

SAFEGUARDING SUPERVISION POLICY AND PROCEDURES

INTRODUCTION

ACCPI has in place a range of systems and processes to help meet the association's safeguarding obligations, both in respect of safeguarding adults and children. This includes arrangements for safeguarding supervision. High quality supervision is the cornerstone of effective safeguarding of adults, children and old people, because working to ensure that clients are protected from harm requires sound professional judgements. It is demanding work that can be distressing and stressful.

Supervisors should be available to practitioners as an important source of advice and expertise and they may be required to endorse judgements at key points in time and to document these decisions within the client's case records. Safeguarding supervision is separate and additional to clinical supervision and does not replace it.

PURPOSE

The purpose of this policy is to provide specific guidance on the implementation and utilisation of supervision within the context of safeguarding and set out ACCPI arrangements for, and approach to the provision of effective safeguarding supervision for supervisees. Good quality safeguarding supervision can help to: keep a focus on the patient; avoid drift; maintain a degree of objectivity and challenge fixed views; test and assess the evidence base for assessment and decisions; and address the emotional impact of work.

DUTIES AND RESPONSIBILITIES

The Chair of the Ethics Committee is responsible for ensuring ACCPI meets its safeguarding obligations. The Chair is responsible for:

- having a safeguarding supervision policy in place
- identification of systems and processes to ensure its implementation and maintenance. This includes staff training and support for supervisors and supervisees
- co-ordinating safeguarding supervision compliance measures within ACCPI
- support the implementation of the policy with their areas of responsibility
- all individuals covered by the scope of this policy (including themselves if relevant) access effective safeguarding supervision in accordance with this policy.

Practitioners have dedicated and planned time specifically set aside to meet their supervision needs. An appropriate supervisor provides the supervision sessions. Supervisors should be trained in safeguarding supervision skills and have up to date knowledge of the legislation, policy and research relevant to safeguarding and promoting the welfare of children/adults as relevant. All ACCPI members are responsible for accessing supervision as relevant to their role and as guided by this policy.

Individual accountability

The process of supervision is underpinned by the principle that each practitioner remains accountable for his/her own practice and as such his or her own actions within supervision. Safeguarding supervision does not replace nor should it delay the individual's responsibility to refer concerns about children or vulnerable adults to statutory agencies where there are concerns that a child or adult may be at risk of significant harm.

Supervisor's responsibilities

- Ensure they have received sufficient training in supervision skills and have up to date knowledge of the legislation, policy and research relevant to safeguarding and promoting the welfare of children and adults.
- Be accountable for the advice they give.
- Identify when they do not possess the necessary skills/knowledge to safely address issues raised and redirect the supervisee accordingly.
- Set and agree a contract with the practitioner and ensure that supervision is conducted within a safe, uninterrupted environment.
- Discuss management of individual safeguarding cases to explore and clarify the management and thinking relating to the case.
- Provide clear feedback to the supervisee and identify who is responsible for implementing any required actions resulting from the supervision.
- Share information, knowledge and skills with the supervisee.
- If required, constructively challenge personal and professional areas of concern.
- Where supervision relates to a specific case, review documentation relevant to discussions in case records, reports and statements, write in the record that supervision has occurred and sign the record as part of the supervision session. Document the areas of concerns discussed and identify where information will need to be shared with other agencies/professionals, or the child/family.

The practitioner's or supervisee's responsibilities

The practitioner has a responsibility to ensure that they receive the most effective and timely support, which is:

- To familiarise themselves with the Safeguarding Supervision Policy and to ensure that the principles are applied to practice.
- To understand their responsibilities in relation to safeguarding.
- To attend Safeguarding training
- To attend safeguarding meetings if required
- To take responsibility for ensuring they receive safeguarding supervision.
- To maintain accurate, meaningful and contemporaneous records and documentation.
- To document all actions in the patient's notes.
- Complete necessary supervision documentation prior to each supervision session.
- Prioritise issues/cases to be discussed at each session.
- Identify issues for exploration and improvement of practice.
- Develop practice as a result of supervision.
- Share issues and explore interventions that are useful.
- Be prepared for constructive feedback/challenge
- Reflection on practice is positively encouraged.
- Where areas of concern are identified, the practitioner has a responsibility to address these with their supervisor.

PROCEDURE

Principles of safeguarding children supervision

Safeguarding children supervision takes place in order to:

- Ensure the quality and safety of services to children, young people and their families.
- Provide formal support and guidance for all psychotherapists working with children, young people and families, in order to enable them to meet their safeguarding children responsibilities.

- Ensure that practice is uniformly and soundly based, and is consistent with local and national guidance in safeguarding children.
- Ensure that practitioners working with children, young people and families understand their roles, responsibilities and scope and authority regarding safeguarding children in the multi-agency arena.
- Provide a source of advice, support and expertise for psychotherapists, in an appropriately safe, learning environment.
- Coach and challenge psychotherapists towards the goals of developing confidence and competence in safeguarding children.
- Provide an opportunity for reflection and critical incident analysis, to identify and learn from near misses and best practice to ensure best outcomes for children, young people and families.
- Help identify training and development needs of supervisees.
- Support psychotherapists through serious safeguarding incidents and consider how learning needs may be met.

