The Role of Supervision in Safeguarding Children, Young People and Vulnerable Adults.

Introduction

Effective and accessible supervision is essential if staff are to be helped to put in practice the critical thinking required to understand cases holistically, complete analytical assessments, and provide an intervention.

Supervision is also essential to help practitioners to cope with the emotional demands of work with children and their families as well as vulnerable adults which have an impact at all levels of intervention (Brandon et al 2006b; Horwath 2006).


Regular safeguarding supervision will promote monitoring of quality and lead to improved outcomes for children, families, vulnerable adults, teams and individual practitioners as part of the delivery of the work of the Hampton Trust.

The needs of the child are paramount. The process of supervision is underpinned by the principle that every member of staff remains accountable for his or her own practice. The supervisor is accountable for the advice they give and the action they take. All professionals within the Hampton Trust will be responsible for ensuring that their practice reflects the local and nationally agreed policies, standards and guidelines.

Definitions

**Safeguarding Supervision** A process whereby an appropriately qualified, experienced and nominated supervisor meets with a member of staff or volunteer to allow that person to reflect upon their safeguarding practice and to review their practice relating to children/young people and vulnerable adults and raise any concerns about which they may require resolution.

**Supervisor** -The appropriately qualified, experienced and nominated staff member who provides the supervision. They are accountable for the advice they give and the action they take.

**Supervisee** -The member of staff or volunteer who receives the supervision. Members of staff are individual practitioners who remain accountable for their own professional practice.

Philosophies and Values Underpinning Safeguarding Supervision.

The needs of children will be of paramount importance.
The process of supervision will be driven by a strong evidence base and will reflect national strategies for safeguarding children and vulnerable adults. Supervision reflects an ethos of equal opportunity embraces diversity and promotes anti-oppression in the workplace, particularly on account of race, gender, sexuality, or disability in keeping with organisational values. Supervision recognises the increased vulnerability of disabled children, and those children and young people living in ‘special’ circumstances, and forms a framework to ensure they are not ‘invisible’ to health organisations. The process of supervision will be underpinned by the principle that each staff member remains accountable for their own professional practice and the supervisors will be accountable for the advice they give and any actions they take.

Supervision recognises the increased vulnerability of disabled children and individuals, and those living in ‘special’ circumstances, and forms a framework to ensure they are not ‘invisible’. The process of supervision will be underpinned by the principle that each staff member remains accountable for their own professional practice and the supervisors will be accountable for the advice they give and any actions they take.

**Principles Underpinning Safeguarding Supervision**

- Safeguarding supervision will be based on key principles found in organisational behaviour theory, adult learning theory and supervision theory, to ensure safe outcomes. It will focus on the child and meets the needs of the practitioner and the organisation through developing best practice.

- The policy sits within a strategy that is underpinned by national policy and which is based on listening to the voice of children and families, as well as vulnerable adults.

- The strategy enables a wide range of practitioners to identify and utilise the Six Common Core Skills and Knowledge for the Children’s Workforce’ 2005

- Effective communication and engagement

- Children and young people’s development

- Safeguarding and promoting the welfare of children and vulnerable adults

- Supporting transition

- Multi-agency working

- Information sharing

- Through the process of safeguarding supervision and/or through the identification of their training and development needs, the wide range of practitioners accessing supervision will be enabled in helping children and young people achieve the five outcomes identified in Every Child Matters, Change for Children 2004

- Be healthy

- Be safe

- Enjoy and achieve
• Make a positive contribution
• Achieve economic wellbeing

• The policy is underpinned by the ethos of safeguarding children and vulnerable adults as being ‘Everyone’s responsibility’.

What is Safeguarding Supervision and its Purpose?

Safeguarding supervision is ‘an accountable process which supports assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes.’

