



# SUPERVISION & NETWORKING



## Ideas for 2019-2020

### Peer to Peer Case Discussion

A few HOPE trained mentors noted that they are having to support colleagues in school. They also reported that sometimes they might prefer peer to peer supervision.

Therefore - it is planned that we will run a peer-to-peer mentoring/supervision workshop.

### 'As and When' Approach

Due to the challenge of time for many of the HOPE mentors one idea is to offer email support. The details are yet to be agreed between the supervisor team. It needs to be recognised that email can be time consuming and language/tone easily misunderstood.

### HOPE Mentor to Supervisor

It is agreed by the majority that face to face supervision is the preference. However, there are significant distances in Staffordshire and mentors often are able to attend. We will trial planning locality based supervision where mentor goes to the supervisor. We will need a host-school that can spare a room for the day.

## Supervision<sup>1</sup>

Supervision is provided by a team of five clinical supervisors who have all got extensive experience and knowledge in the field of child and adolescent mental health.

Jacqui Shankley is the newest team member and we're looking forward to Jacqui supporting the Cannock networking group 2019-2020 and delivering training on using narrative therapy.

Monica Cru-Hall, Emma Pearce, Becci Southall, Emma Pearce, Bryony Robinson and Rachel Rayner all work in Staffordshire and have been involved with HOPE Project offering supervision for at least two years.

Supervision has been cited as one of the key elements that makes HOPE work effectively. It offers a safe space for HOPE mentors to discuss the challenges of their role, get advice/guidance, resources and ensure they work within professional limitations of their role. The structure of supervision ensures those involved in HOPE are well supported. Accessing supervision may be the most beneficial element of the project but it is also the most under-utilised aspect. It is seen too often as a 'privilege' rather than essential to the role and is often cancelled or not attended. We are trying new ways to ensure everyone will be able to access it via a variety of methods.

<sup>1</sup> Supervision definition in Appendix A



## Questionnaire Scoring

All HOPE mentors are asked to provide feedback on the quality/ helpfulness of supervision sessions. The questions ask if the HOPE mentors found supervision on a scale of 0-10. The average rating follows:

- Focused (Approach)  
= **8.4 / 10**
- Understanding (Relationship)  
= **9.2 / 10**
- Helpful (Meeting my needs)  
= **9 / 10**

All mentors are asked to provide feedback to help improve supervision. In particular this year, all supervisors have noticed it has been difficult to connect with supervisees with many citing a lack of time to talk.

31 questionnaires were returned. 6 of these had no scores as there were no supervision sessions.



## Mentoring

HOPE is growing with more mentors/schools getting involved. This is great news but stretching limited resources. To meet the demand we trailed adopting a new approach - of using skilled, trained HOPE mentors to mentor new trainees. Those identified and invited to participate have all been involved in school-based mental health for over 10 years.

They were offered training, mentoring, tools and supervision for their role. There have been various challenges getting it set up. However some of the following comments indicate we're going in the right direction:

“Really easy to talk to. Very supportive.”

“Fabulous support - approachable and our own listening ear.”