Principles of safeguarding adults supervision

The primary aims of safeguarding adults' supervision are:

- To ensure professional practice remains patient focused and promotes patient choice.
- To ensure practitioners are aware of and comply with relevant legislation.
- To ensure that all action taken are with consent of the individual or are in the best interests of an individual who lacks capacity to make their own decisions about safeguarding issues.
- To allow practitioners to discuss strategies in order to prevent adults at risk from suffering harm.
- To allow practitioners to explore and develop ways of working openly and in partnership with other professionals and agencies.
- To create an opportunity for the practitioner to reflect and discuss individual practice and organisational issues that may impact on their practice.
- To ensure the practitioner fully understands their role, responsibilities and scope of their professional discretion and authority.
- To enable and empower the practitioner to develop skills, competence and confidence in their safeguarding adults practice.
- To provide a forum for the practitioner to discuss the emotional impact on them of working within this challenging area of practice.
- To identify the training and developmental needs of the practitioner so that they have the skills and knowledge to provide an effective service.
- To identify, in partnership with the practitioner, any difficulties in ensuring policies and procedures are adhered to.

Process of supervision

The supervision process includes the following elements.

- To ensure when supervision relates to individual children and families, that each discussion is documented within the individual child's psychotherapy record and includes a robust action plan to manage the case.
- When supervision relates to either retrospective cases or situations within a group setting- this should be clearly documented within the relevant supervision documentation.
- Where issues are identified that suggest individuals have safeguarding training needs, the document should ensure a plan to address need is recorded and this should be re-visited at the next session and until training need completed.

- Where issues of concern arise with respect to individual practice, values and attitudes, these will be discussed with the practitioner.
- The practitioner will be informed of the supervisor's intentions. This will be documented within supervision records, including plans to address the concerns.
- Supervision will include consideration of diversity issues in order to promote best practice.
- The boundaries of confidentiality within safeguarding supervision will be clearly communicated and understood.

Outcomes of safeguarding supervision

The aims of supervision are to achieve the following outcomes:

- The practitioner's professional practice will be patient focused, ensuring the holistic needs of clients are paramount.
- The practitioner will have a clear understanding of their role and responsibilities when working with individuals at risk.
- The practitioner's response to safeguarding concerns is appropriate and in the best interests of the individual.
- The practitioner will recognise their own values, beliefs and prejudices and work to ensure that these do not adversely impact on their ability to work with individuals at risk.
- The practitioner will ensure that they do not discriminate against individuals because of age, gender, race, culture, religion, language, disability or sexual orientation.
- The practitioner will maintain confidentiality with regards to safeguarding client's issues.
- The practitioner will be familiar with and understand the policy, guidance and legislation relevant to safeguarding adults and children.
- To identify any training needs.
- The supervisor will inform the Board of any areas of concern or risk to ensure that the Board is able to fulfil its responsibility in safeguarding clients.
- Any ACCPI member working with an individual, family or group where there are safeguarding issues can request supervision at any time.

The outcomes of safeguarding supervision should focus on improvement. This could include reduction of risk to a child and family and as such improvement in client care. For practitioners it should lead to increased knowledge and skills, knowledge of policies and procedure and improved documentation.

Group supervision

Group supervision can be based on a specific topic or a 'case'. Benefits of group supervision include the following:

- It promotes a culture of peer /team support and accountability
- It expands the skills – pool and knowledge base
- The diversity of a group widens perspectives
- It enables a focus on a process as well as a task
- It is a source of emotional support from peers
- It increases options, ideas, and innovations
- It fosters a sense of group or team cohesion
- It is an opportunity for supervisor to spot potential team problems.

Safeguarding supervision documentation

Practitioners should ensure that records are available to the supervisor when they seek supervision relating to individual clients. At the introductory session between the supervisor and supervisee, appropriate Safeguarding Supervision Documentation is agreed and explained. Practitioners then are expected to commence safeguarding supervision documentation prior to the appointment and review this within the session with their supervisor. The supervisor and supervisee will agree how and where safeguarding supervision records will be stored at the introductory session and what will be recorded within psychotherapy records on an ongoing basis. Where follow-up supervision sessions are arranged documentation from previous session should be made available for further discussion or closure.

Ad-hoc safeguarding supervision

It is recognised that psychotherapists will often require advice or support in relation to safeguarding outside of formal supervision sessions. Additionally, psychotherapists may require ad hoc supervision because of dealing with stressful individual cases. In these instances, practitioners may require emotional support, reassurance and assistance in identifying educational needs or procedural advice. This type of supervision will not involve a contract of supervision.

TRAINING/ SUPPORT

ACCPI will ensure that those practitioners providing supervision will be trained in safeguarding supervision skills and have up to date knowledge of the legislation, policy and research relevant to safeguarding and promoting the welfare of adults and children.

