


All Age Crisis

Wellbeing and reflective supervision

Practice Framework



Prioritising staff wellbeing in crisis services is crucial for both the well-being of workers and the quality of care provided to individuals experiencing crises

Introduction

1

Who is this practice framework for?

This practice framework is designed for anyone in employment or in a voluntary role within crisis services in Cheshire and Merseyside.

The key principle of successful wellbeing is that it is an approach that is embedded as part of organisational culture and normal job role processes; this provides a foundation upon which policies and more importantly, practice is built.

Whilst there will be occasions within the work of crisis mental health that a reactive response to wellbeing will be required, the purpose is for this framework to be integrated as a standard approach in the day-to-day world of crisis staff, and will therefore serve as a proactive mechanism for staff wellbeing at all times, as well as providing a structure upon which responsive support can be built at times of incident and criticality

Neglecting employee wellbeing can lead to lower productivity, more sick days, and higher staff turnover.

It can damage morale, foster a toxic work environment, and harm a company's culture and reputation.

Poor wellbeing may also impact the quality of service provided—especially in care-related industries—and increase the risk of workplace accidents.

Additionally, failing to support mental health can create legal and compliance risks for the organisation.

How to use the practice framework



The framework's overarching focus is on creating a positive working environment in which the workforce can draw meaning and purpose from what is both a challenging and hugely rewarding profession

The wellbeing framework has been developed to enable the workforce to access information and support in a user friendly and accessible manner.

There are four wellbeing themes in the toolkit:

- Looking after self.
- Developing the wellbeing of teams.
- Leadership and wellbeing.
- Personal and professional development.

Each theme is structured as follows:

- A brief introduction as to the meaning of the theme and the available content.
- A description of the 'I' and 'We' statements. The 'I' statements describe what good wellbeing looks like from an individual employee/team perspective. The 'We' statements then express what organisations should be doing to make sure the individuals actual experience of wellbeing in the workplace lives up to the 'I' statements.
- A brief overview as to what the organisation needs to have in place to bring the 'I' and 'We' statements to life in the workplace.
- A 'Self Assessment Checklist' based on each of the 'We' statements, which, on completion, will highlight your current good practice whilst also highlighting any gaps or areas for improvement.

How to use the practice framework


The wellbeing framework has been developed to be used flexibly by managers and staff as is needed. It should be used to enhance existing HR policies and practices and should not be seen as a tool to replace what is already in place within the organisation that positively promotes wellbeing.

For example:

- within supervision – the approaches set out in the reflective practice section could be used within supervision and case review sessions
- as part of team meetings – the activities and checklists as part of the ‘Developing the wellbeing of teams’ could be used as part of team meeting and away day agendas
- in response to incidents – the leadership section may provide pointers on how to support staff through an incident and to take the learning as well as promote individual resilience
- as part of wellbeing reviews – the scoring within the ‘looking after self’ checklists could be undertaken at each review with consideration in any movement in the scores and an understanding of the contributing factors and responses that can be put in place

IT IS WELL RECOGNISED THAT ONE OF THE MAIN RISKS TO PEOPLE’S HEALTH AT WORK IS RELATED TO THEIR WELLBEING.

THIS HAS LED TO A GROWING RECOGNITION OF THE NEED FOR EMPLOYEE WELLBEING PRACTICES TO ADDRESS THE PSYCHOSOCIAL, AS WELL AS THE PHYSICAL, ASPECTS OF HEALTH AND WELLBEING. ON A DAY-TO-DAY BASIS.



Wellbeing

2

The value of wellbeing

Wellbeing represents a person's physical, mental and emotional health at work. It takes into consideration factors such as resilience, stress levels, work-life balance and job satisfaction

Promoting wellbeing is good for people and the organisation. It can help prevent stress and create positive working environments where individuals and organisations can thrive.

Good health and wellbeing can be a core enabler of employee engagement and organisational performance

It is important to:

- Provide mental and emotional support
- Foster a sense of purpose
- Create a trusting and respectful environment
- Encourage meaningful connections and psychological safety
- Financial health

The principles of wellbeing

Communication

- enables organisations to tailor wellbeing activities to workplaces
- reinforces the message that wellbeing is important, and that something is being done

Coherence

- a consistent and easily understood narrative on the importance of wellbeing
- having initiatives that do not work against each other

Commitment

- learning and adaptation, so that obstacles can be overcome
- processes in place to capture what is working and how, or what is not working and what needs to be changed

Consistency

- compatibility with existing processes, systems and ways of working
- new wellbeing initiatives add value/positive impact to what is already in place

Creativity

- creating new ways of working that include wellbeing
- organisational processes and practice that promote wellbeing

The importance of wellbeing in crisis services

Common features include:

- Excessive workload which may lead to higher levels of burnout
 - Exertion of empathy and compassion fatigue
- The challenging, often traumatic and distressing contexts

Burnout and vicarious trauma – which involves stress, exhaustion and psychological symptoms that mimic post-traumatic stress disorder (PTSD)-like symptoms (Baird and Kracen, 2006) both have an impact on staff wellbeing.

