

Signs of...*

Group Supervision Guidance

*Safety / Wellbeing / Success



Knowsley Social Work Academy



KNOWSLEY
SAFEGUARDING CHILDREN
PARTNERSHIP



Knowsley Council

This guidance was produced by Knowsley Social Work Academy as part of the Signs of Safety implementation project to support practitioners in becoming confident at using the Group Supervision model as part of their practice.

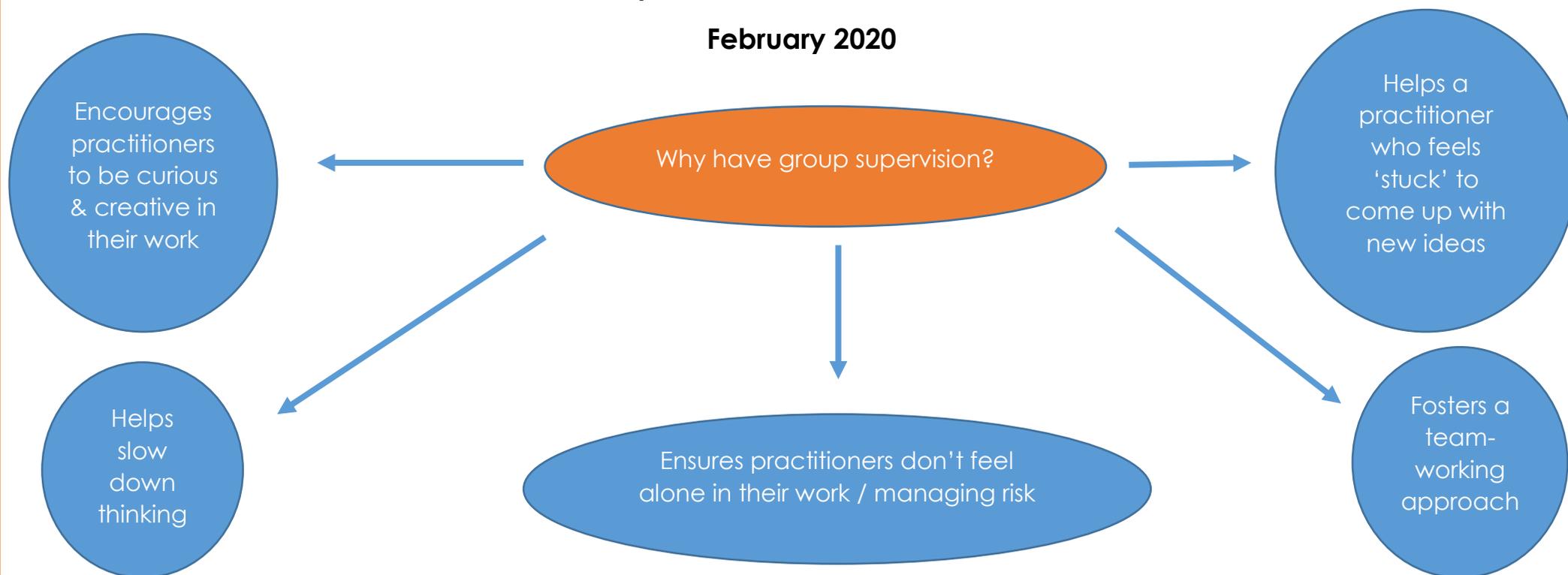
This guidance can be used by any agency, at any level of intervention.

Each Group Supervision session should be led by a Signs of Safety Champion / Practice Lead or a Manager within the service.

As well as being a model that agencies can use “in-house”, the model can be used as a multi-agency tool, again being chaired by a Champion/Practice Lead or Manager, where professionals across a number of agencies are stuck as to how best to support a family.

Within Children’s Social Care, the Group Supervision model will replace the Complex Case Discussion and the session will be uploaded onto the child’s records on ICS.

February 2020



Who takes part?

