

Supervision

Background: Supervision is a process by which one practitioner is given responsibility by the organisation to work with another practitioner in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for service users by: 1) ensuring competent/accountable practice and performance; 2) facilitating continuous professional development; 3) linking the practitioner to the organisation; 4) providing a thinking space for practitioners where reflection can take place.

Why It Matters: Safeguarding children and adults at risk is a rewarding and also challenging area of work. It is essential that practitioners are competent, confident, well trained and effectively supported. Serious Case Reviews in Jersey and significant UK SCRs and Inquiries (eg Victoria Climbié report) show that good supervision and support are critical to ensure effective protection of children, young people and adults at risk. Organisations have a duty of care to their workforce and good-quality supervision can support well-being, job satisfaction and can support workforce retention.

Consider: How can supervision support a learning culture within your organisation? How do you ensure that supervision time is valued and protected? Think about the environment in which supervision takes place – does it enable effective support? Is it free from interruptions? Can confidentiality be maintained? How do you ensure the quality of supervision within your organisation? Do you need further training or support on the process? What supervision tools does your organisation use? How will you know supervision is making a difference?



Information: Practitioners & services that have a lead role in safeguarding & promoting the welfare of children, young people and adults at risk are expected and required to demonstrate effective use of supervision. Supervision is a safe space to develop learning that includes reflection, challenge and support. It includes consideration of service user needs, agency expectations and the development of staff. The supervisor and supervisee must ensure that the experience of the child or adult at risk is the priority and their voice is heard.

What To Do: Agree supervision time at the beginning of each year and ensure it is protected. Whether you are a supervisor or supervisee, ensure you have a supervision contract setting out your expectations of the process and the parties involved. Make sure your organisation's supervision policy is embedded within practice. Look at the SPB's Safeguarding Supervision Policy Statement which includes tools for use in analysis, recording and evaluation. Download the Research in Practice Reflective Supervision pack and other resources for further information and tools.

Supervision can happen in a variety of ways and should occur regularly - best practice suggests 4-6 weeks. It requires organisational commitment including acceptance by managers and allocated & protected time. Organisations should ensure that actions arising from supervision are SMART and clear decision-making and analysis is evident. It should be evaluated, including through periodic observation by all managers, and the quality assurance process should be evidenced. This allows a learning culture to take root.

Supervision is a collaboration between supervisor & supervisee and should enable the practitioner to have a clearer view of what the child, adult at risk, family and organisation require, what actions are most likely to produce the best results & what to do next to improve outcomes, reduce risk & increase safety. The process is usually confidential between supervisor & supervisee unless it is in the best interests of the child/adult at risk to share information with other professionals. Poor or dangerous practice will be addressed in line with agency policy and procedures.