Staff working with people experiencing crisis often hear distressing and challenging stories from their clients. The negative impacts can include a broad range of emotional and behavioural consequences, including intrusive thoughts and disturbing imagery along with negative emotions such as anger, sadness and anxiety corresponding to their clients' traumatic material

Figley (1995) categorised the effects of working with trauma survivors into three classifications:

- Indicators of psychological distress or dysfunction which may include distressing emotions, numbing or avoidance of working with traumatic material from the client, sleep disturbances or nightmares, physiological arousal;
- Cognitive shifts which may include changes in dependence and trust, a heightened sense of vulnerability; and
- Relational disturbances which may include increased stress or difficulties related to trust and intimacy.

Vicarious trauma

Recognising the signs, implementing preventative measures, and offering support are crucial for the wellbeing of crisis service workers.

In crisis services, vicarious trauma, also known as secondary traumatic stress, is a significant concern, arising from exposure to the traumatic experiences of others, potentially leading to negative impacts on mental and physical health.

Vicarious trauma is a process of change resulting from empathetic engagement with trauma survivors, essentially secondary traumatic stress.

It is the cumulative effect of contact with survivors of violence or disaster or people who are struggling.

It is what happens to helpers over time as they witness cruelty and loss and hear distressing stories, day after day, and year after year.

It is an occupational challenge for people working and volunteering in fields like victim services, law enforcement, emergency medical services, and fire services due to their continuous exposure to victims of trauma and violence.

Vicarious trauma can occur over a period of time or from a single traumatic incidence.

1

Psychological

- Feeling less safe, becoming less trusting, reduced self-esteem, an inability to form intimate relationships, becoming withdrawn and less engaged with the wider world, a sense of loss of control over life

2

Emotional

- Lingered feelings of anger, rage, and sadness about patients' victimisation, being preoccupied with thoughts of patients outside of the work situation, difficulty in maintaining professional boundaries with the client.

3

Physical

- Frequent headaches, unexplained rashes, ulcers, and even heartburn.

Cognitive

- Cynicism and negativity, difficulty focusing or concentrating, problems with memory.

4

Behavioural

- Frequent job changes, tardiness, free-floating anger/irritability, absenteeism, irresponsibility, overwork, irritability, exhaustion, talking to oneself, going out to avoid being alone, dropping out of community engagements, rejecting closeness

5

Interpersonal

- Staff conflict, blaming others, conflictual engagement, poor relationships, poor communication, impatience, avoidance of working with clients, lack of collaboration, withdrawal and isolation from colleagues, difficulty having rewarding relationships.

6

Personal values/beliefs

- Dissatisfaction, negative perception, loss of interest, apathy, blaming others, lack of appreciation, lack of interest and caring, detachment, hopelessness, low self-image, worrying about not doing enough, questioning frame of reference – world view, spirituality, identity,

7

Job performance

- Low motivation, increased errors, decreased quality, avoidance of job responsibilities, over-involvement in details/perfectionism, lack of flexibility.

Self-care: Prioritise self-care activities, such as exercise, mindfulness, spending time in nature, and connecting with loved ones.

Seek support: Talk to a trusted colleague, supervisor, or therapist about your experiences.

Create a safe space: Foster a supportive and understanding environment within the organization, where staff feel comfortable discussing their experiences.

Training and education: Provide training on vicarious trauma, compassion fatigue, and burnout, and offer opportunities for ongoing professional development.

Organisational support: Implement policies and procedures that promote staff well-being, such as flexible work arrangements, access to mental health resources, and opportunities for reflection and debriefing.

The **ABCs of self-care:** Awareness, Balance, and Connection.

Take up **training opportunities**.

Recognise the signs of vicarious trauma, compassion fatigue, and burnout in yourself and co-workers .

Develop self-help strategies to prevent and respond to vicarious trauma, compassion fatigue, and burnout . Organisational measures to support team members at risk of vicarious trauma, compassion fatigue, and burnout .

Burnout

Recognising the signs of burnout and taking proactive steps to prevent and manage it is crucial for employee well-being and organisational success.

Staff burnout is a state of emotional, physical, and mental exhaustion caused by prolonged or excessive stress at work. It's characterised by feelings of exhaustion, increased mental distance from the job, and reduced feelings of personal efficacy.

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Burnout

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Interventions designed to tackle burnout have been conceptualised within three broad categories:

- Interventions targeting strategies at individual workers
- Interventions that are designed to change the work environment
- Interventions that combine both individual and environmental changes (Morse et al., 2012)

Burnout

Interventions for prevention and support

Interventions focused on the individual

- reducing work stress, burnout and emotional exhaustion by improving the person's coping skills
- training in mental health awareness to help reduce stigma and also changing people's attitudes about mental health and wellbeing, thus increasing staff confidence in seeking help
- meditation and mindfulness to reduce stress can improve mood and communication skills

NOTE: Support needed to sustain changes

Interventions focused on the organisation

- Increasing social support for employees
- Teaching communication and social skills to supervisors
- Increasing individual employee autonomy and involvement in decision-making
- Reducing role ambiguity and conflicts for employees
- Providing regular supervision, including peer supervision and opportunities to debrief about work
- Decreasing workloads and promoting self-care as a value within the organisational culture

Interventions focused on the individual and the organisation

- cognitive-behaviourally focused interventions - involve modifying staff's thinking and behaviour
- assertiveness training
- training about burnout, including the risk factors to burnout and how it applies to work
- support from management, provision of structure, clear expectations about roles, and involvement of staff in decision-making
- support with administrative tasks
- teaching effective coping mechanisms to develop resilience and manage change

Psychological safety

Psychological safety is a shared belief within a team or organisation that it's safe to take risks, express ideas, and admit mistakes without fear of negative consequences.

