LAMBETH SAFEGUARDING ADULTS BOARD

ADULT SAFEGUARDING SUPERVISION FRAMEWORK AND TOOL

Aims of this supervision framework

The Lambeth Safeguarding Adults Board aims to promote and develop a culture that values and engages in regular safeguarding supervision. It recognises that adult safeguarding work can be complex and demanding, and often requires staff to make urgent and sometimes difficult decisions while under pressure. Effective supervision is essential to support those practitioners responding to safeguarding concerns and undertaking safeguarding enquiries. Supervision ultimately enhances the quality of safeguarding practice by advancing a practitioner's emotional resilience, in addition to their safeguarding knowledge, skills and values.

Each Board members' own organisation should have a supervision policy which sets out their requirements around supervision. This framework has been written to provide some specific guidance on supervision in the context of adult safeguarding which organisations can use and adapt to the context of their own organisation.

The *Care Act (2014) states:*

Skilful and knowledgeable supervision focused on outcomes for adults is critically important in safeguarding work. Managers have a central role in ensuring high standards of practice and that practitioners are properly equipped and supported. It is important to recognise that dealing with situations involving abuse and neglect can be stressful and distressing for staff and workplace support should be available (14.202).

Principles of adult safeguarding supervision

Supervision must:
- Provide a safe environment for practitioners to share their experience(s)
- Acknowledge the emotional impact of the work
- Facilitate reflection and understanding
- Enable constructive professional challenge where risks are not being managed
- Keep a focus on the adult at risk
- Ensure that practice is consistent with the Lambeth Safeguarding Adults Board Policy and your organisation's own procedures

Model of adult safeguarding supervision

"There is limited evidence base for adult safeguarding supervision models. This means that the supervision space is "*vulnerable to becoming one that is solely driven by an organisational demand to be assured that practice is safe*" (Wallbank & Wonnocott, 2016: 4).

The restorative supervision model developed by Wallbank & Wonnocott (2016), has been recognised as an effective model for safeguarding supervision. The underlying premise of this model is that developing resilience within the staff group and enabling practitioners to work positively with emotions is not an optional extra within safeguarding but is a fundamental aspect of the supervisory relationship.

Safeguarding supervision must provide a safe space for practitioners engaged in this highly emotive work, to talk about their experiences. It should enable practitioners to develop their capacity to use their experiences to review their practice, think reflectively about the effectiveness of their decisions and receive feedback on their performance. It should be a space where good work can be acknowledged and where work needing improvement, is proactively addressed.

Types of supervision

- **Individual supervision** is a form of 1:1 supervision for staff where the space is used to discuss the safeguarding concerns (either current or past) and where relevant, the enquiry process and outcome. The sessions are planned and pre-arranged in advance and usually reflected in a jointly signed contract

  For Designated, Named and Lead staff individual supervision will be more strategic and be based on a framework of assurance and oversight of roles and responsibilities. This can also include complex case discussion and escalated issues on case management.

- **Group Supervision** is defined as "A negotiated process whereby members come together in an agreed format to reflect on their work by pooling their skills, experience and knowledge in order to improve both individual and group capacities" (Morrison, 2001). Some of the benefits of group supervision include promoting a culture of team/peer support and accountability, keeps focus on the process as well as a task and it fosters a sense of group or team cohesion.

- **Ad hoc supervision** provides advice and support outside of set supervision sessions. Staff should approach their organisational leads initially who will record the discussion and advice given. Staff should have access to daily ad hoc supervision for urgent and routine work. This type of supervision does not require a contract.

Recording and frequency of supervision

Regular, high quality safeguarding supervision is an essential element of effective arrangements to safeguard adults at risk. Formal supervision should be a prioritised, planned event in line with your organisations' supervision policy. **The frequency of supervision will be dependent upon the organisation and the specific role of the practitioner**.

Additional ad-hoc supervision should be available as and when required. As a minimum, the 'plans and actions' decisions about a specific case that are made during supervision should be recorded on the adult at risk's record.

