion Point (Basic)

Consider the above case study.

This situation is occurring in your school, what would you do?

How would you manage Sheila / Greg?

What environmental / safety factors would you have to consider?

If the situation can not be calmed, what would you do next?

What safety planning would you consider for further meetings?

Once Sheila and Greg are off the premises, how would you deal with professional challenge?

What steps would core group members take next?

(Intermediary)

At the next core group Sheila and Greg do not attend and you get a message into the school office stating Sheila won't come back again unless there is a new Social Worker. The Social Worker has made no progress with the case and core group members raised their concerns at the last meeting. The Social Worker becomes defensive and states she has too many other cases and because of the lack of co-operation from parents she is struggling to make progress.

How would you handle this challenge?

What could Core Group members do next?

What would you do about Sheila and Greg?

Which other professionals might you contact for advice?

What can Core Group Members do next to highlight their concerns?

Consider and discuss the professional resolution process (from month 1) and your confidence in using it effectively.

(Extension)

Consider your skills and experience in Child Protection, what strategies have been successful for you in managing conflict and challenge, why were they successful? What strategies have you used that were ineffective and why?

What part of existing processes that support managing challenge are you most confident in and why? What are you least confident about and how can you change this?

Spring Term-Second Half Term

Topic: Voice of the Child

Aim and Objective: The aim of this session is to support practitioners in always reflecting on the voice of the child, to ensure that in child protection we remain focussed on the child's needs. The aim of this session is to support practitioners in being able to identify what those individual needs of the child are and the best placed person to support the child in having their voice heard.

Purpose: In Child Protection the issues and concerns of the parents often dominant the impact on the child and the child becomes 'lost' in the system. The purpose of this module is to support practitioners in reflecting on how the child protection process impacts on the child.

Documents needed to support this module: LSCB child focussed documents e.g. for Child Protection Conferences and Reviews.

Learning Outcomes: Most Practitioners will be able to identify with the needs and the voice of the child and apply it to their own practice. Most practitioners will be able to develop skills in gaining the child's voice including use of the LSCB procedures for Child Protection Conferences and Reviews.

Some Practitioners will be able to critically reflect on the voice of the child, highlighting and analysing what the child actually means or their interpretation of the child's voice through experience and relationship with the child. Some practitioners will feel empowered to reflect on the child's voice despite any conflict it may have for parents or other professional's views.

Case Study:

Damian is 9 years old he is the oldest of four younger children. Damian consistently attends school in poor school uniform, smelling dirty and looking unclean. He and his siblings have now been the subject of Child Protection plans for 3 months under the category of neglect. Damian is withdrawn and isolated from his peers and does not engage with adults well. He presents as a lonely, unhappy boy and only becomes animated when speaking about his younger siblings.

Discussion Point (Basic)

Consider the above case study:

How would you gain the voice of the child?

How do you think Damian is feeling and what skills and tools would you use to get Damian to tell you how he is feeling?

How would you represent Damian's views at a child protection conference and review?

Which other professionals might you seek advice/information from?

How would you engage the parents in seeking Damian's voice?

On a practical level, how could you engage Damian to interact and feel more involved in school life?

(Intermediary)

Before the next review Damian tells you that there is not a lot of food at home and that he often goes without breakfast so his younger siblings can have milk. He is worried about how you will share this in the meeting with his mam and dad present.

What would you say to Damian following this disclosure?

How would you represent Damian's views at the meeting?

How would you manage any conflict/acrimony from parents or other professionals who may disagree with the information?

How would you continue to support Damian/manage the situation following the meeting?

How would you empower Damian to continue to share his views with you, despite any difficulties it may cause?

(Extension)

Critically reflect on an experience you have had in seeking the child's voice. What worked well and what did not work well in this scenario? In the future how would you handle situations like these and would you do anything differently? Imagine you are a child like Damian, what would empower you to feel listened to, supported and your voice heard?

Summer Term-First Half Term

Topic: Managing and dealing with risk

Aim and Objective: The aim of this module is to support practitioners in understanding and managing risk to young people and to support individual young people in maintaining their own safety as well as others without isolating them.

Purpose: Often young people engage in risky or risk taking behaviour that poses a risk to themselves and others. It is important that the level of risk is managed safely to allow the child to understand the boundaries of behaviour in a 'normal' environment, without practitioners seeking to immediately exclude or isolate the individual.

Documents needed to support to support this module: EST person posing a risk tools and risk assessment.

