

# Supervision One Minute Guide



## What is Supervision?

Supervision in Tower Hamlets uses a framework 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 enables an integration of case management with the staff support, critical reflection and critical thinking needed to promote good practice.

## How is supervision provided?

### The minimum frequency of formal supervision

Staff Member	Frequency
Newly qualified social work staff	Weekly for the first six weeks Then every 2 weeks during the first year
All Social Workers after first year of service including Managers and Including Reviewing Officers.	Every 3 - 4 weeks, depending on need and complexity of work
Non-Social Work Trained Staff	Every 4 - 8 weeks, depending on need and complexity of work
Admin/ Other Staff	Every 3 - 6 weeks depending on needs and level of experience.

Informal supervision will happen when needed and should be recorded on Mosaic / EIS in a timely manner as 'Management Oversight' but should NOT replace a planned and structured supervision session. It is expected that every child allocated is offered reflective supervision at least once within an 8-week cycle.

### Group Supervision

- Every team and service is expected to facilitate at least one Group Supervision a month
- Teams are expected to use the Better Together Group Supervision Template
- The group supervision template should be completed and saved on the record in case notes

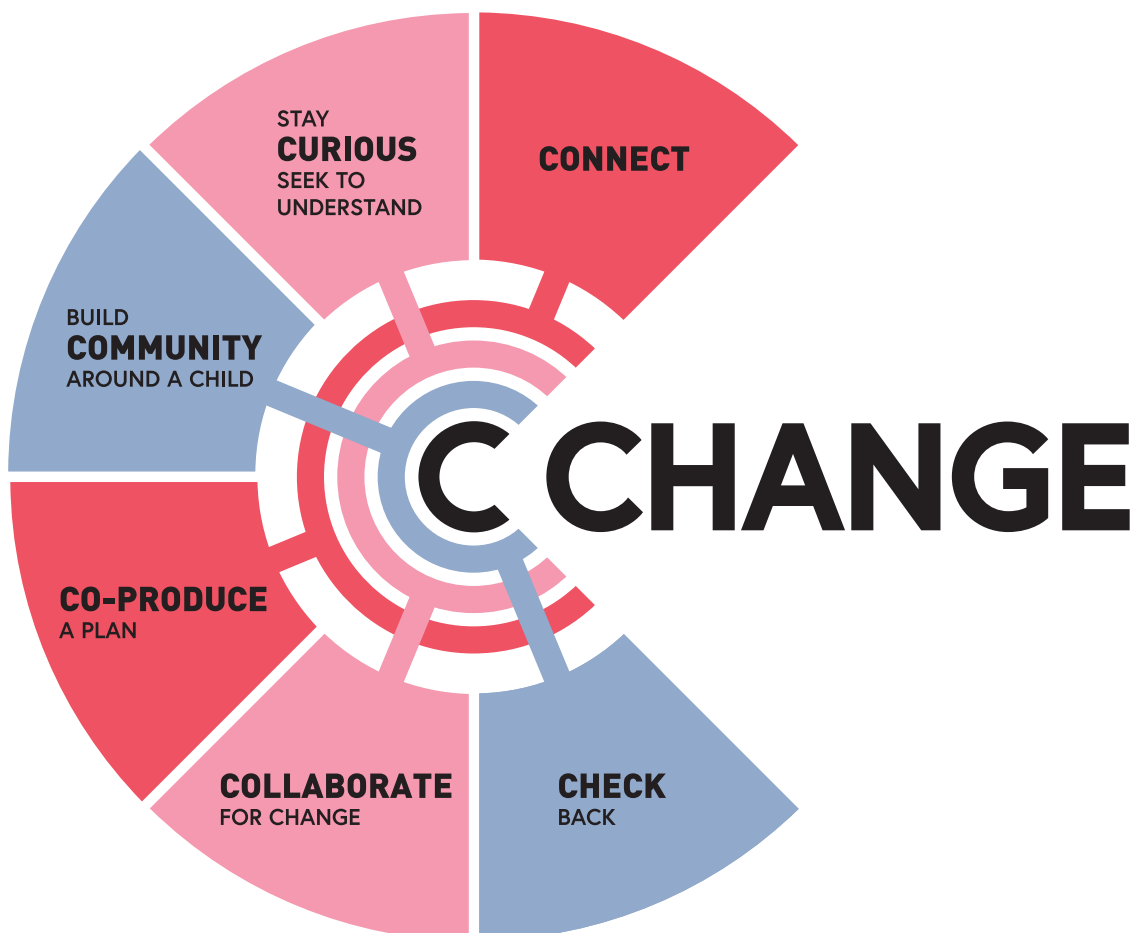
## How is supervision recorded?

Supervision records should be focused and clearly set out the discussions, review of previous actions and reflections on the status of the work to inform future practice. It is essential that the supervision record provides details of any agreements reached, who is responsible for undertaking any action and the timescales. In the case of any disagreement concerning issues discussed the disagreement should be recorded to inform the rationale for decision making.