Areas to address: Regular supervision for supervisors

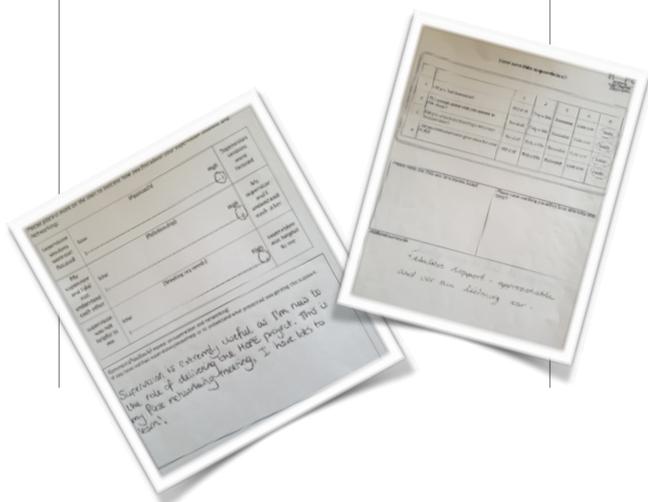


Table 1: Supervision & Networking Feedback

| Supervision feedback/Comments/Reflections   |  | Ideas for future supervision  |
|---|--|---|
| Very useful to discuss cases and work completed + impact  | This is good to speak to a professional to give you advice/say "yes" you are on the right track.   | Peer supervision?   |
| Called me around Christmas time-I have lost her number and not called back.   | Cannot say much as not really asked. [X] attended cake/coffee afternoon and this was a success and had positive feedback. However I can always ask or email when I need to!  |   |
| The sessions with [X] were very pleasant, however we felt that due to the amount of information [X] had given she was unable to add anything. A prior email and set dates could be done also an agenda to meet both needs.  | I have not yet received supervision. I think this has been mainly due to time constraints however I am not always sure I receive all of the emails sent out? Email is [...] Happy to book in supervision in the near future.   |   |
| Very happy with the support received, I do always worry I may "waste" [X] time, but I've always found supervision great when I'm not confident in my next steps.  | Supervision sessions have been very helpful. The only difficulty sometimes is finding the time out of our limited time allocated to HOPE. Sometimes it is not easy to have access to a phone and privacy. Supervisor always responds quickly after the session with resources/ideas for us to try out.                                   |   |
| It was sometimes difficult to arrange, but when we did meet [X] was very helpful & supportive. I feel that myself and [co-mentor] have a good relationship with her. [X] also supported me over the phone with a particular child and made a special journey to deliver some appropriate resources for us to use. | this year I have not had supervision due to lack of time, this is my first network [June 2019] meeting too. My HOPE sessions are less - not seeing as many children so maybe this has been a factor. Previously I have used- and it was helpful/ reassuring, good to know well in advance times to ensure planning in school to cover me | Set dates well ahead; maybe plan dates of availability for supervision for the year ahead |

|  |   |   |
|--|---|---|
| <p>I had been initially wary of supervision but had decided to give it a try. I still struggled with it &amp; found that for a few days after I was really down. So I'm unsure of how to move forward. I may prefer having supervision or someone to talk to when I "need it" or discuss how best to manage. I probably need to talk to [X] about it.</p> <p>...I love network meetings coming together and find those so valuable not just for working practice but for my wellbeing too.</p> | <p>My feedback session was very focused and helpful. It was very validating for me to show how the HOPE Project works in our school, 1-2-1 as I'm not always confident in a group setting. I emailed for resources recommendations when we had siblings who had recently been bereaved.</p>   |   |
| <p>I find emails really helpful and help me focus on next steps for a child. Sorry I haven't accessed networks - deputy Head back off maternity now so can focus on my role more - fingers crossed.</p> <p>[I tend to use it to ask [X] CAMHS questions as well. Really useful for me to do it this way.</p>   | <p>I think supervision is very important. Even though sometimes sessions were postponed when they did go ahead they were very useful. I know if anything I found really difficult to make a decision on I have someone I could turn to.</p>   |   |
| <p>Supervision is so valuable to me. I never realise just how much I need my supervision until I've had it. I feel a huge amount of release and relief emotionally. [X] always inspires and supports me, giving me new confidence and motivation. Thank you [X]</p>  | <p>Difficult to explain cases when supervisor can't see the notes you are referring to. Phone supervision is not as effective as face to face. Could the school get to the supervisor rather than the other way around?</p>   | <p>Could the HOPE mentor go to the supervisor rather than other way around?</p> |
| <p>I feel supported both with problems inside and outside of school. I can contact [X] and feel confident help will be there. My life line!</p>  | <p>It was good to discuss the problems I faced with someone who actually understood the importance of mental health in young children.</p>  |   |
| <p>Supervision gave me a different view on the problems I faced and helped to turn my focus on the right way to deal with sessions-when I held to sessions again I felt more in control and helped the children move towards reaching the goals that they/we had set.</p>  | <p>Supervision is always brilliantly useful as an individual focus. Brilliant to be able to ask advice from someone with so much experience. The network meetings often provide really useful advice, its always good to hear other people's experiences and issues. Always very helpful.</p> |   |
| <p>I have only had one supervision this year, when it was time for a second I was still on the same children. I could fit in one between ending Lego club and starting transition group. Networking are very useful and helped to refocus my work</p>  | <p>Supervision gave me a time to share offload some difficult cases and gave me a different outlook to some challenges and actually made me feel like I was doing a good job. I was able to plan my next steps.</p>   |   |

