



Safeguarding
Partnership
Board

Safeguarding Supervision: Policy statement including principles and tools

DOCUMENT PROFILE	
Document Status	FINAL
Short Title	Safeguarding Supervision Principles
Document Purpose	To provide policy principles and tools to the workforce and wider community regarding safeguarding supervision
Target Audience	Those who work with and care for children and adults at risk
Author	Performance Procedures and Audit sub group/Policy and Procedures Sub Group Adults
Publication Date	January 2016
Review Date	January 2017
Approval Route	Safeguarding Partnership Board
Contact details	safeguardingpartnershipboard@gov.je

Table of Contents:

1. Introduction.....	3
2. The aims of this policy statement are:	3
3. Why is safeguarding supervision necessary?	3
4. A definition of Supervision	4
5. The Key Functions of safeguarding supervision are to:.....	5
6. Principles of supervision.....	6
7. Confidentiality	8
8. Appendix One.....	9
9. Appendix Two.....	10
10. Appendix Three	13
11. Appendix Four	14

1. Introduction

This guidance has been produced by the Safeguarding Partnership Board in Jersey. Serious Case Reviews in Jersey support research, and the findings of other inquiries, that good supervision and support are necessary to ensure the effective protection of children, young people and adults at risk.

The document is intended to provide an overarching supervision policy statement for all staff in multi agency organisations that work with children and young people, adults at risk and their families and carers. Many agencies and services will already have existing and effective supervision processes in place. It is not intended to replace those but to support and reinforce and extend good practice and sound principles across all services/agencies

This document highlights the rights of all workers engaged in the safeguarding and protection of children and young people or adults at risk, to have access to formal safeguarding supervision

2. The aims of this policy statement are:

- To support a shared multi agency understanding of the functions of supervision
- Support agencies in developing and assuring sound safeguarding supervision practice
- To define the expectations and responsibilities of the supervisee, supervisor, the organisation and the Safeguarding Partnership Board

3. Why is safeguarding supervision necessary?

Safeguarding children and adults at risk is a challenging area of work and it is essential that the practitioners who are faced with these challenges are competent, confident, well trained and effectively supported. The implementation of Safeguarding Supervision is in response to significant case reviews and Inquiries, for example the Victoria Climbié report, in which Lord Laming remarked that regular, high quality, organised supervision is critical, as well provision for peer learning and discussion. This recommendation has been repeated in Jersey Serious Case Reviews.

The 2010 Munro review of child protection states *'Experience on its own however, is not enough. It needs to be allied to reflection – time and attention given to mulling over the experience and learning from it'*. Safeguarding supervision aims to ensure space for practitioners with the intention

of promoting safe, ethical best practice for the service user, their family, the worker, the agency and the wider community.

The practice of providing supervision supports the States of Jersey change agenda core values:

- We put the customer at the heart of everything we do;
- We take pride in delivering an effective public service for Jersey;
- We relentlessly drive out waste and inefficiency;
- We will always be fair and honest and act with integrity;
- We constantly look for ways to improve what we do and are flexible and open to change;
- We will achieve success in all we do by working better;

Practitioners and services that have a lead role in safeguarding and promoting the welfare of children, young people and adults at risk are expected and required to be able to demonstrate effective use of supervision. This includes; access to, quality and frequency of and engagement in supervision processes. These particular services will need an organisational policy and procedure for supervision that meets these requirements, which includes mechanism for standardised recording and audit. This will include the Children's Serviceⁱⁱ and Community and Social Services.

4. A definition of Supervision

Supervision is a process by which one practitioner is given responsibility by the organisation to work with another practitioner(s) in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for service users. The objectives are:

- competent, accountable practice in order to meet service specification (managerial function)
- continuing professional development (educative/development function)
- personal support (supportive function)
- linking the practitioner to the organisation (mediation function)ⁱⁱⁱ
- to provide a thinking space for practitioners where reflection can take place

The focus of **Safeguarding Supervision** is on the care provided by the practitioner to **individual children, adults at risk, their carers and families** with the aim of improving outcomes, reducing risk and increasing safety. This may include all the areas as outlined above.

