## **Appendix 1 - Supervision Contract Discussion & Agreement**

**Name of Supervisee:**

**Name of Line Manager:**

**Name of Team/Service:**

**Purpose of supervision**

This framework to structure reflective supervision is based upon the Integrated Model of Restorative Supervision (Morrison 2005; Wonnacott 2014). This model combines aspects of the ‘Safeguarding Restorative Supervision’ (SRS) (Wonnacott/Wallbank March 2016) and the 4x4x4 model by Morrison, T (2005).

 It promotes the use of restorative skills within the supervision cycle, which if used effectively, enables an integration of case management with the staff support, critical reflection and critical thinking needed to promote good practice.

**Action**

Creative Solutions

Collaboration with Others

Challenge others

Organisational Assurance

**Experience**

Engage with the experience of service users

Observe accurately

Recognise significant information

**Analysis**

**(Critical thinking)**

Understand the meaning of information and behaviour

Focus on strengths

Evaluate risk and remain "risk sensible" Creative thinking

Understand organisational requirements

**Reflection**

Challenge assumptions and biases driving practice

Individual learning and personal development

**Safe Space Containment**

Process experience and work with anxiety

Using the Restorative approach, Wonnacott and Wallbank (March 2016) the supervision cycle as follows: -

1. **Experience/Telling the story** – In order to understand the experience of the professional within safeguarding supervision, the supervisor needs to engage the supervisee to elicit accurate observations – this method of telling the story, reflecting on events, thinking about the voice of the service user in the story is compromised if the professional is in a difficult or overwhelmed space. Often the story becomes about the professional’s experience of the family rather than the family itself. Containment of the individual and their capacity to slow down their thinking to reflect appropriately on the family is key. This is a significant skill in restorative supervision, creating a space that feels supportive and enhances learning.
2. **Reflection** – Sharing feelings about the story and previous stories. In order to be thinking about making connections and recognising patterns, the professional needs to be thinking clearly. The space they are sharing with the supervisor needs to be an open and honest one where thoughts of, what is this evoking for me and what is this linked to are able to be shared without judgement. The capacity of the supervisor to listen in a non-judgmental way and know when to challenge and support connection making is again a key skill in restorative sessions. The supervisor does not remain a sponge, but instead offers a mirror experience, reflecting and identifying patterns in a way that can be heard by the supervisee.

This requires a deeper level of thinking and pattern making by both the supervisor and supervisee. To be reflective in this way, the relationship between the supervisor and supervisee needs to be reciprocal and trusting as the supervisee may need to reveal some vulnerability. If the professional is feeling insecure or vulnerable because of workload stress etc. then this process will be slowed down. The professional is likely to be more defensive and unable to see their own contribution in these difficulties.

1. **Analysis** – what does the story mean – supporting the professional to translate reflective experience into professional evidence. This requires the supervisor to be expert and facilitator at the same time; the supervisor needs to feel that the supervisee is in a place to use the knowledge gained from the reflective process to understand what life is like for the service user. Understanding what life is like, exploring different perspectives and weighing up alternative ideas are key to the supervisory process. Being in a position to analyse rather than adopt a defensive position in favour of one’s own practice occurs best when both supervisor and supervisee are able to think clearly. Pattern identification, considering research evidence and own practice experience all take place within a supportive supervisory space. If the supervisee is still overwhelmed by their own experiences because they have not been contained or reciprocal in the session they are unlikely to be able to hear the conversations on the appropriate level. In fact they are more likely still to be focusing on their own experiences.
2. **Plans/Action** – The final element of an effective safeguarding session is to agree what plans and actions need to be taken. Whilst a professional who is not in a good enough mode can agree and sign up to these, they are not likely to contribute to a shared understanding of what needs to be done and are more likely to feel that the session has been done unto them rather than being an active participant in the process.

**Responsibilities and expectations**

The supervisor and supervise will:

* Meet a minimum of every four weeks and be scheduled to last at least an hour. These will commence on ……………………………… & will be located in a confidential space which is appropriate and free from distraction
* Undertake open and honest discussions in relation to cases loads
* Pose and respond to challenging questions with regard to action, progress and outcomes for children, young people and families.
* Focus discussions on any current identified families where there are needs, concerns or risk for children, young people and families
* Identify good practice which can be transferred or built upon when supporting other cases
* Work in an environment of high support and high challenge.
* Discuss team work & training as appropriate
* Ensure that supervision records include any actions required.
* Implement any agreed actions.
* Ensure all records are updated as required.

**Quality Assurance**

Recordings should be available during inspection and audits if required. In the event that there is unresolved dispute between supervisor and supervisee, both parties will

agree to meet together with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

**Agreement**

Supervisee signed: date:

Supervisor signed: date: