## **Appendix 3: Group Supervision Template**

Restorative Group Supervision is an adaptation of the Problem-Solving approach within Restorative Practice. This is a short and powerful tool that makes the most of the ‘collective brain’ of a group & takes no more than a half hour. This process is based on one individual sharing an issue or a problem that is either related to a child they are working with or an organisational problem/issue and the creativity of colleagues/peers seeking to understand and then offer possible solutions in a non-judgemental way in a supportive circle. The objective of the process can be to (a) Offer reflective space to aide clarity and thought (b) Affirm the current approach and actions of the practitioner (c) Offer alternative options or solutions to consider

**A Six Stage Process**

**Roles:** Facilitator, Time Keeper and participants (inner-outer circles)

1. **Stage 1 - The Presenting Situation (use genogram where relevant)**

The presenting situation (can be an issue or problem) is to be clearly outlined by the person without any interruption from the group. Tell the group how you are **feeling** about it **Allow 2-5 minutes.**

1. **Clarification Questions**

This is the only stage where there is dialogue allowed between the group and the person presenting the problem or issue. The group are allowed to ask clarification questions on the subject, typically, *“when does this…?”, “how often will they…?”, “who is involved?”* etc. It is imperative that during this stage **NO SOLUTIONS** are offered; only clarification questions asked. The inner circle ask questions, the outer circle are silent and the empty seat is occupied, in turn, by a member of the outer circle, as required.

**Allow 2 minutes.**

1. **Stage 3 – Silence (1 min)**

Take a moment to think and contemplate before proceeding to ask clarifying questions

1. **Stage 4 – Hypothesizing and Mentalising (5-8 mins)**

* Hypothesising – Generation of multiple and different ideas to help further understanding of the case/the dilemma, tentative, rather than seeking ‘one truth’
* Mentalising – Putting yourself in someone else’s shoes, actively using your imagination to think about someone else’s mental states (e.g. needs, desires, feelings, beliefs, goals, purposes and reasons)
* Role Plays:Consider asking group to speak from each perspective (child, carer, foster carer, keyworker, birth parent).

1. **Stage 5- Solutions**

The person with the issue sits with paper and a pen to list the solutions/ways forward offered by their colleagues/peers. They must take care not to respond to any of the suggestions, even if they have been tried before, they must just listen and note the suggestions, trying to maintain positive body language and an open-mind.

The outer circle is silent and can only offer solutions by sitting in the empty seat within the inner circle. Once they have offered their solution they return to the outer circle so that other outer circle people can use the inner circle seat. **Allow 2 minutes.**

1. **Stage 6 – Selection**

The person with the issue sits, reflects and selects the 2 suggestions that they will action and use in the future. They then share these with the group so that the group can check in with them at a future date to ensure they have been actioned. **Allow 1 minute.**

**Suggested seating plans**

The chairs should be arranged in a single circle or two concentric circles with an empty seat. The red seat indicates the person sharing the problem. The green seats indicate the equal discussion partners in the INNER CIRCLE. The blue seats indicate the optional discussion partners in the OUTER CIRCLE.

****

**Smaller Groups: single circle**

****

**Large Group: double circle**

**Some Helpful Group Supervision Resources**

Sometimes it can be helpful to use different models of reflective supervision based on the particular issue or problem that is at hand. Attached below is a list of alternative models that could be used or incorporated into the existing Problem Solving Circle Format

**Reflecting Teams:** The facilitator and the individual with the dilemma have a reflective conversation in front the rest of the team (3+ people is best) for 8-10 mins.  Then the rest of the team have a conversation (8-10 mins) with each other to share their reflections on what has been discussed.  The facilitator and individual then feedback on what it was like to hear a discussion about themselves, what ideas and thoughts resonated and which did not

This model is not about finding solutions or actions.  This is a reflective discussion and requires a lot of trust in the room as it involves everyone taking relational risks which each other.  The details of the discussion is not to be recorded on the child’s file but a thoughtful summary and actions could be recorded (TM approval required)

**Role Plays:** Self-explanatory but if someone was struggling with a difficult conversation coming you could arrange the room and take on the role of the parent and the SW with the dilemma would start the conversation.  However, others could jump in and take over the line of questioning. The details of the discussion is not to be recorded on the child’s file but a thoughtful summary and actions could be recorded (TM approval required)

**Systemic Model:** This is very similar to the Restorative Problem Solving Circle.  The presenter either brings a genogram or someone draws one in the room as the presenter discusses the family (7 mins).  The presenter then gives a dilemma.  Then clarifying questions (7mins).  Presenter shares what impact the family are having on them.  Hypothesising (7 mins) – can include mentalising.  Presenter then selects 1 or 2 hypothesis which resonate with them and 1 or 2 which challenge them.  The team then offer solutions for how the presenter can test the hypothesis they have selected. The details of the discussion is not to be recorded on the child’s file but record the presentation, the dilemma, the hypothesis chosen to be tested and the solutions could be recorded (TM approval required)

**Safe Uncertainty:** Using Barry Mason’s Model of Safe Uncertainty the facilitator needs to get the presenter to discuss the case using genogram and then invite everyone to plot where they would put the child on the Safe/Uncertain axis.  Then discuss the rationale for their choice and what it would take to move them to a position of safe uncertainty. Also, at the end of each discussion invite the group to scale the family 0-10 and keep a record of that so it can be reviewed later. The details of the discussion is not to be recorded on the child’s file but a thoughtful summary and actions could be recorded (TM approval required)

## **Appendix 4 Recording a Group Supervision**

It is important to ensure utmost care in what is recorded on a child’s case file. Group Supervision is a tool to facilitate reflective thinking and practitioners must only record a summary of the collective understanding and solutions. The notes of the meeting must be approved by the Team Manager before they are uploaded on to Mosaic.

|  |  |
| --- | --- |
| **Child:** | **SW:** |
| **Date:** | CIN/CP**/**Cared for Child |
| **Present:** | |
| **Dilemma:** | |
| **Update: What’s happening?** | |
| **Suggested Solutions:** | |
| **Solutions to test: (Max of three)** | **Timescale for review (SMART):** |