Learning Outcomes: Most Practitioners will be able to develop effective risk assessments that consider and manage risk to both individual pupils as well as all pupils without isolating individual pupils. Most practitioners will feel confident with managing and dealing with risk, including via multi agency support so that individual young people don't feel vilified but that everyone within the environment can feel safe and secure.

Some Practitioners will be able to feel confident in managing daily risk or increased risk through experience of use of the tools and through dealing with risk in a multi agency, planned way. Some practitioners will feel confident in fully involving, professionals, parents and the young person in identifying their own risk and reviewing strategies and will be able to deal with risk openly, without fear of the young person's actions or future conflict.

Case Study:

Gemma is 13 and has engaged in sexualised behaviour in school with male pupils of her own peer group, including sexual touching in the year 9 girl's toilets and out on the school playing field at lunchtime. Gemma is the subject of a Child Protection plan under the category of emotional, having disclosed historic sexual abuse by an uncle which occurred 3 years ago and recently making two attempts on her own life by taking paracetamol and other substances. It is suspected she may have used substances on school site.

Discussion Point (Basic)

Consider the above case study.

What current risk does Gemma pose to herself and other pupils?

Can this level of risk be managed?

How can this risk be managed?

Using the risk assessment tool, develop a risk assessment for Gemma.

What strategies can Gemma use to manage her own risk?

How can you ensure the safety of other pupils?

Which other professionals could you involve at this stage and how would you incorporate them into the plan?

(Intermediary)

Following the last meeting Gemma comes to see you to inform you she took ecstasy last night and 6 paracetamol this morning.

Following seeking immediate medical advice what would your next course of action be?

Who should be involved in reviewing the risk assessment?

What further support could be offered to Gemma?

Is this risk manageable, if so, how so?

What further work may you do in a whole school approach to address risk to all pupils?

(Extension)

Consider the above scenario. How can risk be managed positively and effectively? What are the real underlying issues here and how would you address them? Be honest about your own experiences of managing risk, how did you provide a fair approach to all and knowing what you know now what would you do differently?

Summer Term-Second Half Term

Topic: Generic Case Study: Sexual: Sexual Exploitation and Missing Young People

Aim and Objective: The aim of this session is to explore in more detail the area of Sexual Exploitation and Missing Young People. The session will allow practitioners the opportunity to explore strategies for dealing with this area of Child Protection.

Purpose: Sexual Exploitation and Young People who go missing, remains a topical area that practitioners are only beginning to gain knowledge and understanding of. The purpose of this module is to allow practitioners to reflect on effective strategies in managing the well-being of young people who may be experiencing this.

Documents needed to support this module: LSCB Sexual Exploitation and Missing Young People procedures and LAC procedures.

Learning Outcomes: Most Practitioners will be able to recognise signs of young people experiencing sexual exploitation and be able to support them in seeking advice and developing effective strategies to keep them safe. Most practitioners will be confident to make safeguarding referrals and challenge decision making in this area.

Some Practitioners will be able to quickly identify signs and symptoms of young people experiencing sexual exploitation and going missing. Some practitioners will be able to co-ordinate a multi-agency approach to safeguarding these young people including in-house strategies.

Case Study:

Heidi is 15, she has recently started to attend school being dropped off by a number of unknown males. Her family situation has broken down and her mother has agreed to her being voluntarily accommodated in Local Authority care. Heidi regularly truants from school and goes missing from her care home on a night and weekend. She has twice been found at a known address with other young girls and males in their 20's, misusing Cannabis and alcohol. On the last occasion two of the males were found in a room with Heidi in what looked to be engaging in sexual acts with her although she denies this and she has refused to make any complaint. Heidi changes her image on a daily basis and often has lots of cash in school.

Discussion Point (Basic)

Consider the above case study.

Discuss some of the obvious signs of sexual exploitation as well as any other indicators you would look for.

What strategies would you use with Heidi to get her to engage with you and help her to understand risk?

Following the most recent incident what would your next course of action be?

What could you do to help Heidi in school and externally?

Consider the LSCB procedures and LAC protocols, what could you do to progress this situation further?

Which other external agencies might you seek support from.

(Intermediary)

Following the most recent incident, you are informed that the police are taking no further action as Heidi will not make a complaint although they are continuing to build intelligence. Professionals feel at a loss in how to protect Heidi.

What would be the next steps?

How and whom could be formally challenged?

What further strategies could be employed to reduce risk?

What legal action, if any could be considered?

(Extension)

Consider your experiences of dealing with Sexual Exploitation and Missing Young People, what have you done that has been effective in this area? What are your biggest frustrations? Looking at the LSCB procedures in this area, how effective are they and what would you like to see change?