Supervision can be delivered as regular one to one meetings, catch ups, 1:1s, group supervision and [peer] review.

5. The Key Functions of safeguarding supervision are to:

- ensure that safeguarding practice is competent, accountable and based on evidence, procedure, protocol and self-reflection.
- ensure that safeguarding practice is consistent with the Safeguarding Partnership Board and any single agency policy and procedures.
- ensure that practitioners fully understand their roles, responsibilities and scope of their professional discretion and authority with the result that confidence is increased.
- include reflection, scrutiny and evaluation of safeguarding work carried out, assessing the strengths and areas for development of the practitioner, supporting their development and providing managerial oversight or emotional support where required.
- ensure that key decisions and events are recorded and evident within the individual's case records.
- identify areas of need and ensure that the best interests of children, their families and adults at risk (if they lack capacity) are promoted
- assist in the promotion of anti-discriminatory practice
- [escalate](#) if necessary. The supervision agreement will specify the internal escalation process. The Safeguarding Board Multi Agency, Escalation and Resolution pathway is available on this [link](#).

With respect to individual cases, safeguarding supervision helps practitioners to keep a focus on the child/the needs of the adult at risk to avoid delay in action, to maintain objectivity and to address the emotional impact of the work.

6. Principles of supervision

The principles of Safeguarding Supervision are consistent across agencies

It is essential that supervision whether carried out on an individual or group basis is undertaken in a positive and supportive environment. The principles surrounding all forms of supervision are that:

- practitioners want to do a good job
- practitioners work best when they are clear of expectations and are suitably qualified and trained for their role
- practitioners and agencies can and will change if it makes sense to them
- support and challenge is helpful, expected and is constructive
- practitioners are clear of their accountability and professional discretion they know which decisions are within their role and when they must seek advice/consult or refer

A multi-agency workshop regarding Safeguarding Supervision was held in September 2015 at which the following were agreed as relevant for agencies to consider in development of their internal supervision policy. They are detailed in order of priority:

6.1 Methodology and Tools

Agencies should ensure:

- they have in place easy to use standard templates
- clear recording mechanisms, including decisions made in supervision being recorded on case files immediately
- use of a contract/agreement of supervision ([Appendix two](#))
- an internal escalation process will be outlined in case there are disagreements that cannot be resolved within supervision
- evaluation and action; there will be a process for capturing feedback and responding
- the model of supervision used will fit the context and organisation, provision will be flexible according to need and can include peer and group supervision

6.2 Context and experience

Agencies should ensure:

- Supervision is viewed as a collaborative process between the supervisor and supervisee
- The criteria for which cases are discussed is agreed within agencies and forms part of supervision agreements/contracts
- There is an expectation both the supervisor and supervisee will be prepared
- Supervision is fair, informed and respectful of diversity
- Supervision is seen as a safe space to develop learning that includes reflection, challenge and support and
- Is a standardised experience
- Supervision includes consideration of service user needs, agency expectations and the development of staff

6.3 Outcome focus

Agencies should ensure:

- actions arising from supervision are SMART¹
- clear decision making is evident
- clear analysis is evident ([Appendix one](#))

6.4 Service User at the Centre

The supervisor and supervisee must ensure:

- the experience of the child or adult at risk is the priority and their voice is heard.