(Providing Effective Supervision Skills for Care and CWDC 2007, page 5)

For many staff involved in day-to-day work within the Trust, effective supervision is important to promote good standards of practice and to support individual staff members. Supervision should help to ensure that practice is soundly based and consistent. It should ensure that staff and volunteers fully understand their roles, responsibilities and the scope of their professional discretion and authority. It should also identify the training and development needs of staff/volunteers so that each has the skills to provide an effective service.

Supervision should enable both supervisor and supervisee to reflect on, scrutinise and evaluate the work carried out, assessing the strengths and weaknesses of the staff member of volunteer. Supervisors should be available as an important source of advice and expertise and may be required to endorse judgments at certain points in time.

Supervisors should also record all decisions and actions within the case records.

Supervisors must already have, or will be accessing training, development and updates in the following: (based on learning from serious case reviews)

• Supervision skills
• Solution focus and signs of safety
• Legal/professional issues, including record keeping
• Risk assessment
• Root cause analysis
• Research evaluation
• Audit
• Record keeping
• Information sharing and communications
• Emotional intelligence in safeguarding
• Safeguarding developments
• Vulnerable children/adults with disability and/or living in special circumstances
• BME and diversity
• Domestic violence, substance misuse and mental health
Area of Competency for Supervisors

Facilitating Learning

- Facilitates the identification of training needs
- Facilities design and delivery of training

Evidence Based Practice

- Uses serious case review recommendations to inform practice

Management and Leadership

- Uses knowledge and expertise to influence and facilitates change management
- Demonstrates appropriate levels of communication within area
- Communicates local child protection knowledge research and audit finding

Specialist Knowledge

- Application of advanced knowledge of current legislation to promote and safeguard the health, welfare and safety of children and vulnerable adults
- Application of national & local and internal policies and procedures to promote and safeguard the health, welfare and safety of children and vulnerable adults (i.e 4LSCB policies)
- Application of the principles of interagency communication and collaboration
- Application of the theoretical knowledge to inform and guide practice in order to promote and safeguard the health, welfare and safety of children/vulnerable adults
- Advanced application of knowledge in recognition and assessment of children/vulnerable adults at risk of significant harm
- Training in safeguarding (Level three)
- Record keeping analysis and decision making
- Care planning

Complex Cases

- A complex case supervision system will be available for those staff/volunteers holding a complex case in addition to their regular supervision. This will be decided on a case by case basis and accessible through the CEO and Deputy CEO (named lead for safeguarding).

When to Seek Safeguarding Supervision

Safeguarding training at level one is mandatory for all staff and volunteers.

Group safeguarding supervision will be held on a three monthly basis. It is mandatory for all staff to attend group supervision.
Individual safeguarding supervision will be based on an agreement between supervisor and supervisee but at not less than a three monthly basis.

All safeguarding concerns must be discussed with a safeguarding supervisor as soon as possible and not held until the formal planned supervisory session.

Accountability

The provision of supervision should be regarded as a support to good practice and not as a substitute for individual professional accountability.

Supervisors will be responsible for the following:

• Agreeing the agenda
• Reviewing actions from previous supervision
• Listening, exploring and reflecting,
• Agreeing actions and reviewing the supervision process itself.
• Facilitating group supervision sessions
• Negotiating with the supervisee on the supervision contract and ground-rules for supervision.
• Providing one-to-one supervision where appropriate
• Providing group supervision where appropriate
• Keeping records of supervision sessions
• Ensure records evidence assessments planning and analysis and the children/adults discussed.
• Ensuring recording of the date and time of the supervision and the key decisions and actions within case records.
• Ensuring the auditing of supervision sessions
• Assessing training and development needs in safeguarding
• Providing quantitative information that supports service provision.