It's a crucial element for promoting open communication, innovation, and a positive work environment.

The key aspects of psychological safety are:

- **Open communication:** Feeling safe to share ideas, ask questions, and raise concerns openly.
- **Risk-taking:** Encouraging employees to take calculated risks and learn from their mistakes.
- **Authenticity:** Allowing individuals to be themselves and express their authentic selves.
- **Reduced fear:** Minimizing the fear of negative consequences like judgment, ridicule, or punishment.

There are four stages of Psychological Safety:

- **Inclusion Safety:** Feeling safe to be yourself and belong to the group.
- **Learner Safety:** Feeling safe to ask questions and admit mistakes.
- **Contributor Safety:** Feeling safe to share ideas and express opinions.
- **Challenger Safety:** Feeling safe to challenge the status quo and suggest changes.

1. Establish a Foundation of Trust:

- Get to Know Everyone:
 - Build personal connections with team members through informal activities and open communication.
- Be Transparent:
 - Share information openly and honestly, including both successes and failures.
- Keep Promises:
 - Consistency in actions and commitments builds trust.

2. Encourage Open Communication:

- Facilitate Dialogue:
 - Create opportunities for team members to voice their opinions and concerns in a safe and respectful manner.
- Actively Listen:
 - Pay attention to what others are saying and show genuine interest in their ideas.
- Use Inclusive Language:
 - Choose words that are respectful and avoid jargon that could exclude certain individuals.
- Encourage Questioning:
 - Ask for questions, different viewpoints, and diverse considerations.

3. Embrace Mistakes as Learning Opportunities:

- Acknowledge Mistakes:
 - View errors as opportunities for growth and learning, rather than as failures.
- Encourage Debriefing:
 - Hold "lessons learned" discussions to analyse mistakes and identify areas for improvement.
- Lead by Example:
 - Demonstrate how to handle mistakes constructively and learn from them.

4. Recognise and Appreciate Contributions:

- Show Appreciation:
 - Publicly acknowledge and celebrate individual and team accomplishments.
- Offer Constructive Feedback:
 - Provide specific and positive feedback that focuses on behaviours and accomplishments.
- Reward Speaking Up:
 - Recognise and reward team members who share ideas, raise concerns, and challenge the status quo.

5. Build a Culture of Inclusion and Belonging:

- Embrace Diversity:
 - Create a workplace where all team members feel valued and respected for their unique skills and backgrounds.
- Address Bullying and Harassment:
 - Establish clear policies and procedures for addressing these issues and provide resources for support.
- Promote Compassionate Leadership:
 - Leaders should model empathy, understanding, and a commitment to creating a safe and supportive environment.

6. Use Psychological Safety Exercises:

- Team-building Activities:
 - Engage in activities that foster trust and collaboration.
- Active Listening Exercises:
 - Practice listening attentively without interruption.
- Reflection Sessions:
 - Provide a space for team members to reflect on their experiences and provide feedback in a constructive manner.
- Norm-setting Discussions:
 - Establish clear expectations for communication and behavior.
- Conflict Resolution Exercises:
 - Learn how to effectively manage and resolve conflicts.

Theme 1

Looking after self

Setting the context

In the leadership section of this wellbeing toolkit there is reference to the importance of leaders and managers within organisations to promote positive wellbeing, **however**, it is important that all individuals are equally able to take responsibility for looking after themselves.

- Looking after yourself (self care) means deliberately and proactively focusing on your mental, physical and emotional wellbeing in both your personal and work lives.
- When we work in roles supporting other people we will often place our priority on those we are supporting and as a result we can risk neglecting our own wellbeing. It is therefore essential that we pay adequate attention to maintaining a healthy relationship with ourselves so that we can then give to others.
- Making changes towards healthier self-care in our personal lives can support our wellbeing in work enabling us to grow in confidence, stamina, physiological and psychological capacity to deal with any challenges we experience in work.

In this section of the Wellbeing framework, we discuss and provide you with access to ways of thinking, that are intended to support you to look after yourself in areas such as:

- Physical wellbeing.
- Emotional and mental wellbeing.
- Social wellbeing.
- Workplace wellbeing.

Key questions to ask yourself



- What helps you stay mentally healthy at work?
- What other approaches can you take and what behaviours can you adopt to support your mental wellbeing?
- Are there elements of your individual working style or temperament that it is worth your manager being aware of?
- What are the early warning signs of poor mental health that your manager or supervisor can look out for?
- What support could be put in place to minimise triggers or help you to manage the impact?
- Are there any situations at work that can impact on your wellbeing and/or trigger poor mental health for you?
- How might experiencing poor mental health impact on your work?
- What can your manager do to proactively and positively support you to stay mentally healthy at work (particularly if you are experiencing stress or poor mental health)?
- What actions and positive steps can you and your manager take if you start to experience/ are experiencing poor mental health?

The 5 ways to wellbeing

The "5 Ways to Wellbeing" are a set of evidence-based actions that can boost mental and emotional health and promote overall well-being.

These actions are simple things individuals can integrate into their daily lives (The New Economics Foundation)

”

Connect...
Be active...
Take notice...
Keep learning...
Give...