|   |   |  |
|---|---|--|
| Supervision is always needed by myself and [X]. We have now sorted that problem out. I could never be without the support from [X].   | Supervision is extremely useful as I'm new to the role of delivering the HOPE project. This is my first networking meeting, I have lots to learn!   |  |
| Always a learning experience (Both supervision and supervising) Would not do the role without this support.   | I have had one face to face session that was a getting to know you session. It was a relaxed. It went well. She said to contact her whenever I felt I needed to   |  |
| Always good to have a bit of reassurance but if it's a really busy term it can be difficult to get away, also as two of us doing the role-we 'counsel' each other and touch base daily. Maybe 'as + when' service instead?  | Supervision is valuable and important but managing the time out is always a juggling act. I valued the time and shared discussion of ideas and resources. With a new headteacher in September we will have to watch this space to see if anything changes | As + when' approach when supervision support needed instead? |
| I find supervision very helpful, I use it more for myself. The next session is due. I like to know when the sessions ?? I prefer face to face rather than email email is useful for case advice.  | Helped to refocus and reassure the right approach was been adopted. Helped to build confidence in my ability.   | May be good to have a weekly drop-in                         |
| I have found both supervision and networking extremely helpful. Especially when discussing individual cases, Sharing ideas and strategies has been very beneficial. My supervisor has recommended some fantastic resources and books which have also proved useful. She has also supported and encouraged me when faced with a particularly distressing caseload within school, ensuring that I am supported as well as giving me advice in supporting those who needed me. |   |  |

| NETWORKING   |  |
|--|--|
| This is excellent, to be able to talk to others in the same boat, catch up with all the new approaches | ...I love network meetings coming together and find those so valuable not just for working practice but for my wellbeing too.                |
| ...I enjoy attending meetings where possible.  | The network meetings often provide really useful advice, its always good to hear other people's experiences and issues. Always very helpful. |

## Appendix A: SUPERVISION Definition/purpose

**Clinical supervision** provides an opportunity for staff to:

- Reflect on and review their practice.
- Discuss individual cases in depth.
- Change or modify their practice and identify training and continuing development needs.

**Professional supervision** is often interchangeable with clinical supervision. This term is sometimes used where supervision is carried out by another member of the same profession or group. This can provide staff with the opportunity to:

- Review professional standards.
- Keep up to date with developments in their profession.
- Identify professional training and continuing development needs.
- Ensure that they are working within professional codes of conduct and boundaries.

The term 'clinical supervision' in the Skills for Care guidance refers to the supervision for all staff who care for people who use services, including registered professionals and support workers. Clinical supervision is about maintaining the professionalism of these staff groups in working with people who use services.

Skills for Care (2007) define 'supervision' as "an accountable process which supports, assures and develops the knowledge skills and values of an individual group or team".

<https://www.skillsforcare.org.uk/Leadership-management/managing-people/supervision/Supervision.aspx>

In some professions and occupations, alternative titles may be used, such as 'peer supervision', 'developmental supervision', 'reflective supervision' or just 'supervision', but generally clinical supervision is seen as complementary to, but separate from, managerial supervision, which is about monitoring and appraising the performance of staff.

The purpose of clinical supervision is to provide a safe and confidential environment for staff to reflect on and discuss their work and their personal and professional responses to their work. The focus is on supporting staff in their personal and professional development and in reflecting on their practice.