6.5 Quality Assurance and training

Agencies should ensure:

- Supervisors and supervisees will receive training/information so the principles and purpose of supervision and its context (for example legal) is understood
- there is an organisational commitment to both providing and maintaining information/training

¹ Specific, Measurable, Achievable, Relevant and Time limited

- there is quality assurance and evaluation of safeguarding supervision, including frequency of supervision and this is evidenced ([see Appendix four](#))
- quality assurance should include periodic observation of safeguarding supervision by all line managers
- supervision is evidence based and in line with best practice guidance

6.6 Organisational commitment

- supervision is accepted by managers as essential
- time for supervision can be allocated at the beginning of the year and is protected
- time for supervision is a regular commitment

6.7 Safeguarding Partnership Board [SPB] commitment

The SPB is responsible for ensuring the overall provision of a robust safeguarding supervision process across all partners and will monitor this through a variety of mechanisms, including:

- the Safeguarding Standards Audit
- Case file audits
- Relevant actions arising from case reviews/serious case reviews

7. Confidentiality

The process of supervision is generally confidential between the supervisor and supervisee(s). The ground rules in relation to confidentiality will be made explicit, such as ownership of supervision records, retention of information. There may be occasions when it is necessary to share information with other practitioners/ managers/ external agencies/professional bodies in the best interests of the child/adult at risk in line with agency and multi agency information sharing agreements. Poor or dangerous practice will be addressed in line with agency policy and procedures.

8. Appendix One

Supervision Tool

Developing a case formulation: a seven P's perspective^{iv}

1. **Presenting problem:** Describe/summarise the main concerns and how they impact upon the adult at risk/child
2. **Pattern and onset:** From the information you have, account for when difficulties/vulnerabilities started for the service user. What patterns have you or others noticed?
3. **Predisposing factors:** What is your understanding of historical influences which may be impacting?
4. **Precipitating factors:** What is your understanding of the trigger events or occurrences that precede more acute risks/concerns?
5. **Perpetuating factors:** What is likely to still influence (or maintain) the difficulties/concerns?
6. **Protective factors:** What has (or could) offer a protective buffer against the difficulties or concerns?
7. **Prognosis:** Based upon the above what is your estimation of the likelihood of the concerns/difficulties continuing, stopping or at least being halted?

9. Appendix Two

Example Supervision agreement^v

Between:

Supervisor _____

Supervisee _____

Purpose:

- To ensure that safeguarding practice is competent, accountable and soundly based.
- To ensure that safeguarding practice is consistent with the Safeguarding Partnership Board and organisational procedures.
- To ensure that there is full understanding of roles, responsibilities and scope of professional discretion and authority
- To include reflection, scrutinising and evaluation of safeguarding work carried out, assessing the strengths and areas for development and provide coaching of development, managerial oversight or emotional support where required.
- To ensure that key decisions are recorded and evident within the vulnerable individuals case records.
- That the best interests of children, their families and adults at risk are promoted
- The promotion of anti discriminatory practice

Arrangements

Frequency _____

Length _____

Location _____

Recording _____

Storage _____

Content and focus of the supervision:

1. Agreeing the agenda
2. Reviewing your work via discussion, reports and observation

3. Agreeing and monitoring action plans/recording in relation to the child/adult at risk
4. Development of your skills, knowledge and value base by reflecting on your performance
5. Identifying your developmental needs and action planning how to meet them
6. Providing space for you to reflect more generally on your experience of or feelings about the work
7. Reviewing this supervision agreement, including your feedback about the progress of supervision

Commitment of supervisor and supervisee

Both parties need to make a commitment to supervision if it is to work effectively. Both the supervisor and supervisee need to be aware of their professional responsibility and accountability.

Together we will:

Demonstrate reliability, have a creative and problems solving approach to work, working to find solutions in consultation and appreciating the contribution of others,

Demonstrate persistence, flexibility, adaptability, resilience and determination in our work place and in the multi-agency environment,

Take personal responsibility for doing things well, assessing need, planning and delivering the best possible outcomes for service users,

Share own knowledge and experience with others and offer constructive feedback to support development,

Make explicit authority, expectations, rights and responsibilities in working towards agreed goals,

Show commitment to diversity and inclusion.