Supervisors are also responsible for reporting in writing to the appropriate person or organisation any individual, system or practices which are believed to undermine safeguarding

Supervisees will be responsible for the following:

• Negotiating with the supervisor on the supervision ground-rules and contract.
• Making regular supervision appointments following the first contact appointment with their supervisor.
• Preparing information for the supervision session in advance.
• Providing the case records for each child/adult discussed at supervision sessions.
• Keeping clear records of the supervision session.
• Informing the supervisor at the start of each session of the number of cases to be discussed and any other issues to be explored in the session so the session can be appropriately managed.
• Informing their supervisor if they are under any increased pressure, professionally or personally, so that extra support might be offered.
• Approaching the supervisor in the first instance if there is an issue over the supervisor or the supervision. If not satisfied with outcome, to approach the
Named Safeguarding lead in the Trust (Deputy CEO) or the CEO. The Chair of Trustees may be approached if concerns are still not addressed.

It is recognised that there is particular need for emotional support for safeguarding children supervisors exposed to safeguarding children supervision on a frequent and regular basis to prevent ‘burn-out’. This policy also recognises that support for the supervisor can be best offered in group and one-to-one supervision led by a Professional Lead that does not have operational management responsibility the supervisee.

**Monitoring Compliance**

There will be an evaluation of the efficiency and effectiveness of supervision in the Trust on an annual basis in addition to any general supervision audits. This will be from both the perspective of supervisor and supervisee and will contribute to changes and development in practice and this policy to ensure safe outcomes for supervisees, supervisors and those they safeguard. This will be the responsibility of the named lead for safeguarding in the Trust (Deputy CEO) and the results presented for the scrutiny of Trustees.

**Training Matrix**

The following matrix is based on mandatory safeguarding training for all staff, volunteers and Trustees of the Hampton Trust.

<table>
<thead>
<tr>
<th>Level</th>
<th>Group</th>
<th>Competency</th>
<th>Method/s</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All staff, volunteers and Trustees of the Hampton Trust</td>
<td>Understand what constitutes abuse, Know that to do in cases of suspected abuse</td>
<td>e-learning, Local area training (dates/venues as circulated at periodic intervals), In house Hampton Trust safeguarding training (i.e. for volunteers)</td>
<td>Annually – any one of the methods may be applicable to the circumstances of the individual staff member, volunteer or Trustee. Initial training to be completed during induction stage</td>
</tr>
<tr>
<td>2</td>
<td>Staff, volunteers or Trustees in regular contact with children and vulnerable adults</td>
<td>Competent at Level 1, Be able to recognise abuse, Be able to document and share concerns, Know who to inform and how and to take appropriate steps in the safeguarding process</td>
<td>Local area training (dates/venues as circulated at periodic intervals)</td>
<td>Minimum three yearly following initial level 2 training</td>
</tr>
<tr>
<td>3</td>
<td>Supervisors</td>
<td>Competent at level 1 and 2</td>
<td>Multi agency training via local</td>
<td>Minimum three yearly following initial level 3</td>
</tr>
<tr>
<td></td>
<td>Have knowledge of the implications of key national documents and reports</td>
<td>Understand the assessment of risk</td>
<td>Be able to present safeguarding concerns in a safeguarding conference</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate ability to understand the complexity of working with families where there are safeguarding concerns</td>
<td>Be able to advise other staff and agencies regarding the management of safeguarding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|   | LSCBs Topic specific training as identified and endorsed in appraisals i.e. trafficking, sexual exploitation and honour based violence |

| 4 | Writers and Reviewers of Serious Case Reviews | Competent at undertaking internal audit |
|   | Knowledge of the key implications of writing and participating in Serious Case Reviews | Multi agency training as provided or endorsed by LSCBs |

|   | Minimum three yearly following initial level 4 training | training |
SUPERVISION RECORD

Name of Supervisor

Names of Supervisee/s present and any apologies

Overview of the issues discussed:

- Areas of good practice and how they may be supported
- Areas for development, what input may be required and how this will be monitored.
- Areas of concern that require communication to the Named Safeguarding Lead, CEO or Trustees
- Any areas of disagreement between supervisor and supervisee and how this will be communicated and monitored

Signature of Supervisor:

Designation and venue:

Date and Time: