

60 SECONDS UPDATE

by BU Qualifying Social Work

ADULT SOCIAL CARE NEWS

News

Court of Protection: Access to independent representation

People who are unable to make decisions for themselves because they lack mental capacity must have access to independent representation in court hearings about their personal liberty, the Court of Protection has said.

New Supervision Training Pack: Restorative Resilience

Mental Health today will shortly be publishing The Restorative Resilience Model of Supervision Training Pack, a training resource based on the sustainable model of professional resilience to be used in supervision, coaching and supportive sessions across clinical practices.

Mothers with learning difficulties

The University of Bristol has evaluated a pilot programme, commissioned by Mencap and funded by the Department of Health, helping mothers with learning difficulties learn to care for and interact with their babies. The study found mothers taking part in the programme had increased confidence both in themselves and in their ability to look after their babies.

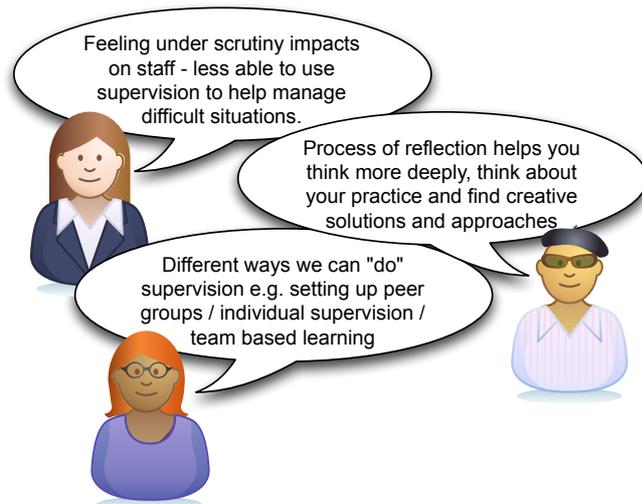
Feedback from World Cafe: Taking Control of Supervision

On the 22.01.2016 a World Cafe Event organised by Bournemouth University and Bournemouth *Adult Social Care* took place. Here is a quick overview of the discussions provided by Ros Richards.



1. What is Supervision?

Top 3 reflections



2. How do you manage your manager?

- Personality clash
- Power imbalance/ afraid to challenge / not wanting to cause offence
- Different value base and agenda
- Different disciplines (can lead to misunderstanding of role)

- * Go with a plan/agenda/list
- * "Owning" your supervision
- * Negotiate agenda and prioritise
- * Be assertive with your communication
- * Flexibility (recognise each other's pressures but have some ground rules)
- * use a supervision agreement
- * Ask for feedback on performance and good practice

Challenges
Solutions

Guide for mental health and social care practitioners

NSPCC practitioners who deliver our Letting the Future In programme have created a guide for mental health and social care practitioners working with children who have been sexually abused.

Rise in number of SGO's with supervision order attached

Community Care reports on their investigation into the rise in the number and proportion of special guardianship orders (SGOs) being made with supervision orders attached. Last year 29% of SGOs had a supervision order attached. Some experts believe this reflects family courts' concerns about the lack of adequate support given to families after an SGO has been made.

Key factors influencing education

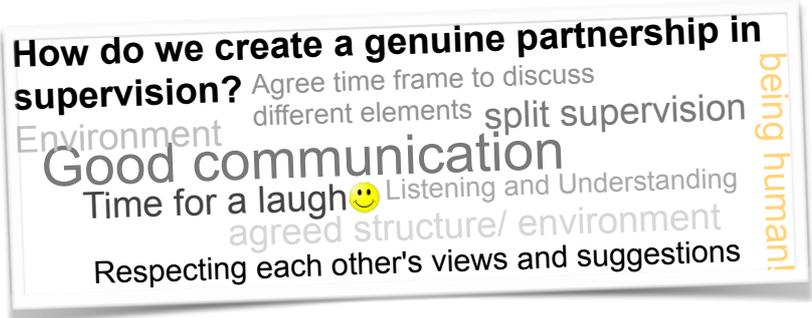
Research has identified the key factors influencing how well children in care do in schools in England. Key findings include: overall young people in care who changed school in years 10 or 11 scored over five grades less than those who did.

New reunification framework published

The NSPCC has published a reunification practice framework, created in partnership with the University of Bristol. It brings into one place all of the research messages on supporting children returning home from care. It also provides practical guidance and tools for practitioners working with children and families.

