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SAFEGUARDING FIRST

Supervision Training

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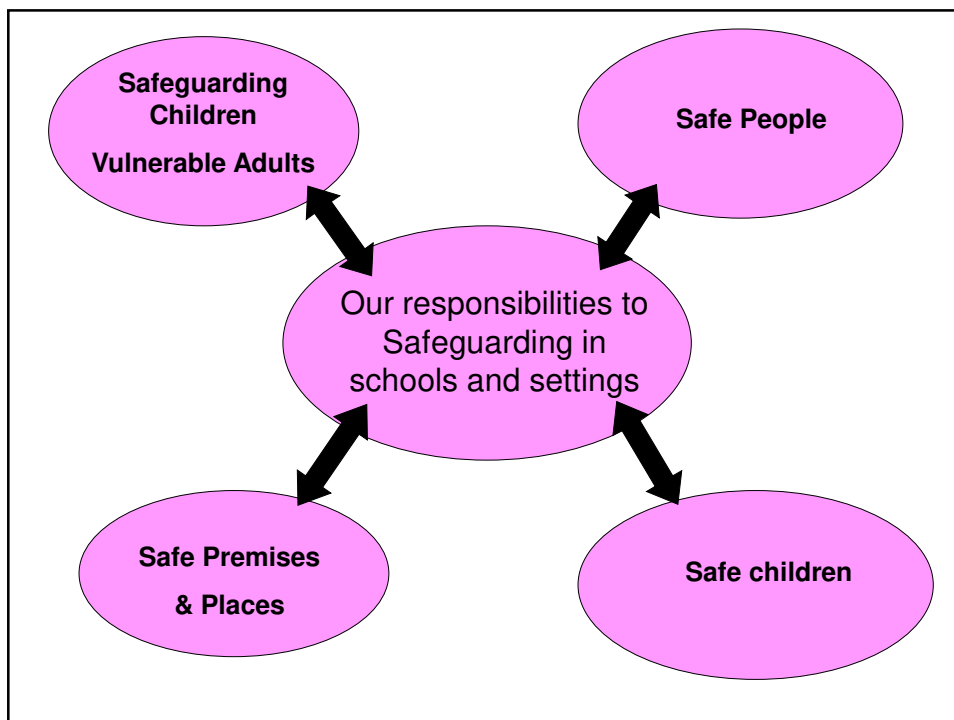
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Agenda

| | |
|---------|---|
| 9.00 | Introductions and the bubbles of safeguarding |
| 9.10 | What is Child Protection Supervision and why do we need it? |
| 9.20 | Why have supervision? |
| 9.30 | Task |
| 9.50 | What makes a good supervisor/supervisee? |
| 10.00 | What makes supervision effective? |
| 10.15 | What type of learner are you, including task |
| 10.30 | Break |
| 10.50 | Types of supervision |
| 11.10 | Task |
| 11.20 | Values, the human factor, emotional intelligence and gut instinct |
| 11.30 | Task |
| 11.50 | Reflective and critical practice |
| 12.00 | Recording supervision and task |
| 12.15 | Review Documents |
| 12.20 | Lunch |
| 1- 3.00 | Afternoon task |
| 3.00 | Summary and close |





What is Supervision?

- An opportunity to discuss, share information and take time to reflect.
- An opportunity to consider the effectiveness of child protection and the impact on the child.
- An opportunity to consider the outcomes for children and to challenge practice.

Why do we need it?

- Several agencies have a supervision process including Health and Social Care, in Education there has never been a formal process.
- SW's see CP cases once in 28-42 days and often Health staff will see CP cases even less. In schools staff may see children 20 days within the time the SW sees them.
- We want to empower staff in Education to feel confident in the CP process and able to challenge decision making.
- We want to help to prevent Education needing to learn further lessons from SCR due to lack of a formal structure of supervision.

Why have Supervision?

- Supervision is an interpersonal context designed to increase the reflective and critical practice competence of the supervisee
(Doel and Shardlow, 1998)
- Supervision gives the opportunity to reflect on practice.
- Supervision allows the supervisor to challenge, in a supportive manner, the supervisee in cases where there is drift or delay or limited progress.
- Supervision puts the child in the room and ensures the voice of the child is heard.