Alternative robust arrangements should be known and understood by all employees in the case of any long term absence of their regular supervisor e.g. sickness/staff vacancy.
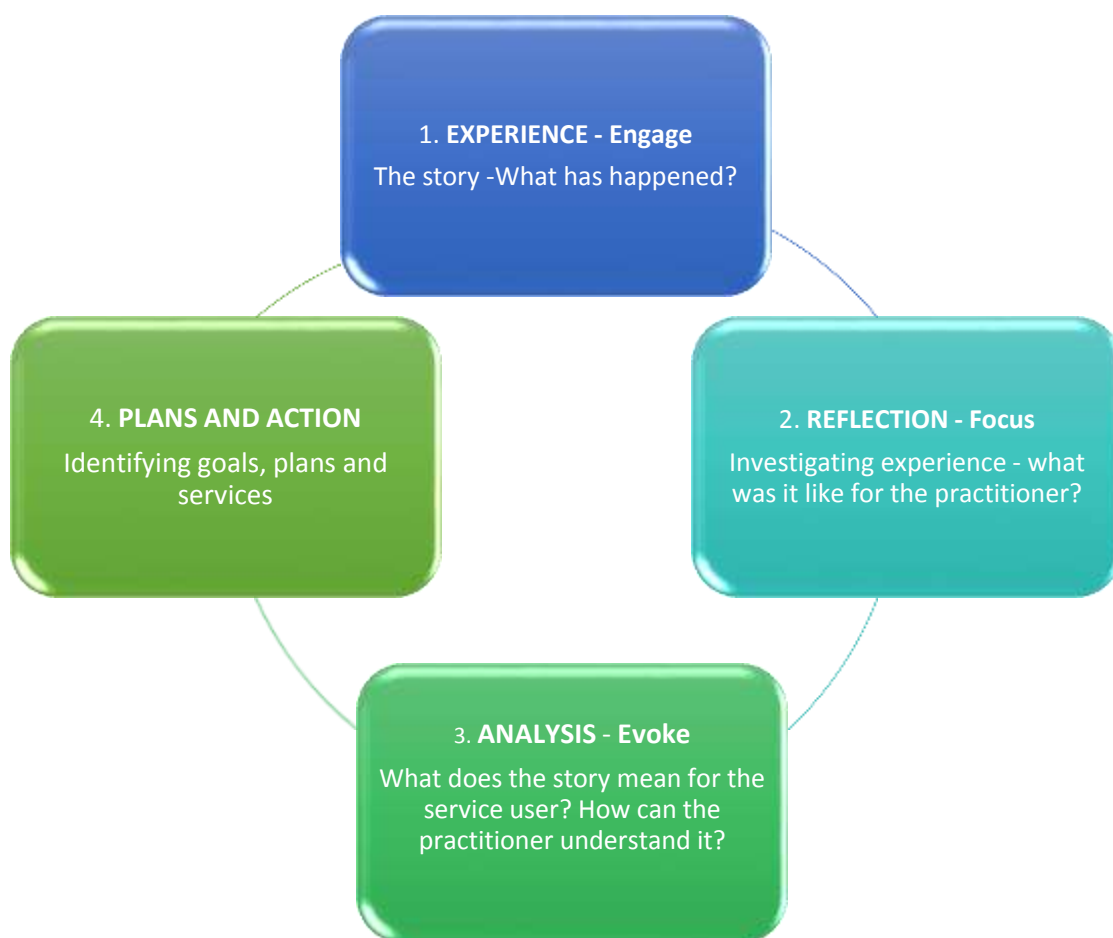
Role of the Supervisor

The provision of safeguarding supervision must be undertaken by practitioners who are trained to deliver supervision and who have expert knowledge of safeguarding. An adult safeguarding supervisor, will recognise the impact that this often highly emotionally charged work, will have on their supervisees. The enclosed supervision tool in appendix A is based on a restorative supervision model which provides a method to ensure reflection and analysis on cases. The accompanying guidance for supervisors in appendix two, supports this.

Often the stages of reflection and analysis are not included in supervision because there is a tendency is to jump directly from the experience to plans and action. *The supervisor should consider remaining silent (non-verbally acknowledging they are listening) in the first part of this process.* This enables the practitioner the space to talk through the entire case experience uninterrupted. By enabling the practitioner to reflect independently first – the supervisor enables ownership of the learning.

Pattern identification, considering research evidence and own practice experience all take place within a supportive supervisory space. The tool encourages the supervisor to use the knowledge gained from the reflective process to help the supervisee understand what life is like for the service user, explore different perspectives and weigh up alternative ideas.

The supervisor is encouraged to analyse, rather than adopt a defensive position in favour of their own practice - this occurs best when both supervisor and supervisee are able to think clearly. If the supervisee is still overwhelmed by their own experiences they are unlikely to be able to take in the discussions. The supervisor needs to be sensitive to this fact and indeed consider whether the supervisee may be burnt out and needing a break from the case (e.g. case should be re-assigned to a new practitioner).