3. How do we create a genuine partnership in supervision?

What you said.....



Practitioner commitments to practice?

Practical Changes - what I will ask for...

- 360 Degree Feedback
- Request OT Practice Meetings with OT's from Locality and BET, run by OT staff
- Request 100% attention
- Ask line manager to go through new supervision policy at next/ first meeting
- Supervisor NOT to answer the phone during supervision
- Develop supervision contract
- Request social work supervision in addition to management supervision

Approach / Behavioural change to my supervision practice....

- I will take ownership of my supervision
- use CPD room
- ask for CPD time and get it agreed
- ask for feedback - both developmental and positive
- to challenge if I am not happy
- ask for feedback on my supervision style
- take responsibility for letting the supervisor know what I need/ expect from supervision and how we might achieve this
- to allocate time for CPD
- aim to take ownership of supervision and prepare for it
- be more assertive in my supervision

Challenge to organisational culture around supervision...

- Implement framework and use it as a model for good supervision
- I am going to allow time for reflection in my supervision
- take framework to my supervision to encourage discussion re culture change
- to discuss supervision at peer group
- be open to challenging poor practice (supervision) and make suggestions for improvements

Importance of recognising the harm domestic abuse can cause children

Women's Aid has published new [analysis of case reviews](#) in England and Wales where children were killed by perpetrators of domestic abuse. Key themes identified include the importance of recognising the harm domestic abuse can cause to children.

Tips for the identification of child neglect

In an [article in the Guardian](#), Robyn Johnson gives tips for identifying if a child is being neglected and assessing whether parents are making progress.

Learning from serious case reviews in relation to deaf and disabled children

The NSPCC Information Service has published a [summary of risk factors](#) and learning for improved practice from serious case reviews for professionals working with deaf and disabled children.

What to do if a parent wants to record a meeting: Guidance for social workers

An [FOI request](#) by a group of lawyers has found most councils do not have formal guidance for social workers on what to do if a parent wants to record a meeting.

Community Care has published [guidance for social workers](#), produced by lawyers, on the law around parents recording child protection meetings

“A supervisor should be supportive. If we think of someone climbing a ladder, they will need someone to hold the ladder so they can reach the top. They do not need someone who forgets to hold the ladder (**neglectful**), or who climbs the ladder with them (**over-controlling**), or who shouts up that “Everything is fine” without holding the ladder (**permissive**).”

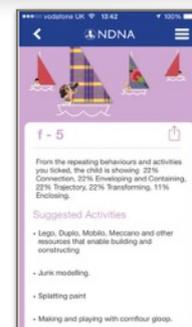
Nosowska, 2013 cited in “Getting the most out of supervision” Ripfa, 2013

Doing CPD - barriers and enablers

Works for (Enablers)	Works against (Barriers)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Good individual/ personalised supervision <input checked="" type="checkbox"/> Being part of a team <input checked="" type="checkbox"/> Inspirational training <input checked="" type="checkbox"/> Embracing learning opportunities <input checked="" type="checkbox"/> Incentives for further learning <input checked="" type="checkbox"/> Project groups for special interest - work time <input checked="" type="checkbox"/> Rotation/ Communication <input checked="" type="checkbox"/> Sharing good practice across teams <input checked="" type="checkbox"/> Sharing of knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Lack of support : Time, Money - Funding <input type="checkbox"/> Separation of teams <input type="checkbox"/> Limiting of caseloads - lack of skills <input type="checkbox"/> Some specialist knowledge not shared

Identify children’s behaviour patterns

The NDNA has produced a [free app](#) to help practitioners and parents understand and identify schemas in children's behaviour patterns to encourage positive behaviours, support and extend the child's learning and development and enhance the child's self-esteem.



Expression of Interest: Would you like to support the next World Cafe Event at Bournemouth University?

We are planing our next World Cafe Event about Risk and Complexity in July and we are looking for practitioners who are interested in supporting the event by being a host for group discussions. No need to be an expert! If you feel you can facilitate group discussions we would like to hear from you. To register your interest or simply ask what is involved, [please click this link](#). or email skleipoedszus@bournemouth.ac.uk.

Bournemouth: BEAT replaces BAT

As of 1st April 2016, a new Service will replace the Bournemouth Assessment Team (BAT). The new service will be known as the Bournemouth Engagement and Assessment Team (BEAT) and will be delivered by **Addaction**. The change in Service Provider aims to provide a 'one stop shop', making it easier for the local community to access support for drug and alcohol problems.