Supervision is only useful if it makes a real difference to the quality of service delivery and has a positive impact on the lives of users of health and social care services.

Jane Wonnacott, 2014.

The Four Functions of Supervision

- Competent, accountable performance/ practice
(the management function)
- Continuing professional development
(development function)
- Personal Support
(support function)
- Engaging the individual with the organisation
(mediation function)

Morrison, (2005)

Legislation

Children Act 1989

Children Act 2004

Policies and Procedures

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Local Safeguarding Partner Procedures
- Setting's own Supervision Policy

Task Discussion

What makes a good supervisor?

What makes a good supervisee?

What makes supervision effective?

In groups discuss all of the above.

What makes a good Supervisor?

- Approachability
- Experience
- Capability
- Good decision making
- Challenge
- Ability to seek advice/second opinion
- Organised
- Focussed
- Professional confidentiality

What makes a good Supervisee?

- Honesty
- Clear knowledge and information
- Reflective and critical practice
- Ability to acknowledge shortfalls
- Challenge
- Focus on the needs of the child
- Professional confidentiality

Types of Supervision Process

1. **Active Intrusive:** Supervisor adopts a very direct approach to make sure the worker carried out key tasks. Little attention is paid to the worker's feelings or to worker-user relations.

2. **Active Reflexive:** These supervisors are active and know about the work being undertaken but engage supervisees in a collaborative and reflective process. Helping supervisees to reflect using challenging and user focussed questions.

3. **Passive Avoidant:** A relationship where the supervisor regards the practitioner as being competent and leaves it up to him/her to decide if and when supervision is required.

What makes Supervision effective?

- Healthy discussion
- Not case led, task focussed action heavy but critical and reflective thinking opportunities
- Good record-keeping and revisiting of previous issues
- Secure relationship between supervisors/supervisees

Effective Supervision

- Practitioners who are well supported, receive supervision and have access to training are more likely to think clearly and exercise professional discretion.
- Effective and accessible supervision is essential if staff are to be helped to put into practice the critical thinking required. Supervision needs to help practitioners to think, to explain, to understand. It is essential to help practitioners cope with the emotional demands of the job.

Brandon et al, (2005 and 2008)

The Seven Links of Effective Supervision

- Role Clarity
- Role Security
- Empathy
- Assessment
- Partnership
- Coaching
- Planning

Morrison, (2005)

What type of learner are you?

How effective supervision may be, can depend on what type of learner you are.

Please read the following questions and write down your answers. The quiz is based on Fleming's (2000) VARK model (Visual, Auditory, Reader, Kinesthetic)

The results are for fun but consider the following:

VARK Model

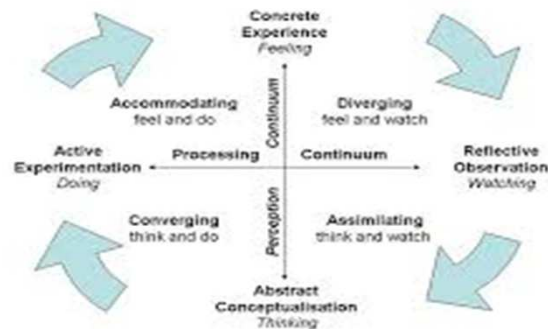
- Visual learner - Supervision may be more effective through use of visual aids.
- Auditory learner - Supervision may be more effective through use of discussion, talking through and reflecting back.
- Reader - Supervision may be more effective through use of reading time (reading case notes, policy/legislation)
- Kinesthetic - Supervision may be more effective through 'doing' e.g. role play or live supervision.