CASE HOLDER x 1

The Case Holder needs to share a 4 minute summary about the family and needs to know what they want to get out of the session (is there one area of work or concern they would like to move forward on). The Case Holder will also record the session in the Group Supervision Template immediately after the session.

FACILITATOR x 1

The Facilitator structures the meeting and sets the ground rules. The facilitator ensures the structure is stuck to; the session is safe and non-judgemental of the case holder. The Facilitator asks the Case Holder questions (their own and ones from Group Members) and is supported by the Advisor. Note – only the Facilitator is allowed to speak to the Case Holder.

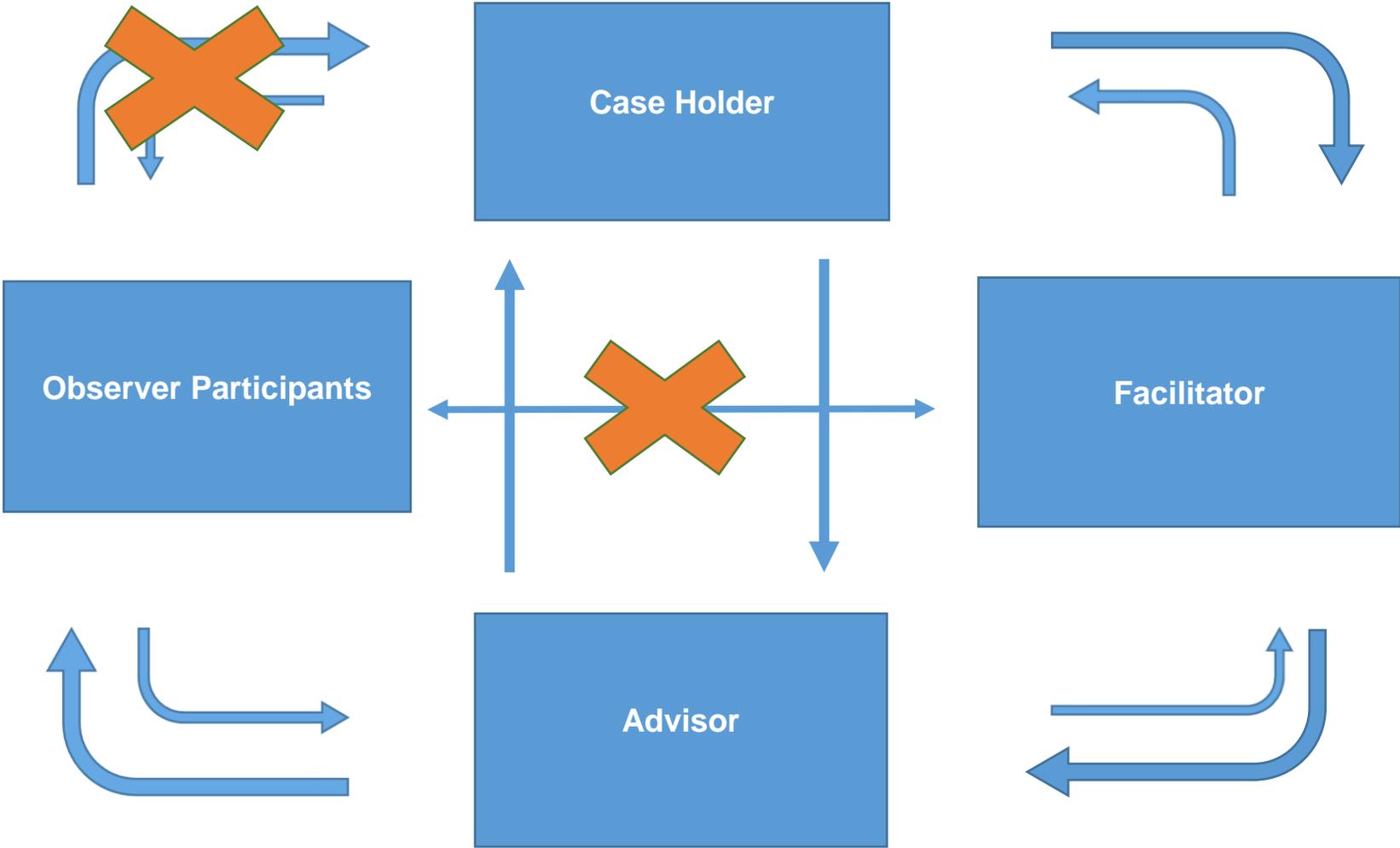
ADVISOR x 1

Advisor keeps time and offers the Facilitator advice when asked for. The Advisor also takes questions from the Group Members and feeds them to the Facilitator.

OBSERVER PARTICIPANTS x 1 - 7

Take notes, formulate ideas, and write danger statements, safety goals & scaling questions. Any questions they have should be written down and passed to the Advisor when asked; Observer-Participants do not speak to the Facilitator or Case Holder at all.

Who can talk to who?



What do we do?

(In 20 easy steps!)

1

The Facilitator asks the Case Holder to introduce themselves and the family they are working with.

They simply how long they have worked with the family and the stage the family are at (Assessment, CIN, CP, CLA etc) and list the professionals who are also working with the family.

2

The Facilitator asks the Case Holder explain the family genogram.

The Facilitator draws this, asking questions about relationships, locations and support roles.

The Facilitator also checks the family's ethnicity if this wasn't shared in the introductions.

3

The Facilitator asks the Advisor if anyone has anything that they need to clarify re the genogram.

At this stage the Advisor may ask a question or may put it to the Observers Participants to see if they have any questions.

Note - these are questions to clarify, not "where does Dad live, who sees the children" type questions.

4

The Facilitator asks the Case Holder to talk about the critical issues/reasons that they are involved with the family for.

Everyone takes their own notes and the Facilitator write theirs on the board, using the Case Holder's language.