Addaction has been delivering Services in Bournemouth since 2011 and are a national organisation.

Contact BEAT

 01202 558855

 generic: bournemouthBEATreferrals@addaction.org.uk

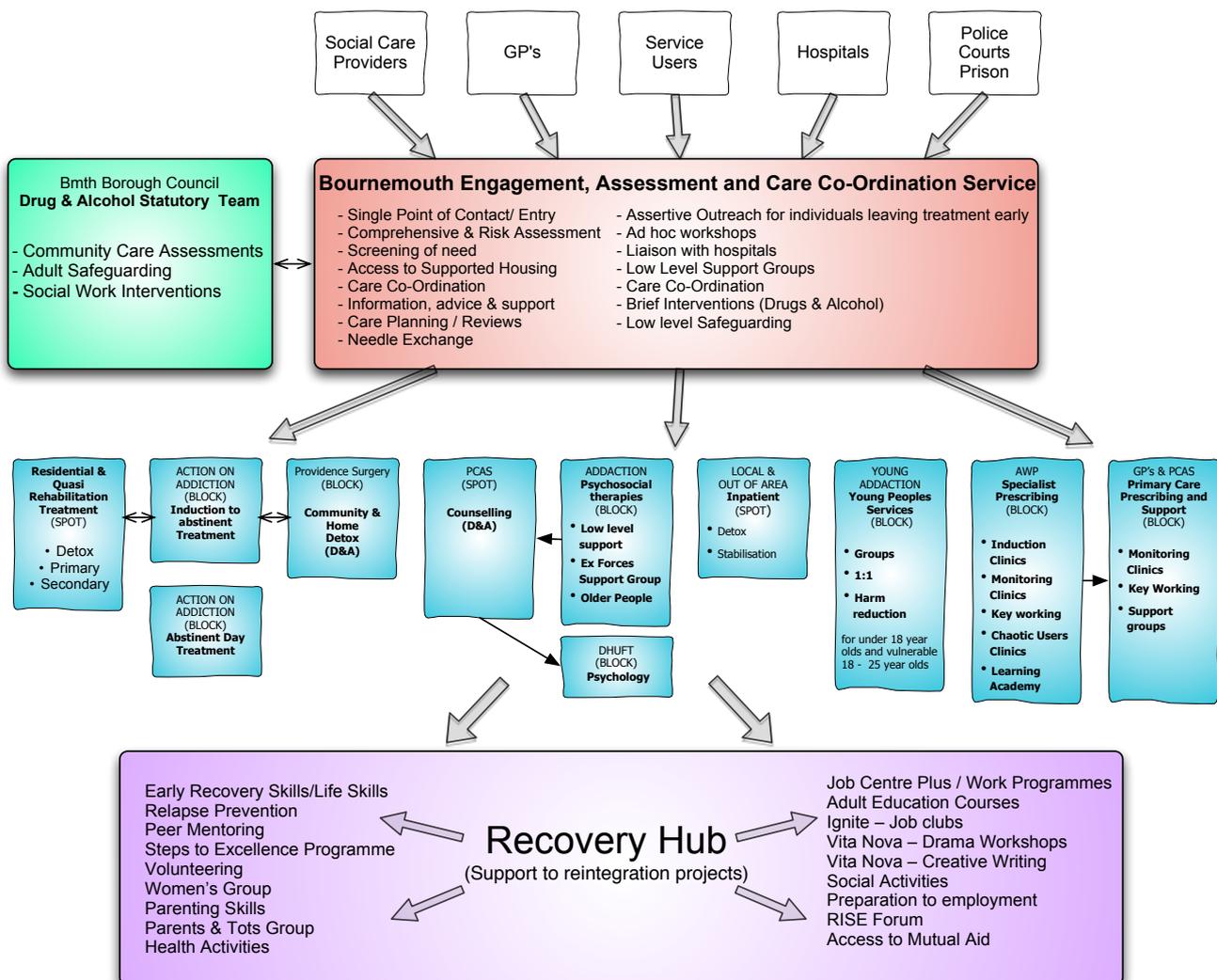
 secure: bournemouthbeat.referrals@addaction.cjsm.net

 01202974542

 Unit 6,161 Old Christchurch Road, Bournemouth, BH1 1JU

For more information on Addaction please [click here](http://www.addaction.org.uk) or visit <http://www.addaction.org.uk>

Bournemouth Adult Treatment Model / System April 2016



Comments or ideas?

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