

SIGNS OF SAFETY GROUP SUPERVISION GUIDANCE

Step 1 Introductions Facilitator guides the worker to introduce themselves, their job role, their role in the case and how long they have carried it. It is important that this step is not dropped off even when the team know each other, often team colleagues don't know the worker's role or other details. This is particularly important when staff turnover is high. This step is also important as it provides the opportunity for the case worker and facilitator relax into the process. Tip: Before starting Step 1, outline the roles of everyone in the room (facilitator, advisor, caseworker and observers) and group process rules for the session.	Step 2 Genogram The facilitator works with the case worker to develop a genogram that is simply a snapshot of the key players directly involved at this point in the case. The facilitator does this by leading with specific questions, role of the person (e.g., mother) name of the person (e.g., Jane) age of the person (e.g., 39). The caseworker only offers the information asked for – and does not offer comment on relationships or other dynamics. Genograms are not pre-prepared but developed live on the whiteboard and includes who lives with who. Tip: The facilitator leads with simple clear questions: “What is the mum’s name?” “How old is she?” etc.	Step 3 Background of the Case Facilitator sets the timer for between 3 – 5 minutes and asks, “Tell me why this is an open case to child protection?” The facilitator does not speak again but writes as much of the worker's exact words as possible. Only the case worker speaks for until the timer ends. <u>No extra time is given.</u> If the worker takes less than 3 minutes the facilitator might ask “is there anything else?” Tip: If the person is hard to understand / the information is confusing the facilitator might summarise it back to confirm they recorded it accurately. This is NOT an opportunity for the worker to give more information!	Step 4 Worker's Goal This is a mapping process. The facilitator asks the initial eliciting question, “what do you most want to get out of today's session for your case?”, then uses the amplifying process to clearly establish the worker's goal. The facilitator slows the worker down to ensure they can record verbatim, what the worker says, building their questions from the worker's responses, taking care to keep the worker focused on the question. Tip: The workers goal will correspond with one of the Signs of Safety practice methods. The facilitators' role is to connect the goal with the relevant practice method and get the group working with the practice method.
Step 5 Doing the Work Once the goal is established and the facilitator has confirmed the connection to the practice method with the worker (e.g., “It sounds like the best way to achieve your goal is to create questions to explore the middle column?”) the group's work begins. The Facilitator has all group members, (including the facilitator), work individually to write down their best ideas related to the worker's goal (e.g., writing existing strengths and existing safety questions). The facilitator decides an appropriate time frame (usually between five and seven minutes) Tip: There are no ‘passengers’ in the room, everyone attending, no matter their agency role, must do the work	Step 6 Sharing Everyone's Best Ideas The facilitator leads the group in each person taking turns to share and read out their written work . The facilitator shares their work also. Once everyone has read their work the facilitator leads a conversation with the whole group, starting with the worker, focused on the question, “What is most valuable/what is you biggest learning listening to everyone's ideas?” Once everyone has shared their ideas they hand their written work to the worker (or send to them electronically). Tip: The facilitator's role is to create a space where everyone feels comfortable to share their work, regardless of their experience/ skill level.	Step 7 Demonstration (*This step is optional and time dependant) If there is time the facilitator can ‘demonstrate’ the practice method with the worker to deepen the learning of the work and the group. If for example the task has been to create middle column questions, the facilitator takes 15 minutes to map the middle column with the worker as a demonstration of asking questions and amplifying. If the task was to write a scaling question, then the demonstration would be of the scaling process with the worker. Tip: To further deepen skills and practice, the facilitator can invite one of the observers to lead the demonstration while the facilitator acts as the advisor.	Step 8 Reflections and Learning Once steps 5 to 7 are complete, the facilitator asks the group to take 2 or 3 minutes working individually to write their reflections about, “Your biggest learning from the work we have just done”. Once the time is up everyone reads out their reflections in turn. If time allows, the facilitator may choose to amplify some of the reflections. Tip: Someone saying, “I enjoyed hearing from my colleagues” is not a learning, and the facilitator should gently and firmly push for a more detailed response, focused on what the individual learned from ‘hearing from’ their colleagues. .