Five ways
to wellbeing

Connect

with the people around you



Be active

discover an activity
you enjoy



Take notice

be aware of the world
around you



Keep learning

try something new or
rediscover an old interest



Give

do
something
good
for the
community



Looking after self - I/ We Statements

Looking after self

What this means: Individuals are able to identify the signs that their wellbeing is being affected as early as possible and are able to develop their own personal approach to seeking support, and building and maintaining support networks.

These are important professional and personal skills that will ensure individuals are able to live a fulfilled, happy, healthy and productive life both in and out of work.

This can take many forms and may include:

- regular exercise;
- regular relaxation time;
- healthy eating and drinking habits;
- finding ways to sleep better;
- taking up new interests and hobbies;
- joining a group or a team;
- chatting,
- socialising and relaxing with other people
- learning new skills through education, training or employment

The 'I' statements describe what good wellbeing looks like from an individual employee/team perspective.

The 'We' statements then express what organisations should be doing to make sure the individuals actual experience of wellbeing in the workplace lives up to the 'I' statements.

Looking after self - I/ We Statements

'I' Statement

"I make sure I take regular breaks during my working day/ night"



"I am able to identify things that affect my wellbeing in my personal and work life and I have strategies in place to deal with these".



"I have trusted friends, family and colleagues I can turn to help me to feel better by providing practical support, or just being there to listen".



'We' Statement

We will encourage exercise and regular breaks to boost staff health and mental wellbeing (such as lunchtime walking clubs)

We will make sure all staff have the knowledge and tools to improve their self-care, to recognise when they or colleagues might need some extra or different support.

We will speak regularly with staff to check how they're doing and to reflect on what might be affecting their wellbeing (positively and negatively). We will encourage and support a culture of teamwork, collaboration and information-sharing.

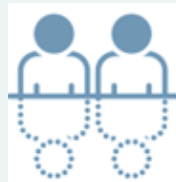
Looking after self - I/ We Statements

'I' Statement

"I have clear boundaries between work and home"



"I am able to reflect on things that are going well in my life and things that are not so that I can understand why something happened and to either avoid it in the future or continue to do if it works".



"I can understand why something happened and to either avoid it in the future or continue to do if it works"

'We' Statement

We will act as role models for healthier work habits and encourage staff by leading by example (such as: flexible approaches to working hours and working sensible hours; taking full lunch breaks; resting and recuperating after busy periods; taking full annual leave entitlement).

We will provide regular supervision for staff to have time and space to enable them to talk openly about their experiences in work and in their personal life that may be impacting on their wellbeing.

Looking after self - I/ We Statements

What needs to be in place

- Individuals have sufficient control in work over their workload as well as control over self care.
- Individuals are able to access guidance and support in relation to their health and wellbeing at work and in their personal life.
- Individuals are able to actively promote their own wellbeing both within and outside work.
- Individuals are able to spot the signs that their wellbeing is being effected as early as possible, for example the signs they may notice within themselves; behaviours they notice in themselves and others; emotional signs in themselves that others may notice first; or emotional signs they may notice themselves

Theme 2

Wellbeing of teams

Setting the context

Employers have a moral and legal duty of care for their employees, ensuring they're effectively supported in terms of their health and wellbeing.

Equipping managers with the skills, knowledge and confidence in approaching wellbeing issues within teams is a major step in ensuring this duty of care is met.

In this section of the Wellbeing framework, we discuss and provide you with access to ways of thinking, that are intended to support you in:

- Dealing with the early stages of fatigue and prevent issues developing further.
- How to support the wellbeing of remote teams.
- How to further support a teams' mental health.
- How to further develop effective and collaborative teams.

Wellbeing of teams - I/ We Statements

Wellbeing of teams

What this means: The ability to lead individuals and teams to success is arguably the most important skill a manager can possess.

Teams are at the forefront of building your business and adapting to operational changes in the delivery of health and social care.

Being able to spot if your team are struggling with their wellbeing, and being able to offer real practical solutions is a must for leaders

The 'I' statements describe what good wellbeing looks like from an individual employee/team perspective.

The 'We' statements then express what organisations should be doing to make sure the individuals actual experience of wellbeing in the workplace lives up to the 'I' statements.

Wellbeing of teams - I/ We Statements

'I' Statement

"I am part of an open and honest team where I feel valued for my contribution"



"I work best when the strengths of individuals in the team are combined together".



"I work with a team that is built on mutual trust and commitment"



"I work as part of a team that encourages positive risk taking"



"I work in a team who are willing to help a struggling team member for the greater success of the team"



'We' Statement

We will give clear and honest feedback, supporting our teams to succeed

We will reward innovation and initiative, ensuring we learn from what has not worked as well as what has worked

We are team players, and promote collaborative behaviour which builds respect and trust between partners

We will be visible, approachable, and work with staff to help them make sense of the challenges they face

We will champion both difference and experience, recognising the value they bring and stay committed to our teams by providing continuous support

Wellbeing of teams - I/ We Statements

What needs to be in place

- 'Team health/wellbeing champions' who are trained in mental health first aid, who can offer advice, support and signposting for staff.
- Team charters, documents that define the purpose of the team, how it will work, and what the expected outcomes are. They are "roadmaps" that the team and the managers create that can include:
 - mission and objectives
 - roles and remit
 - authority and boundaries
 - resources and support
 - negotiation and agreement.
- Ensure managers are trained and developed in the key skills of:
 - relationship and team-dynamic building
 - strengths-based coaching and delegation skills
 - emotional Intelligence
 - developing approaches to respond to the challenges of managing and leading multiple and remote teams (where applicable)

Theme 3

Leadership and Wellbeing

Setting the context

From showing their support for a wellbeing strategy or initiative, to setting good examples through healthy workplace practices, leaders and managers play a pivotal role in workplace wellbeing.

Leaders and managers need to build a culture of compassionate and inclusive leadership that can attract, continuously support and develop a flexible and agile workforce who feel, and are valued, by an inclusive and modern health and social care system.

In this section of the Wellbeing framework, we discuss and provide you with access to ways of thinking that are intended to support you in:

- how to engage leadership with workplace wellbeing.
- how to further support the wellbeing of the workforce inclusive of leaders themselves.
- how to link wellbeing to a wider organisation strategy

Leadership and Wellbeing - I/ We Statements

Leadership and Wellbeing

What this means: Leaders need to keep enthusiasm going for wellbeing, and support employees as they build long-term habits that lead to good health.

Leaders that focus on improving the wellbeing of their people tend to enjoy better relationships with them, which in turn leads to increased levels of motivation and morale, higher performance levels, job satisfaction and ultimately helps towards achieving your business goals

The 'I' statements describe what good wellbeing looks like from an individual employee/team perspective.

The 'We' statements then express what organisations should be doing to make sure the individuals actual experience of wellbeing in the workplace lives up to the 'I' statements.

Leadership and Wellbeing - I/ We Statements

'I' Statement

"I feel confident to be able to speak to my manager about anything"



"I am treated fairly by my manager".



"I feel supported and confident coming to work and have regular conversations with my manager about my health & well-being".



'We' Statement

We have a workplace culture where asking for help is seen as a strength rather than a sign of weakness; it is ok not to feel ok all of the time

We are open and genuine with our people and work hard in creating a sense of transparency, honesty and trust with everyone in the team

We actively promote healthy working environments, and take the wellbeing of our staff seriously as they are critical to the provision of high quality care and outcomes

Leadership and Wellbeing - I/ We Statements

'I' Statement

"I am motivated, supported and encouraged to perform at my best".



"I work with a management team who are approachable and take time to listen to me".



'We' Statement

We are constantly looking for ways to recognise and show appreciation for the great work our staff do and we actively encourage our staff to learn new skills as part of their career development

Line managers are able to offer core guidance on health and wellbeing at work, and can refer and signpost staff to support and advice

Theme 4

Personal and professional development

Setting the context

- Personal confidence, motivation and self-awareness all impact on an individuals' capacity to perform well in work.
- When staff feel valued, supported and work is meaningful they are more likely to be engaged in their work.
- A positive culture and an investment in personal and professional development builds the trust and integrity essential to maintain commitment and productivity levels.
- Investing and promoting in personal and professional development can be done in a range of ways including coaching, learning, training and job-shadowing opportunities.
- Managers should also make themselves available for regular work related conversations with staff.

In this section of the Wellbeing framework, we discuss and provide you with access to ways of thinking that are intended to support personal and professional development such as:

- training and learning activities
- supervision and support
- coaching and mentoring
- personal development planning

Personal and professional development - I/ We Statements

Personal and professional development

What this means: Engaging in learning to meet the standards of work that are required; ensuring staff have the required qualifications to meet statutory and regulatory requirements; to ensure individuals accessing and receiving services receive a high standard of service quality; to support staff to develop their confidence in the work they do; to enable staff to access different employment experiences.

It is important that all staff continue to learn and develop to keep skills and knowledge up to date and ensure they continue to work safely, legally and effectively.

The 'I' statements describe what good wellbeing looks like from an individual employee/team perspective.

The 'We' statements then express what organisations should be doing to make sure the individuals actual experience of wellbeing in the workplace lives up to the 'I' statements.

Personal and professional development - I/ We Statements

'I' Statement

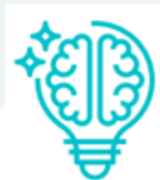
"I have the opportunity to do the best that I can and to progress in my career when I am ready to do so"



"I have a supportive supervisor who provides me with feedback on my performance and encourages my personal development to help me maximise my abilities"



"I have time to reflect on my practice"



'We' Statement

We will make sure that all staff have an up to date personal development plan and receive an annual performance review

We will provide staff with a named supervisor who will provide staff with regular one-to-one supervision and who will be available on a regular basis to support learning and development

We will ensure staff are encouraged to allocate time and space for individual and group reflection in order to support their learning, improvement and personal growth

Personal and professional development - I/ We Statements

'I' Statement

"I am encouraged to
identify my own
strengths"



"I am offered
training to support
me in my role"



"I am supported to
take positive risks".



'We' Statement

We will empower staff to
discover and develop
their strengths and
support them in roles
where they can do what
they do best every day

We will promote and
develop a learning
culture that recognises
and prioritises the
importance of training
and development

We will encourage and
reward healthy and
positive risk-taking

Reflective practice and supervision

Quality reflective practice in supervision enables staff to discuss and evaluate the impact, the benefits and the challenges within their approach to a particular case and to wider practice

It is a key element of personal and professional development and should be a part of regular practice (business as usual) and not used as a one-off activity or solely within supervision

Effective supervision relationships allow practitioners to develop personally and professionally through trust, honesty and empathy. When done well, supervision contributes to how staff performance is managed, and includes practice development and teaching and coaching.

Individual supervision can also be enhanced by (but not substituted for) group support and challenge. The right balance has to be struck between recording group and individual supervision.

Reflective supervision is crucial for promoting employee wellbeing by providing a safe space for employees to process challenging experiences, manage stress, and develop self-awareness. It helps employees to reflect on their practice, identify areas for improvement, and build resilience, ultimately leading to a healthier and more effective workforce.

The value of reflective practice and supervision in promoting wellbeing

Reduced Stress and Burnout

It provides a confidential and supportive environment, reflective and allows employees to process difficult situations, explore their reactions, and develop coping strategies. This can help reduce stress and prevent burnout, which are common issues in helping professions.

Increased Self-Awareness

It encourages employees to examine their own thoughts, feelings, and behaviours in relation to their work. This increased self-awareness can lead to a deeper understanding of oneself and one's impact on others, fostering more effective and ethical practice.

Improved Emotional Regulation

It helps employees develop the skills to manage their emotions, particularly those related to challenging cases or situations. This can lead to better emotional regulation and improved professional relationships.

Enhanced Resilience


It provides a space to process difficult experiences and learn from them, reflective supervision can build resilience in employees. This can help them cope with future challenges and maintain their wellbeing.

Improved Work Relationships

It fosters stronger working relationships by creating a culture of trust, support, and open communication. This can lead to better teamwork and a more positive work environment.

Enhanced Professional Development

It provides a platform for continuous learning and professional development. It helps employees identify areas where they can improve their skills and knowledge, leading to more effective practice and a greater sense of accomplishment.



Models of reflection....

There are a number of different models of reflection that can be adopted, such as:

Kolb's learning cycle

follows four stages of:
concrete experience,
reflective observation,
abstract conceptualisation,
active experimentation

Gibbs reflective cycle

follows a six stage process of:
description,
feelings,
evaluation,
analysis,
conclusion,
action plan

Schon's reflection 'in' and 'on' action

Driscoll's model of reflection

based on 3 key questions:
What?, So What?; Now What?

What, So What, Now What....

What?

Describe an event or situation

So what?

Explain why that action or event was significant

Now what?

Explain how you will use that information to inform your future practice

WHAT?

- What is my description of the case and what we are trying to achieve for the individual (e.g. risks to be managed, care and support needs to be met and outcomes to be achieved)
- What have we tried so far and how successful has it been (or not)?

SO WHAT?

- So what needs to happen next?
- So what are my alternative options for supporting this case?
- So what am I learning about my practice approach?

NOW WHAT?


- Now what do we need to next with the case and to support the individual?
- Now what do I need to do differently in my practice?

Outcome focused supervision

Outcomes focused supervision is an approach to supervision case discussions and involves supervisors asking a series of questions aimed at ensuring that staff understand what adults, parents, children and carers want help with, how the person defines the problems and challenges they face and the outcomes that they want to achieve.

Outcome focused supervision requires three key changes (Johnstone and Miller, 2010)

The endpoint shifts from the delivery of the service and focus on here and now to exploring impact of the intervention



The endpoint shifts from the delivery of the service and focus on here and now to exploring the impact of the intervention

The focus shifts from identifying problems and deficits to a focus on building on capacities and strengths towards achieving creative solutions

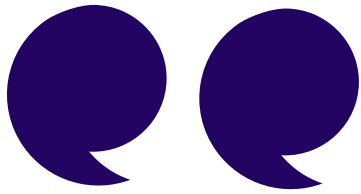
Practice shifts from being a 'tick box' exercise to building a picture of the person supporting a clear plan to achieve desired outcomes

Good outcome focused supervision practice

- Clearly identified outcomes for each case.
- Focus on the future – clarity about the direction of work and how to get there.
- Risk enablement and positive risk taking approach.
- Active listening with a constructive ear, listening for positive aspects of practice and identifying what is going well.
- Reflective practice that enables the supervisee to think more independently.
- Key decisions and actions agreed with clear timescales and responsibilities.
- Relationship based practice built on an understanding of the service user's history and personal circumstances.
- Secure professional relationship where supervisor takes time to understand and assess supervisee's strengths and weaknesses

Providing feedback

4



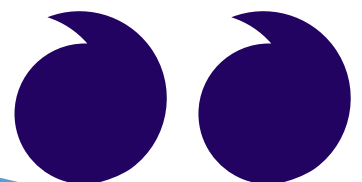
Feedback is an important mechanism that when done well, enhances learning in supervision.

Constructive feedback can help staff understand what they are doing well and what they need help with, however the feedback should be specific, timely, and based on observations that bridges theory and practice, enhances self-awareness, and builds holistic competence in staff



The benefits of constructive feedback include:

- enhanced professional development,
- clarified and clear expectations,
- stronger working relationships
- improved performance.



Providing constructive feedback

Constructive feedback differs from general opinion by providing insight and clarity, instead of focusing on the negative aspects of a situation, constructive feedback aims to examine the person's specific issues or challenges in a productive and meaningful way.

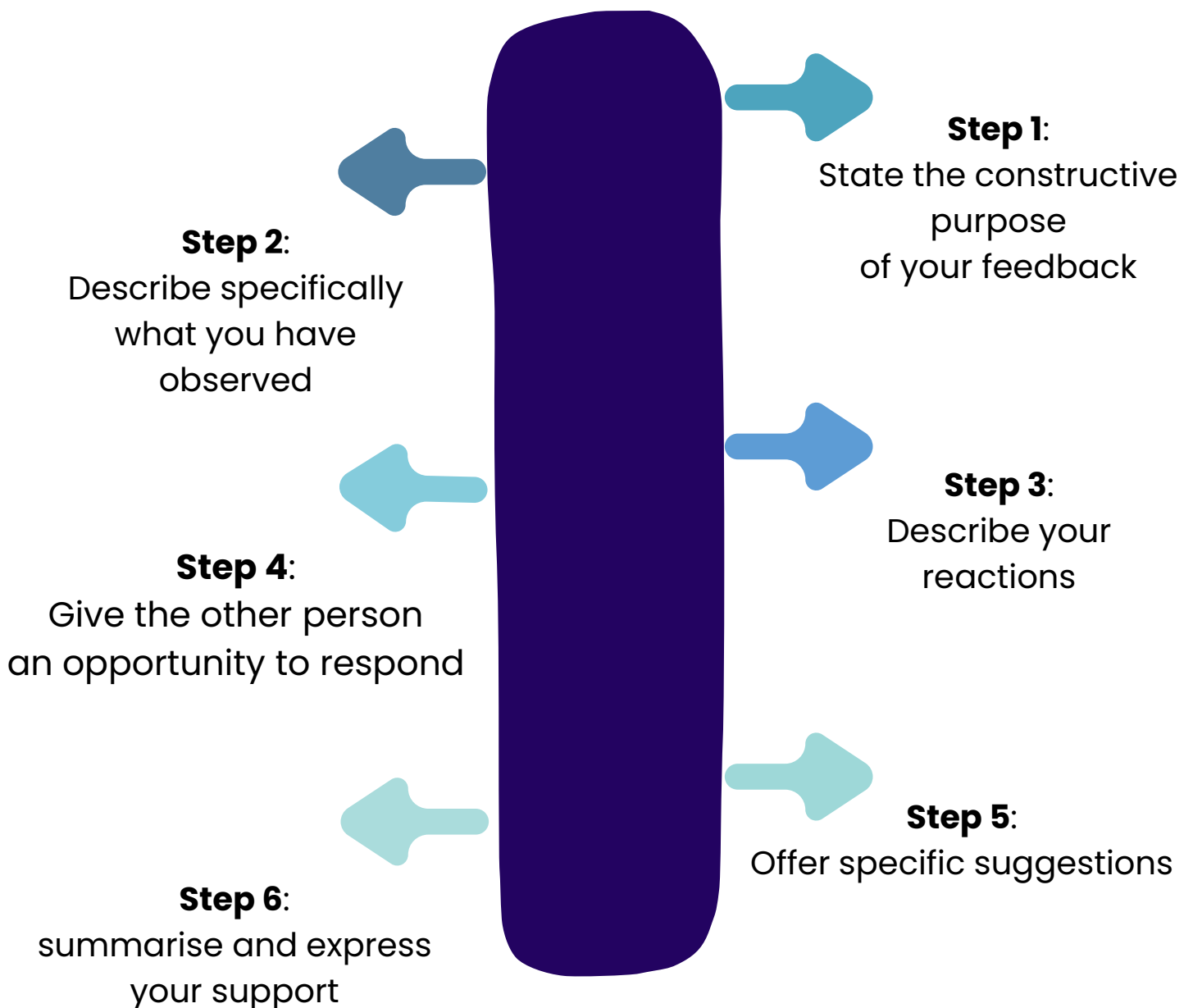
As a general rule, feedback should be balanced and focus on areas where the supervisee is working well and also areas for development. However, supervisors may also be faced with situations in which they need to provide more formal feedback to supervisees, identifying areas where their work needs to improve.

For example, tackling sensitive issues about a supervisee's attitude at work, interactions with team members, standard of written work, or not completing tasks within timescales. These kinds of conversations require careful planning, sensitive delivery and clear, targeted developmental feedback.

Six step approach to providing feedback

The six step method is a tool that is used to build things up, not break things down that focuses on description rather than judgment.

It provides a balance of positive and negative feedback through the lens of observations on what you can see or hear about an individual's behaviour, whilst ensuring you refrain from jumping to assumptions and interpretations that you may make from what you see or hear.





SELF ASSESSMENT CHECKLISTS

Theme 1 - Looking after self

Self Assessment Checklist

No not at all/ Don't know	I'm thinking about it	I'm working on this	Yes I am there
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I exercise and take regular breaks to boost my health and mental wellbeing

☐☐☐☐

I have the knowledge and tools to improve my self-care so I can recognise when I needs some extra or different support

☐☐☐☐

I speak regularly with my supervisor about how I am doing and to reflect on what might be affecting my wellbeing (positively and negatively)

☐☐☐☐

I have a role model for healthier work habits

☐☐☐☐

I am provided with regular supervision and have time and space to talk openly about my experiences in work and in my personal life that may be impacting on my wellbeing