The Supervision Cycle and Safeguarding Restorative Supervision[1]

1. EXPERIENCE - Engage
The story -What has happened?

4. PLANS AND ACTION
Identifying goals, plans and services

2. REFLECTION - Focus
Investigating experience - what was it like for the practitioner?

3. ANALYSIS - Evoke
What does the story mean for the service user? How can the practitioner understand it?

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[1] Taken from Safeguarding Restorative Supervision – Supporting supervisors to work confidently with emotion and challenge in safeguarding Wonnacott/Wallbank 2016

Adult Safeguarding Supervision Reflective Tool: *(can be uploaded into supervision record)*

Type of supervision: Group supervision / 1:1 adult supervision
Name and designation of Safeguarding Professional:
Supervision date and time:
Attendees:

1. Describe your experience: The safeguarding concern - What has happened?	
DESCRIBE YOUR EXPERIENCE - Engage	Summary of responses during discussion:
• What is/was my experience of the safeguarding concern/enquiry? • The story - What is happening/has happened?	

2. Reflection – What was your experience of responding to this safeguarding concern?	
MOVE TO REFLECTION – Focus	Summary of responses during discussion:

• Investigating your experience - what is/was it like? How did this make me feel?
• What is this evoking for me and what is this linked to?
• What internal factors influenced my decision-making?
• What is/was I trying to achieve? Why am I/ did I intervene as I did?
• Did it achieve the results that were hoped for?
• What are/were the consequences of my actions for:
    - myself?
    - the service user/family?
    - other people involved in the situation?
• What other choices do/did I have?	

3. Analysis- Understanding the meaning

ANALYSING MY RESPONSES - evoke	Summary of responses during discussion:
• How do I understand the experience of the service user now? • What are the factors influencing this situation of abuse/neglect? • What are the reasons behind why the person(s) is in this situation? • What is stopping the individual from changing/accepting support? • How do I now feel about this experience? • How have I made sense of this experience in the light of my personal and professional past experiences?	

4. Plans and action - Identifying goals, plans and services

PLANS AND ACTION – next steps	Summary of responses during discussion:
Identifying goals, plans and services - • What do I need to do now? • What does the person/family say they want? • What factors might constrain my responding in new ways? • What continued risks exist that I need to address? • Does the situation need to be escalated to the Legal team?	

Name of Practitioner:
Signature of Practitioner:

Appendix B: Adult Safeguarding Supervisor guidance tool:

1. Experience - *NOTICE THE EMOTIONAL IMPACT - Containment*

Supervisor Role

- Listen actively without interrupting
- Open questions: T*ell me about the experience? Then what happened? How was that for you?*
- Elicit *accurate* observations of *the emotional impact* the safeguarding case has impacted your supervisee
- Ask them how the situation/case made them feel? *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 safeguarding issue rather than the service user.

Key tasks of this stage: Safe Space, engage with the experience, observe accurately, recognise significant information, containment of the individual, develop their capacity to slow down their thinking to reflect appropriately on the case.

2. REFLECTION - *ENABLE A SAFE SPACE - Non judgement*

Supervisor Role

- Listen in a non-judgmental way –*remaining silent while listening is helpful.*
- Know when to challenge and support connection - *What felt good about that? What didn't feel good?*
- How did you feel about this experience when it was happening?
- Did other people/professionals react in the same way?
- How do you think the service user felt about it? How do you know this? Could you have been mistaken?
- Is there anything else you could have done, but didn't? What do you think stopped you from doing this?

Key tasks of this stage: Challenge assumptions and biases driving practice, individual learning and personal development.

3. ANALYSIS - GUIDE – *expertise and facilitation*

Supervisor Role

Translating reflective experience into professional evidence:

- What does the story mean?
- Why might this situation be happening for this individual? What has influenced it?
- What is the impact of the situation on the individual?
- What might you need to do differently now?
- How has this experience changed the way you might deal with this type of situation or this type of work in the future?

Key tasks of this stage: Understand the meaning of information and behaviour, focus on strengths, evaluate risk and remain "risk sensible", creative thinking, understand organisational requirements.

4. PLANS AND ACTION - SUPPORTING – *agreeing best next steps*

Supervisor Role

Consider supervisees position -

- Does the proposed plan of action seem appropriate?
- Does the supervisee need additional support given the serious risks?
- Is the supervisee too burnt out to contribute to a shared understanding of what needs to be done? If so, does the case need to be reassigned to another practitioner?

Key tasks of this stage: Creative solutions, collaboration with others, challenging others and organisational assurance.