The supervisee will:

1. Accept that participation in supervision is an essential part of their role and agree to attend sessions as required.
2. To proactively select cases for discussion so that knowledge and skills relating to safeguarding can be enhanced
3. Implement agreed actions and recommendations from supervision sessions
4. Be proactive in progressing their own professional development in this area

5. Maintain appropriate records as required by their agency and in line with the [Safeguarding Partnership Board safeguarding procedures](#)

Supervisors will:

1. have sufficient knowledge, experience and training to carry out safeguarding supervision
2. Provide a professional environment for safe, reflective practice
3. Promote an open, supportive and respectful relationship with supervisees
4. Review case records with the group/individual as part of the supervision process
5. Be accountable for their own practice and development
6. Ensure confidentiality except in those areas previously outlined
7. Ensure there are no interruptions other than an emergency
8. Be open to constructive feedback and reflect on ways to improve the supervision process
9. Complete the appropriate documentation of each session and ensure it is stored securely, in line with organisational requirements.
10. Provide each supervisee with their related documentation if part of agency practice.
11. Provide constructive feedback appropriate for the level and knowledge of the supervisees
12. Receive supervision for safeguarding in their agency in order to maintain their own standards and receive support
13. Maintain appropriate records and participate in any audit of supervision.
14. Refer any supervisee where practice is a concern, to the appropriate manager, in order to expedite changes in practice or learning to take place

What we will do if there are difficulties working together

Signed:

Date:

To be reviewed: agreed time period

10. Appendix Three

Example Supervisees Reflective Record^{vi}

This form can be used as part of a personal development plan if appropriate. Each supervisee is responsible for removing any identifying factors of patient or other staff identifiable information must not be included in this form. It can then be placed in their professional portfolios as part of their reflective practice record

To be retained by the practitioner:

Safeguarding Supervision, supervisees record (to be retained by the practitioner):	
Name of Supervisor:	Date:
What was the issue?	
Action taken?	
What have I learned?	
What will I do differently?	
What are my training needs?	
Other thoughts	

11. Appendix Four

Example of questionnaire for evaluating supervision arrangements [supervisee]

Your knowledge, skills, competence and confidence in identifying and responding to safeguarding issues

On a scale of 1-7 how would you rate your current practice with regards to the following competencies around safeguarding: (1 being poor practice and 7 being excellent practice). *Please note this is self reported.*

Competencies	Scale (please circle)	Comments/action
1. Professional practice		
a. Identifying children in need or at risk/adults at risk	1 2 3 4 5 6 7	
b. Taking appropriate action after identification of risk	1 2 3 4 5 6 7	
c. Taking appropriate action when faced with the unexpected	1 2 3 4 5 6 7	
d. Responding to complex ethical and professional issues	1 2 3 4 5 6 7	
e. Responding to challenges to your decision-making and judgements	1 2 3 4 5 6 7	
f. Utilising a range of strategies to instigate agencies to take action	1 2 3 4 5 6 7	
g. Sharing information with appropriate agencies	1 2 3 4 5 6 7	
h. Knowing when to seek guidance e.g. through supervision	1 2 3 4 5 6 7	
i. Making complex decisions about level of risk	1 2 3 4 5 6 7	
j. Being aware of vulnerability and risk	1 2 3 4 5 6 7	
k. Knowing own and others' responsibilities	1 2 3 4 5 6 7	
Competencies	Scale (please	Comments/action
2. Communication and record keeping		
a. Recording accurate information	1 2 3 4 5 6 7	
b. Differentiating between fact and opinion	1 2 3 4 5 6 7	
c. Presenting information in informal circumstances (team meetings)	1 2 3 4 5 6 7	
d. Presenting information in formal circumstances (case conference)	1 2 3 4 5 6 7	

e. Communicating with other professions and agencies	1 2 3 4 5 6 7	
--	---------------	--