☐☐☐☐

Theme 1 - Looking after self

Organisation Checklist

	No not at all/ Don't know	Thinking about it	Working on this	We are there
The organisation actively promotes improving personal resilience and openly commits to workplace wellbeing programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience training is available to help all employees identify potential issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are encouraged to take part in regular physical activity and opportunities to do so are actively promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of minimum legally required breaks taken by all staff is communicated at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organisation promotes self-efficacy and encourages individuals to recognise their own limitations in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organisation actively seeks ways to reduce sleep deprivation, for example, overtime policies, turnaround times and working day limits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Theme 1 - Looking after self

Organisation Checklist

No not at all/
Don't know

Thinking
about it

Working on
this

We are
there

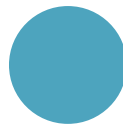
The organisation provides information to employees about, and actively promotes reducing the stigma around, mental ill health



The organisation promotes regular mental health checks and provides support for those in high-risk areas of work



The organisation ensures employees are aware that mental health and wellbeing issues are valid. People seeking to address these issues are fully supported by the organisation at all levels



The organisation provides a confidential support service in-house or externally to individuals who come forward with a problem



The organisation works with staff to reflect on and celebrate successes



The organisation encourages staff to take regular annual leave at times that suit the individuals and the overall workload of the team



Theme 2 - Wellbeing of teams

Self Assessment Checklist

No not at all/ Don't know	I'm thinking about it	I'm working on this	Yes I am there
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Myself and the team are given clear and honest feedback to help us to succeed

☐☐☐☐

Myself and others in the team are team players and promote collaborative behaviours that build respect and trust

☐☐☐☐

Myself and the team can be innovative and use our initiative to ensure we learn from what has and has not worked

☐☐☐☐

Myself and the team are visible, approachable and work together to make sense of challenges we face

☐☐☐☐

Myself and the team champion both difference and experience, recognising the value we bring and we are committed to continuous improvement

☐☐☐☐

Theme 2 - Wellbeing of teams

Organisation Checklist

No not at all/
Don't know

Thinking
about it

Working on
this

We are
there

All leaders can articulate the importance of creating an environment where people can experience meaning and purpose in their working life



Managers understand, and can explain, the main issues that affect the health and wellbeing of their team



All employees, volunteers and contractors are empowered to raise issues in relation to working conditions, such as those that create stress and fatigue



Systems are in place for staff to raise and resolve environmental issues, including management decisions and the way that work is arranged



Effective procedures are in place to enable discrimination or bullying to be reported and managed.



There are identified health and safety representatives (trade union and/ or company representatives). All employees and volunteers expected to engage with these representatives if issues arise



Theme 3 - Leadership and wellbeing

Self Assessment Checklist

No not at all/ Don't know	I'm thinking about it	I'm working on this	Yes I am there
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There is a workplace culture where asking for help is seen as a strength rather than a weakness

☐☐☐☐

There is openness, a sense of transparency, honesty and trust with everyone in the team

☐☐☐☐

I am recognised and appreciated for the great work we do and we are actively encouraged to learn new skills

☐☐☐☐

Healthy working environments and habits are promoted and my wellbeing is taken seriously by leaders

☐☐☐☐

I am offered guidance on health and wellbeing at work and referred and signposted to support when/ if needed

☐☐☐☐

Theme 3 - Leadership and Wellbeing

Organisation Checklist

No not at all/ Don't know	Thinking about it	Working on this	We are there
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The organisation has assessed and documented its leadership requirements and priorities around embedding wellbeing.



The organisation can demonstrate the process for ongoing consultation and communication with staff on relevant workplace wellbeing issues



Flexible working practices and family-friendly policies are in place. Impact on family life is considered in policy development and decision making



Line managers demonstrate regular joint working and shared decision making with employees and empower employees to work with autonomy



There is evidence of managing organisational development and change appropriately



Theme 3 - Leadership and Wellbeing

Organisation Checklist

	No not at all/ Don't know	Thinking about it	Working on this	We are there
A clear attendance management policy is in place and procedures are known to staff				
The organisation maintains contact with absent employees, to provide support and to aid return to work				
The organisation conducts and records return-to-work interviews, records any concerns and provides appropriate support				
The organisation conducts specific risk assessments for individuals in high-vulnerability roles and takes into account a person's circumstances				
Reasonable adjustments are available to employees, in line with recommendations made in a statement of fitness for work				

Theme 4 - Personal and professional development

Self Assessment Checklist

No not at all/
Don't know

I'm thinking
about it

I'm working
on this

Yes I am
there

I have an up to date personal development plan and receive an annual performance review



I have a named supervisor who provides me with regular supervision and who is available on a regular basis to support my learning and development



I am encouraged and supported with time and space for individual and group reflection to support my learning, improvement and personal growth



I am empowered to discover and develop my strengths and supported to the best I can in my work



There is a learning culture that recognises and prioritises the importance of training and development



I am encouraged and supported to take positive risks in my work



Theme 4 - Personal and professional development

Organisation Checklist

No not at all/ Don't know	Thinking about it	Working on this	We are there
------------------------------	----------------------	--------------------	-----------------

The organisation has an individual performance and development review system in place that enables any training needs to be identified. This system also allows employees to comment on work related, family and personal issues that affect their performance

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Education and development opportunities are routinely available to managers and staff, to enhance their skills and knowledge

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Learning and development is a standing agenda item for individual supervision

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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We provide managers and staff with the skills to critically reflect on their practice and provide training on the different models and approaches that can be used

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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We adopt a strength based approach to supervision that empowers and supports staff in their development and in their practice

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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