BREAK



The Evolution of Learning Style/Models

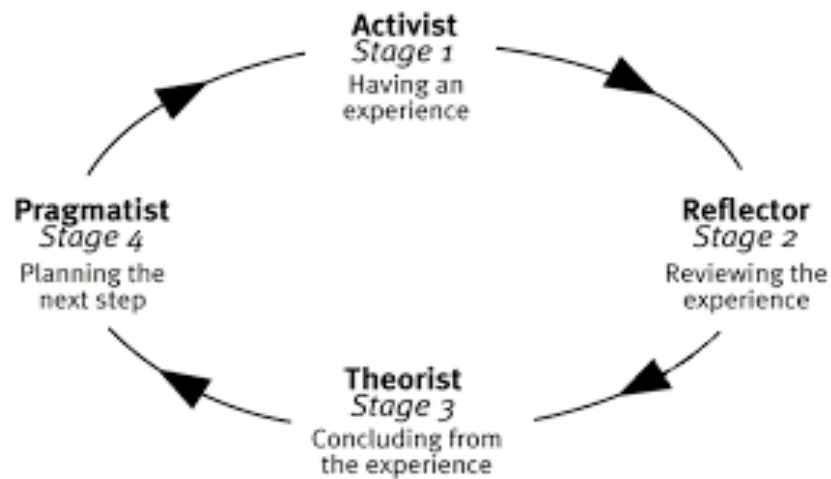
Kolb's experiential learning cycle (1984)



Kolb's Learning Cycle (1984)

- Concrete Experience (a new experience or situation is encountered or a reinterpretation of existing experience)
- Reflective Observation (of the new experience. Of particular importance are any inconsistencies between experience and understanding.)
- Abstract Conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept.
- Active Experimentation (the learner applies them to the world around them to see what results)

Honey and Mumford (2001)

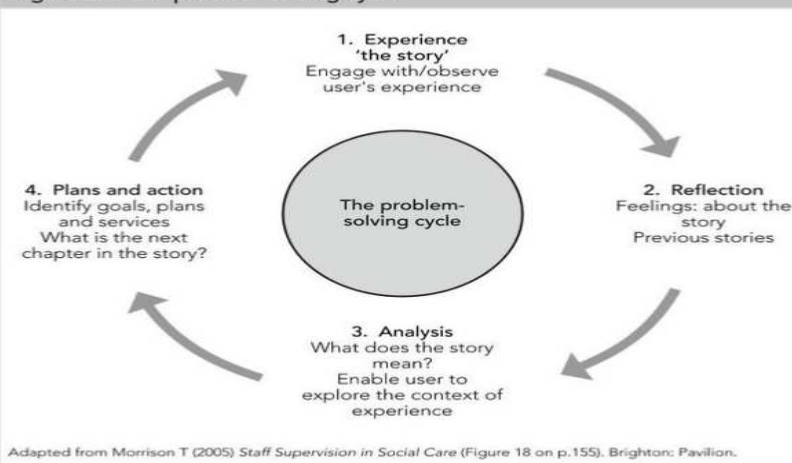


Honey and Mumford (2001)

- Activists – Undertake the learning from the action.
- Reflectors – develop the learning by observing and thinking about what happened.
- Theorists – add to the learning by understanding the theory behind the actions.
- Pragmatists - see how the learning works in practice through experimentation.

Morrison (2005) The Problem Solving Cycle

Figure 2.4: The problem-solving cycle



Types of Supervision

- One to One Supervision
- Peer Supervision
- Group Supervision
- Cluster Supervision
- Live Supervision
- External Supervision

Setting Ground Rules Task Discussion

Supervision sessions should have agreed boundaries and ground rules that both the supervisor and supervisee adhere to.

Please discuss and consider what these may be.

Values and the Human Factor Task Discussion

Supervisors and supervisees should consider their values and beliefs prior to supervision and how this may impact on the dynamic of supervision.

Consider the human element of life and how this may impact on your values and beliefs in practice and in supervision.

Please consider and discuss these factors.

Emotional Intelligence

The ability to perceive accurately, appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought. The ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth.

Mayer and Salovey, 1997

Gut Instinct/Intuition vs Analysis

Gut feelings are neither impeccable nor stupid. They take advantage of the evolved capacities of the brain and are based on rules of thumb that enable us to act fast and with astonishing accuracy.

Professionals need to use both intuitive and analytical methods of thinking and decision making. The skill is to know when to use which method.

Gigerenza (2007) and Munro (2008)

Bias

Unconscious Bias – ‘is a bias that is triggered by our brain making quick judgements and assessments of people and situations, influenced by our background, cultural environment and personal experiences.’

Confirmational Bias - ‘ is the tendency to search for, interpret or recall information in a way that confirms one’s beliefs or hypotheses’.

Affinity Bias - ‘is where we ignore the negative traits of people we like and focus on the faults of those we don’t.’