Overall	Comments/action
<ul style="list-style-type: none"> In relation to your knowledge, skills and competence in managing safeguarding issues, what would you regard as your strengths? 	
<ul style="list-style-type: none"> In relation to your knowledge, skills and competence in managing safeguarding issues, what would you regard as your weaknesses? 	
<ul style="list-style-type: none"> Do you feel you have an adequate support network? 	
<ul style="list-style-type: none"> Where do you take issues in practice if a problem arises with regard to working with other professionals, outside case supervision? 	
<ul style="list-style-type: none"> Please circle your response to the following statement; I am confident about managing safeguarding cases: 	<ol style="list-style-type: none"> Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

Example of evaluating safeguarding supervision arrangements [supervisor]

On a scale of 1-7 how would you rate your current practice with regards to the following competencies around safeguarding supervision: (1 being poor practice and 7 being excellent practice). *Please note this is self reported.*

Competency	Scale [please circle]	Comments/action
Understands the purpose and key tasks of supervision	1 2 3 4 5 6 7	
Understands and can explain own agency and SPBs supervision approach and policy	1 2 3 4 5 6 7	
Understands and can explain the boundaries of supervision	1 2 3 4 5 6 7	
Understands and can explain the four functions of supervision	1 2 3 4 5 6 7	
Can negotiate a mutually agreed supervision contract and explain the elements including any parts that are non-negotiable	1 2 3 4 5 6 7	
Can record supervision appropriately	1 2 3 4 5 6 7	
Can ensure clarity about follow up action and responsibilities at the end of supervision	1 2 3 4 5 6 7	
Ensures supervision maintains the needs of service users at the centre of the process	1 2 3 4 5 6 7	
Establish and deliver a regular pattern of supervision, an agenda and maintain appropriate boundaries	1 2 3 4 5 6 7	

Competency	Scale [please circle]	Comments/action
Can give feedback in a way that is clear, specific and balanced	1 2 3 4 5 6 7	
Can focus on both content and process	1 2 3 4 5 6 7	
Can highlight and challenge discriminatory attitudes and behaviour	1 2 3 4 5 6 7	
Is clear about and comfortable with the authority of the supervisory role	1 2 3 4 5 6 7	
Is sensitive to individual differences, due to age, race, gender, disability, sexual orientation, class and religion and demonstrates awareness of the impact of his/his own behaviour on supervisees	1 2 3 4 5 6 7	
Demonstrates sensitivity to the stage of development, personality and previous experiences of the supervisee	1 2 3 4 5 6 7	
Uses own supervision constructively	1 2 3 4 5 6 7	
Seeks feedback from supervisees, peers and managers and is aware of own supervisory strengths and weaknesses	1 2 3 4 5 6 7	

ⁱ <https://www.gov.uk/government/publications/munro-review-of-child-protection-final-report-a-child-centred-system>

6.11

ⁱⁱ Management Standards for Children’s Services in Jersey 2015 f) **Improving practise in Supervision as a way of supporting staff**

- Development of a standard supervision pack and template
- Development of a shared supervision rota for each team
- Ensuring supervision is at least monthly for all staff
- All staff supervision folders for each team are stored in the TMs office securely
- Supervision records reflect critical thinking and cover all the risks in the case
- Case conference reports are agreed by line manager
- Child protection plans are agreed and signed off by the TM
- Care plans are agreed and signed off by the TM and court care plans by the HOS
- PRAs are undertaken robustly each year and reviewed in line with HR policy and reflect progress against SIP , Team plan and organisational as well as individual targets
- Developing group supervision sessions/action learning sets re complex cases and issues

ⁱⁱⁱ Morrison Tony (2005) Staff Supervision in Social Care

^{iv} Adapted by Richard Swann from materials available at www.psycheck.org.au

^v Based on agreement provided by Swann, Richard (2015) Supervising to Safeguard training, Independent Social Care Consultant and Trainer

^{vi} Bell, Barbara (2015) Safeguarding Supervision, Family Nursing and Home Care