### Key headings to support evidencing rationale of decision making:

1. What is Happening/What Happened (Experience):
  - Update on Previous Actions (if relevant)
  - Case Update since allocation/last supervision
  - Experience of the child/children
2. Summary of Reflections and Analysis
3. Agreed SMART Actions from supervision discussions, By Whom, By When

## Guide to Reflective Supervision Questions (Better Together Approach)



## A guide to reflective supervision (Integrated model)

<b>Stage 1: What happened/ what is happening (EXPERIENCE)</b>	<b>Stage 2: What are your feelings and reflections. (REFLECTION)</b>
<p>Update on previous actions Engage worker to recall what happened/is happening since allocation/last supervision. Provide safe space to contain worker's emotions and anxieties.</p> <p>These questions aim to support accurate and detailed recall of events. A partial description of the situation will cause problems later in the cycle. But the right questions can help workers to recall more detail, more accurately. In these lists 'you' refers to the supervisee</p>	<p>These questions aim to draw out feelings, partly because they may bring out further information or may reveal the worker's underlying attitudes. They may also give clues about other personal factors complicating the worker's responses. Reflection also helps the worker make links between the current situation and their prior experiences, skills or knowledge.</p>
<p>Q- What was your aim? What planning did you do?</p> <p>Q - What happened before the incident / event / meeting / interview / visit?</p> <p>Q - What was your role?</p> <p>Q - What did you expect to happen?</p> <p>Q - What happened?</p> <p>Q - Identify different perceptions of co-workers.</p> <p>Q - What did you notice about yourself, the user. your co-worker?</p> <p>Q - What words, non-verbal signals, inter-actions, sounds, images or smells struck you?</p>	<p>What did you feel at the start of the incident, event / meeting / interview / visit?</p> <p>Q - What feelings did you bring to the incident/ event / meeting / interview / visit?</p> <p>Q - Where and when did you feel most or least comfortable?</p> <p>Q - Describe the range of feelings you had during the incident / event / meeting / interview/visit.</p> <p>Q - Who seemed least or most comfortable? At what points?</p> <p>Q - What did these feelings remind you of? Q- Who found it hardest to express their feelings?</p>

Q - What do you think the service user would have noticed about you?

Q - What or who was hard to observe?

Q - What observations or concerns do other agencies have?

Q - What did you say and do?

Q - What methods or interventions did you try?

Q - What did the user say, do or show?

Q - What reactions did you notice to what you said / did?

Q - What surprised or puzzled you?

Q - Who behaved differently?

Q - What stuck out for you?

Q - What went according to plan?

Q - What didn't happen?

Q - What changes to your plan or choices did you make?

Q- What did you say, notice or do immediately after the incident event interview visit?

Q - What patterns did you see in this incident/ event/ meeting/ interview/ visit? Are these familiar?

Q - What thoughts / ideas went through your mind during the incident/ event/ meeting / interview / visit?

Q - Where have you encountered similar processes?

Q - What are the similarities / differences between this incident / event / meeting /interview / visit and your previous contact?

Q - Describe a time when you last experienced this process. What happened?

Q-Who / what does this user remind you of?

Q - What did you tell yourself about what was happening or about your feelings?

Q - What did you think the user was feeling? Based on what?

Q - What metaphor or analogy would describe your experience of working with this situation?

**Stage 3: Why are things the way they are? What does it mean? (Analysis)**

- Exploring different perspectives and weighing up alternative ideas
- Pattern identification, research evidence and own practice experience

These questions help with analysis by probing the meanings given to situations by the supervisee and user, prompting consideration of other explanations.

They may help you identify what is not known, what is not understood and lead to areas for further assessment.

Q - List three assumptions you, the co-worker, or the user, brought into the incident/ event meeting/ interview/ Visit.

Q - How would the user explain what was happening in that incident event meeting/ interview / visit?

Q - How do you define your role in this situation?

Q - How else could you explain what happened?

Q - How do other agencies / colleagues define your role in this situation?

Q - How would you describe the power dynamic during this incident / event / meeting / interview / visit?

Q - How do the user and their family define your role?

**Stage 4: What Next? (Action)**

- They are agreed between the supervisor and the supervisee, clearly noting what will be done, by whom, and by when.
- These questions help translate the analysis into planning, preparation and action by identifying outcomes and success criteria as well as considering potential complications and contingency plans.

Q - In the light of the reflection and analysis we've done, what's your overall summary of the needs, strengths, and risks for the service users in this situation?

Q - What might be your strategy for the next intervention?

Q - What are the possible best or worst responses from the user?

Q - What are you responsible for in managing this situation?

Q- How can the user be engaged? What does she/he need from you?

Q- What training, supervisory, co-work and support needs have been raised for you?

Q - What contingency plan do you need? What is the bottom line?

Q - What information needs to be obtained

Q - Who else needed to be involved (co- worker, supervisor, another agency)?

Q - Did power shift during the intervention? If so why? What might this tell you about assumptions around gender, race, sexuality and so on?

Q - What aims / outcomes for this intervention were or were not achieved?

Q -What went well or not well and why?

Q - How far did this session confirm or challenge your previous understanding or hypothesis about this situation?

Q - What behaviours or norms in this situation are acceptable to the family or community?

Q - How else might you have managed the incident / event / meeting / interview / visit?

Q - What normal / standards do other agencies expect in this situation and why?

- what are the current strengths. needs

Q - What is not known?

Q - What other. Possibilities' unexpected outcomes, did the incident /event/ meeting interview / visit produce?

Q - What areas of further assessment are required?

Q - What would you like from them?

Q- What are your aims in this next phase of work?

Q - What is urgent and essential?

Q - What would be desirable?

Q - on a scale of 0 - 10 where 10 is total confidence, how confident are you with your role in this situation?

Q - What would be a successful outcome of the next incident / event / meeting / interview visit from your perspective?

Q - What would be a successful outcome of the next incident event / meeting/ interview visit from the users perspective?

Q- what are the different ways in which you could approach this?

Q - What is negotiable and what is non-negotiable in this situation?

Q - What can I do that would be helpful at this stage?

Q - How can you prepare for this? Mental rehearsal, planning, reading?

Q - Are there any safety issues for you or others?

Q - What can be done to minimise any dangers?

Q- What and when does feedback and debriefing need to take place?