Social Comparison Bias - ‘ is where we favour those who we consider to be in our group.’

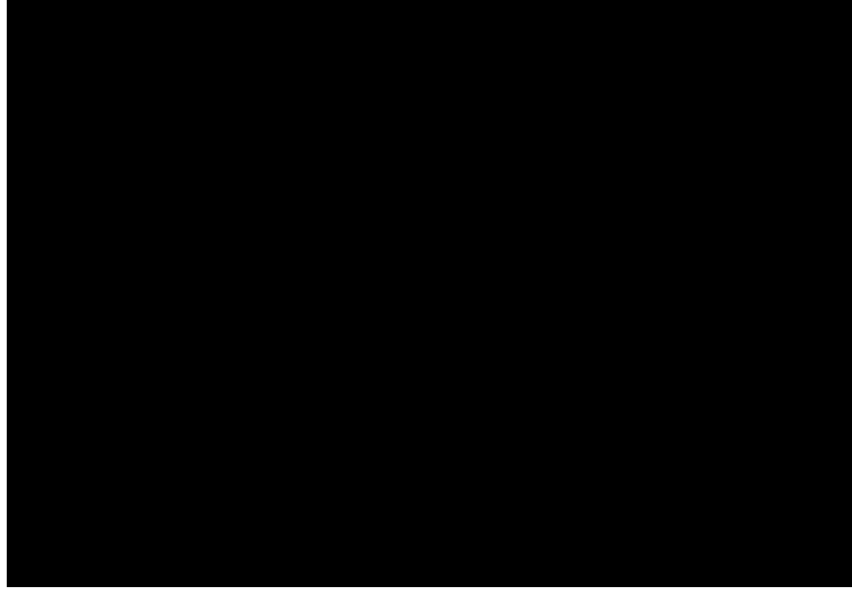
Hindsight Bias - ‘is the inclination, after an event has occurred, to see the event as having been predictable, despite there having been little or no objective basis for predicting it’.

Reflective Supervision...

‘Is the regular, collaborative reflection between a practitioner and supervisor that builds on the supervisee’s use of thoughts, feelings and values within a service user. Importantly reflective supervision provides the support needed by practitioners who are exposed to the intense emotional content and life experiences related to their work with families.’

Linda Richardson, Author of Child C and Baby A, SCR, Sunderland, 2014.

Reflective Practice



Reflective Practice

Please discuss these questions:

- Consider what you would do if you were supervising the staff?
- How would you manage the issues?
- How would you support the staff in critically reflecting?

Using Reflective Practice

- Developing a reflective approach to learning is an important area of much professional learning.
(Parker, 2010 in Tate and Sills, 2004)
- Reflective practice is central to dealing with the complexities of human life and relationships with which social workers engage.
(Ruck, 2005 in Parker, 2010)
- Reflection can go deeper and deeper starting from being aware of one's performance to critically assessing one's ideology and belief behind one's thinking and feeling in the action.
(Schon (1993) in Kam-shing Yip,2006)

Critical Practice

- Put the child in the room.
- Accept challenge as a way to improve practice.
- Think about WHY you are making a decision.
- Think about the IMPACT of what is happening for the child.
- Think about the OUTCOME of what is happening for the child.
- Think about how your own, values, beliefs, misconceptions, life circumstances may impact on that child.

Celebrating in Supervision

- Supervision can be used to celebrate.
- Consider where impact has been made.
- Consider where life circumstances have improved for a child.
- Consider where your gut instinct, tenacity and drive to improve things for a child worked.
- Use this case study for OFSTED!!

Recording Supervision Effectively Task Discussion

Whether paper based or electronic, how do we record supervision effectively?

What is the purpose of the record and how might it be used?

What makes a good record?

Please discuss all of the above.

Recording Supervision

Recording experiences, deepens the quality of learning and enables the learner to understand their own learning process

(Moon, 1999)

- It is evidence of good practice.
- The opportunity to reflect and write it down can lead to more effective action taken.
- It makes supervision value added to not just the verbal discussion but the written record of what you were doing and saying at that certain point in time.
- The written affirmation can support you in cases for court or serious case review to support the reflective practice that is occurring.