The Advisor sets a 4 minute timer. This 4 minutes is UNINTERRUPTED. If the Case Holder doesn't use all 4 minutes, that's fine, move on to step 5.

5

The Facilitator asks the Advisor if anyone has anything that they need to clarify re the critical issues.

Again, the Advisor may ask a question or put it to the Observer/Participants.

Note - this is for clarity not to ask questions about the case work.

6

The Facilitator asks the Case Holder what they would like to achieve from the session.

This helps the Group Members to focus their thinking during the session.

7

The Facilitator asks everyone to spend 6 minutes silently writing down some good questions that will help the group populate the 'What's working well?' column.

The Advisor sets a 6 minute timer.

What sort of questions?

Think about questions that will give you Existing Strengths e.g.

- "What would the child say they like best about Mum / Dad / Foster Carer?"
- What would Nan say is the best thing Mum does for the children?
- What do you enjoy doing with your children?
- What would the child / Family Support Worker say is the best thing about Family Time?

Think about questions that will give you Existing Safety / Wellbeing / Success' e.g.

- "Tell me about a time Dad wanted to drink alcohol but didn't because the children were around. What did he do?"
- "Tell me about a time you really didn't want to go into school but managed it. Who helped you?"
- "Tell me about a time you nearly didn't turn up for Family Time but then did. What helped you get there?"

8

Once the 6 minute timer goes off, the Facilitator asks some people to share a question or two with the group.

9

The Facilitator asks the Case Holder some of the questions that they / the group have written and writes the answers in the 'What's working well' column.

If the Case Holder doesn't know the answer that is fine – this may be a question they ask the family at a later date.

10

The Facilitator asks everyone to spend 6 minutes silently writing down some good questions that will help the group populate the 'What are we worried about' column.

The Advisor sets a 6 minute timer.

What sort of questions?

When writing your questions, remember the answers need to demonstrate impact on the children. If we are worried about alcohol use for example, should we be worried if Mum gets drunk on a night out? Only if there is an impact on the children, so make sure your questions get you helpful answers e.g.

