



The
**Mulberry
Bush Outreach**

Showing the way in teaching, practice & research

Staff Supervision

Our aim is for reflective supervision to be a key part of the children's sector by 2025 for all staff.



“Experience on its own is not enough. It needs to be allied to reflection – time and attention given to mulling over the experience and learning from it. This is often best achieved in conversation with others, in supervision”.

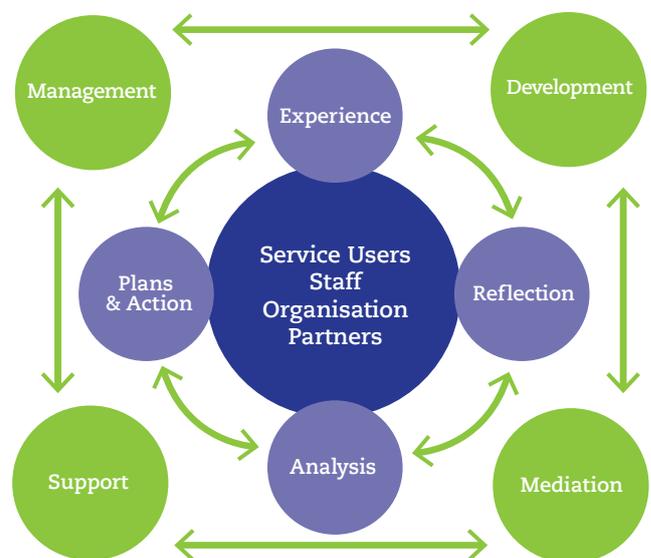
“Supervision can be described as the working relationship between professionals whereby supervisees are supported to offer an account of their work, reflect on it, receive feedback and guidance where appropriate. The purpose of supervision is to enable workers to make sense of their work, to gain in ethical competency, confidence and creativity to give the best possible services to clients.” (Inskipp and Proctor, 1993)

Clearly supervision involves a number of functions, which can be understood to include the development of best practice, the management of best practice and the emotional and psychological effects of the work. The Mulberry Bush Outreach believes it is not possible to fully meet the emotional needs of children unless the emotional needs of staff are first acknowledged and met. Thus we consider reflective supervision to be an essential part of working alongside vulnerable children to support staff to recognise ‘how they cope with strong emotions in the workplace’.

Our Model of supervision:

The Mulberry Bush Outreach model of reflective supervision is based on that developed by Tony Morrison (2006) and has four key functions:

- 1. Management
- 2. Development
- 3. Support
- 4. Mediation



Reflective supervision should be viewed as part of professional development and therefore as a requirement of practice. It is not therapy or counselling although it is an opportunity to reflect on oneself.

Principles of Outreach reflective supervision:

Our model of reflective supervision:

- 1) sits at the heart of our work linking practice, research and training
- 2) deepens and broadens worker's knowledge and critical analysis skills
- 3) enables confident, competent, creative and independent decision-making
- 4) help workers to build clear plans that seek to enable positive change for children and families
- 5) creates a relationship that helps staff feel valued, supported and motivated
- 6) supports the development of worker's emotional resilience and self-awareness
- 7) promotes a learning culture within the organisation



Benefits of reflective supervision:

The introduction of supervision models often causes anxieties and leads professionals to feel they have no need for supervision, no time available or no budget – or all three! However The Mulberry Bush Outreach strongly believe, based on research, experience and anecdotal evidence, that supervision models can:

- reduce staff stress
- reduce staff absence
- increase retention
- develop clarity of roles and tasks across organisations
- make better use of time
- increase our understanding of children's needs
- help to make better outcomes for children

One local head teacher told us:

“By developing a culture of supervision my staff are able to ask themselves ‘do I need to ask this now or can it wait until supervision?’ This has led to a significant reduction in my time being spent on trouble-shooting.”

Many schools have recognised the need to supervise staff working with vulnerable children and have used their pupil premium as a pro-active way to fund this as a proven intervention.

Options for Outreach supervision

TYPE	COSTS
1) Individual face to face Where you visit our base in Standlake, West Oxfordshire.	£85 per hour
2) Small group face to face Where we meet with a group of between 2 and 6 members. This is held in Standlake, West Oxfordshire.	£85 per hour
3) Individual and small group face to face Supervisions can also be held at an appropriate venue of your choice, eg. your workplace. NB – all quotes will need to include the time taken for travel.	Please contact us for a quote
4) Individual phone Although ideally we aim to meet face to face with people we recognise that this isn't always logistically possible. Where a series of phone supervisions are organised we would expect to meet face to face for at least the initial/last session.	£85 per session
5) SKYPE / FaceTime Although ideally we aim to meet face to face with people we recognise that this isn't always logistically possible. We would aim to meet to meet face to face for at least the initial/last session.	£85 per session

Although we will consider supervising one member of staff our initial consultation will discuss with you which staff should be supervised and the implications of this on the wider organisation. For example, we will only consider supervising an individual member of staff in relation to a specific piece of work, such as their role as SENCO.

The most effective model of supervision is where it is developed and embedded within an organisation. An organisational model would typically consist of the leader/head of the organisation receiving external supervision every six weeks and then, when trained themselves, supervising their senior leaders every four weeks with senior leaders running, once trained, group supervision for their own staff every four weeks.

How does it work?

- Supervision should be at least once a half-term – i.e. six times per year but ideally monthly
- Supervision can be set up for short or long term work and can be task-focussed or on-going
- Sessions will be between 50-60mins in length
- Supervisees should commit to a minimum of six sessions – additional sessions can be added as needed and these can be informal rather than full supervision
- All models will include at least a start and finish face-to-face session
- Confidential brief notes will be kept and shared between supervisee and supervisor (pro-forma to be used)

An initial supervision contract will be drawn up outlining:

- The focus of supervision, whether there is a specific focus or on-going
- Times & dates of meeting as well as venue
- Number of sessions booked
- How safeguarding issues will be managed, if they arise
- Reporting issues – what and to whom, if anyone!
- Payment details

Recommended Reading:

1. Hawkins, P. and Shoet, R. (2012) Supervision in the Helping Professions (4th Ed.) Maidenhead: Open University Press.
2. Morrison, T. (2006) Staff Supervision in Social Care: Making a Real Difference for Staff and Service Users. Brighton: Pavilion Publishing.

“Factors that developed resilience and helped to retain staff included: the critical role of the team leader in providing support and supervision” – Munro (2011)

References:

- Inskipp, F. & Proctor, B. (1993) The Art, Craft And Tasks Of Counselling Supervision, Part 1. Making the Most of Supervisors. Twickenham: Cascade Publications.
- Morrison, T. (2006) Staff Supervision in Social Care: Making a Real Difference for Staff and Service Users. Brighton: Pavilion Publishing.

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For more information:

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Registered Charity Number 309565
A not-for-profit charity

How to find us

The nearest railway station is in Oxford. The school is in the village of Standlake (opposite the petrol station), 5 miles from the town of Witney and about 12 miles from Oxford.



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