Pointers to remember

- **B**ring all of the information that you have on the child and family to the supervision.
- **U**nderstand that supervision is safe process to support you in championing the voice of the child.
- **B**e critical and reflective of your own practice and others when focusing on the voice of the child.
- **B**elieve in the work that you are doing and that it shows impact and outcome for the child.
- **L**isten to the advice and guidance of the supervisor who has experience in this area.
- **E**valuate your practice by seeing what you do differently after supervision and how this supports a child.

‘Victoria Climbié, 2000’

‘One of the most striking features of Victoria’s case was the sheer number of occasions when the most minor and basic interventions on the part of staff concerned could have made a material difference to the eventual outcome. In some cases nothing more than a manager reading a file or asking that straight forward question about whether standard practice had been followed may have changed the course of these terrible events’.

Lord Laming, 2000.

Sunderland Serious Case Review, 2014

‘The importance of frontline practitioners having access to good quality supervision can not be underestimated and there is evidence in this review that the benefits of reflective supervision are not well understood.’

Linda Richardson, Author of Child C and Baby A, SCR, Sunderland, 2014.

Hartlepool Serious Case Review, 2017

Serious Case Reviews have repeatedly found that professionals were either unwilling or slow to revise their judgements in the face of new or contradictory evidence and that this selective interpretation of information, only using that which confirmed their preferred view about a particular case, became a “pervasive belief” which influenced the professional response.

These pervasive beliefs were found to remain, even where there was considerable evidence of lack of progress or success in interventions and services offered. As Munro notes, “the single most important factor in minimising errors in safeguarding practice is for professionals to be enabled to admit that they might be wrong”.

Jane Wiffin, March 2017

Hartlepool Serious Case Review, 2017

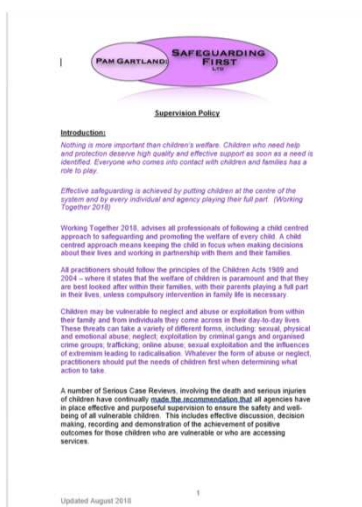
Supervision should provide a safe but challenging space to oversee and review cases with the help of a fresh, experienced, pair of eyes and to systematically guard against either rigid adherence to a particular view.

Jane Wiffin, March 2017

Supporting Documents to Set Supervision Up

- Supervision policy
- Supervision contract/written agreement
- Supervision recording
- Supervision scheme of work

Supervision Policy



Supervision Contract/Written Agreement

Contract of Agreement:

I..... agree to take on the role of Supervisor /
Supervisee. <delete as appropriate>

My role / position in the School / Setting is.....

I..... agree to take on the role of Supervisor /
Supervisee. <delete as appropriate>

My role / position in the School / Setting is.....

We have agreed to the following individual terms:

Supervision to be held.....

Supervision to last a time period of approximately minutes

Supervision Agenda will have the following Standard Items to be discussed...
.....
.....

Supervision Contract/Written Agreement

Supervision agreements are important because:

- They reflect the seriousness of the activity of supervision.
- The development of the agreement positively models partnership behaviour.
- They clarify roles and responsibilities.
- They clarify accountability and authority.
- They are a basis for reviewing the relationship.
- They are a benchmark for auditing the quality of supervision.

Supervision Recording

Appendix 2:

Record of Supervision (Generic)

Name of Supervisor: _____

Position of person in school: _____

Name of Supervisee: _____

Position of person in school/Name of External provider: _____


Name of school: _____

Date: _____

Agenda Items to be discussed:

Items discussed including actions:

Supervision Scheme of Work



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

Time Out

Take ten minutes to look through the documentation to support you in the area of supervision.

Afternoon Task

This afternoon you will have the opportunity to embark on your first supervision session.

In pairs please begin your own written supervision contract and begin your supervision session, using the proformas provided to record your discussions.

If you have come on your own we will group you into a session to look at a case study together.

The afternoon is however you want to do it. Either stay online or work independently or seek supervision support from us.

LUNCH

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