- "What would Mum say was the worst time that Dad got drunk when the children were at home?"
- "What is the longest number of days in a row that the child has not gone to school for?"
- "What has been the most number of times in a row that Mum hasn't turned up to Family Time and left the children waiting for her? When did this happen?"

11

Once the 6 minute timer goes off, the Facilitator asks some people to share a question or two with the group.

12

The Facilitator asks the Case Holder some of the questions that they / the group have written and writes the answers in the 'What are we worried about' column.

If the Case Holder doesn't know the answer that is fine – this may be a question they ask the family at a later date.

13

The Facilitator asks everyone to write a danger/worry statement in silence.

The Advisor sets a 6 minute timer.

14

Once the 6 minute timer goes off, the Facilitator asks some people to share their danger / worry statement with the group

Danger / Worry Statements

Danger / Worry statements are always written in the same way:

Who is worried?

- List the people

What are they worried about?

- Give an example of what has happened

Why are they worried?

- Say again who is worried and say what they are worried may happen to the child if the worries don't get sorted out?

15

The Facilitator asks everyone to write a safety / wellbeing / success goal in silence.

The Advisor sets a 6 minute timer.

16

Once the 6 minute timer goes off, the Facilitator asks some people to share their safety / wellbeing / success goal with the group.

Safety / Wellbeing / Success Goals

Safety / Wellbeing / Success Goals are always written in the same way:

Acknowledge something positive in the family

- List the people who you listed in the danger/worry statement and state that they can see that (whatever they are doing well)

State that

- “In order for (the people listed above) to not be worried about [children], Mum/Dad/Carers need to find some safety/support people and they need to come up with a plan that shows (the people listed above) that...

What do you want to see for the children in the future?

- Say what you want the family to be able to show you...
 - ...that they can live together without arguing
 - ...that they can have good Family Time without the children worrying that parent's won't turn up
 - ...if Mum wants to get drunk the children will be cared for.

17

The Facilitator asks everyone to write a scaling question for their statement / goal.

The Advisor sets a 4 minute timer.

18

Once the 4 minute timer goes off, the Facilitator asks some people to share their scaling questions with the group.

Scaling Questions

On a scale of 0 to 10 where 10 means...and 0 means...where would you scale this situation today?

Always define 10 first.

10 is the best, yet realistic thing you want to see happening for this family in terms of lived experience / impact on the children.

0 is the worst, yet possible thing that may happen for this family in terms of lived experience / impact on the children.

19

To end the session the Facilitator asks the Case Holder two questions...and the Case Holder answers honestly!

1. On a scale of 0 to 10 where means this session was really useful, it met all your expectations and you have some new ideas of how to work with the family and 0 means that it was the worst hour of your life and you wish you hadn't bothered coming to the session as you feel more confused than you did at the start, where would you scale this process today?
2. What got you up to a?

20

The Case Holder is given all the Danger / Worry Statements, Safety / Well-being / Success Goals, Scales and Questions to take away, record in the supervision template and consider how they may use them in the next phase of work with the family.

Signs of...*

Group Supervision Template

*Safety / Wellbeing / Success



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DATE OF SESSION:

ATTENDEES & ROLES

Role	Name	Job Title
Case Holder		
Facilitator		
Advisor		
Observer Participants		

SUMMARY OF THE CRITIAL ISSUES / REASONS FOR INVOLVEMENT WITH FAMILY:

WHAT'S WORKING WELL – QUESTIONS I WANT TO ASK FOLLOWING THIS SESSION:

WHAT ARE WE WORRIED ABOUT – QUESTIONS I WANT TO ASK FOLLOWING THIS SESSION:

EXAMPLE DANGER / WORRY STATEMENTS FROM THE SESSION:

EXAMPLE SAFETY / WELLBEING / SUCCESS GOALS FROM THE SESSION:

EXAMPLE SCALING QUESTIONS FROM THE SESSION:

ANY OTHER NEXT STEPS / REFLECTIONS FROM THE SESSION: