



Reflective Supervision Trailblazer Provision Feedback Report

Written for Gloucestershire County Council Occupational Health Service
By

Sarah Robertson BSc (Hons), MSc, MBPsS
Gloucestershire Healthy Living & Learning (GHLL)

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1. Introduction

1.1 Trailblazer Training Matrix

As part of the Trailblazer Training and Provision offer, Reflective Supervision through Gloucestershire County Council Occupational Health Service was offered as a provision to support school staff within Gloucestershire from Trailblazer Schools (as shown in the staff column in the below training matrix).

Staff		Children and Young People		Parents and Carers
Primary School	Secondary School	Primary School	Secondary School	
TIC+		TIC+		TIC+
Trauma-Informed Approaches & Resilience Restorative Practice		Gloucestershire Make Music/ Song Writing Restorative practice		Digital Technologies and MH of CYP Restorative practice
Self-Harm Awareness Training		Self-Harm Awareness Training		Self-Harm Awareness Training
Staff Wellbeing Session		Five Ways to Wellbeing		Wellbeing Sessions
Emotional Literacy		Emotional Literacy		Resilience Training
Supporting Transgender CYP		Supporting Transgender CYP		Supporting Transgender CYP
Mental Health First Aid England Training		YST Active Healthy Minds		
Yoga Training		Yoga Practice		
Mental Health E-Learning Package		Relationships and Sex Ed (RSE)		
ACES Training		OAKS Project		
New Boxall Profile Online		Facts 4 Life		
		Daily Mile		
Training Courses with Educational Psychologists		Peer Mediation	Mentoring Training (KS4/5)	
Reflective Supervision		Focus for Learning	Mind Full	
Healthy School/ College Accreditation		Protective Behaviours	Give and Get	
Online Pupil Survey / EHWP Tools		Sometimes my Brain Hurts	Beyond Fed Up	
		Make me a Superhero	Youth MHFA Course	
		Counting Sleep		



1.2 Reflective Supervision Sessions for Trailblazer School Staff:

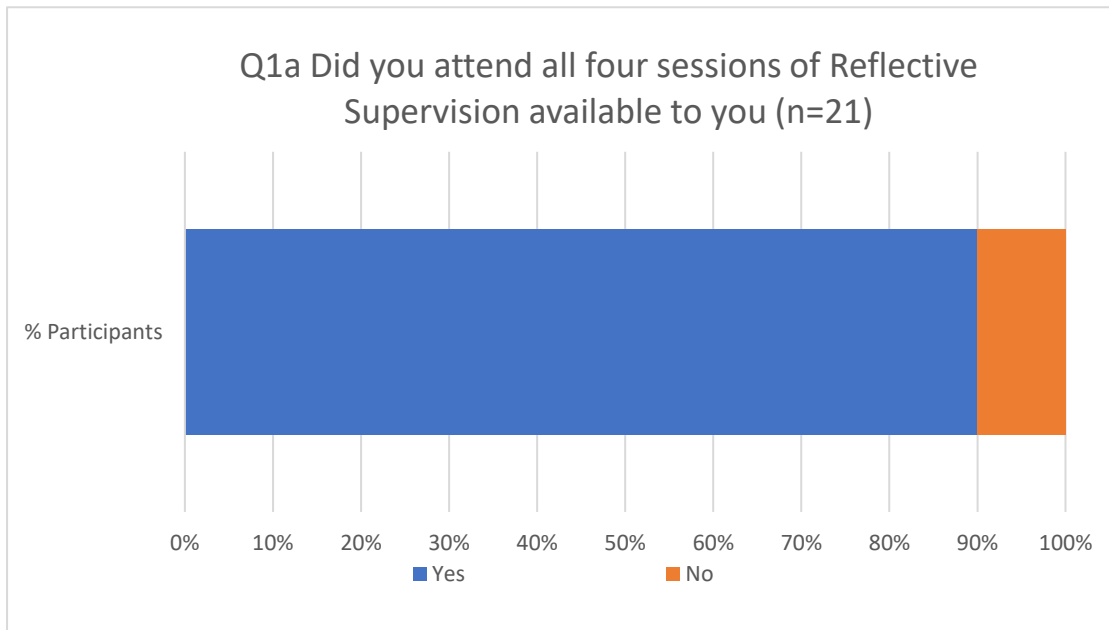
Reflective Supervision provides the support needed by practitioners who are working with highly emotional content daily through their work supporting children/young people and their families and managing complex staff issues. Working in such environments where there is a high level of emotional demand, requires support and ongoing professional development to provide perspective, increase skills and avoid stress and burnout.

Reflective Supervision sessions differ from clinical or case supervision sessions in that the focus is on the member of staff and any challenges to their resilience rather than the client the employee is working with. Outcomes are, therefore, person focused and aimed at meeting the needs of the member of staff and the needs of the organisation in supporting them.

57 staff from trailblazer schools received reflective supervision with 182 sessions of reflective supervision being carried out overall. Each member of staff received support through four sessions of reflective supervision with a qualified counsellor from Gloucestershire County Council Occupational Health team. As part of the feedback process forms were sent out to all 57 participants with 21 returning completed forms which is a 36% response rate

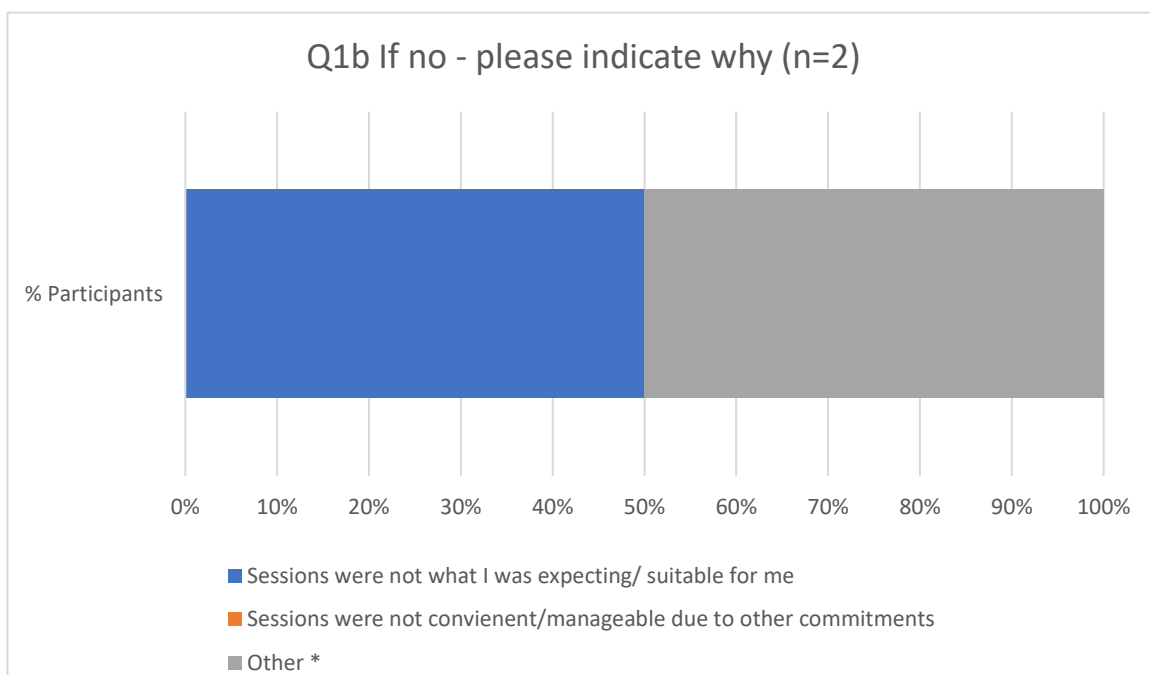
2.2 Graphs to show participants responses to the feedback questions

Graph1: Attendance of Reflective Supervision Sessions



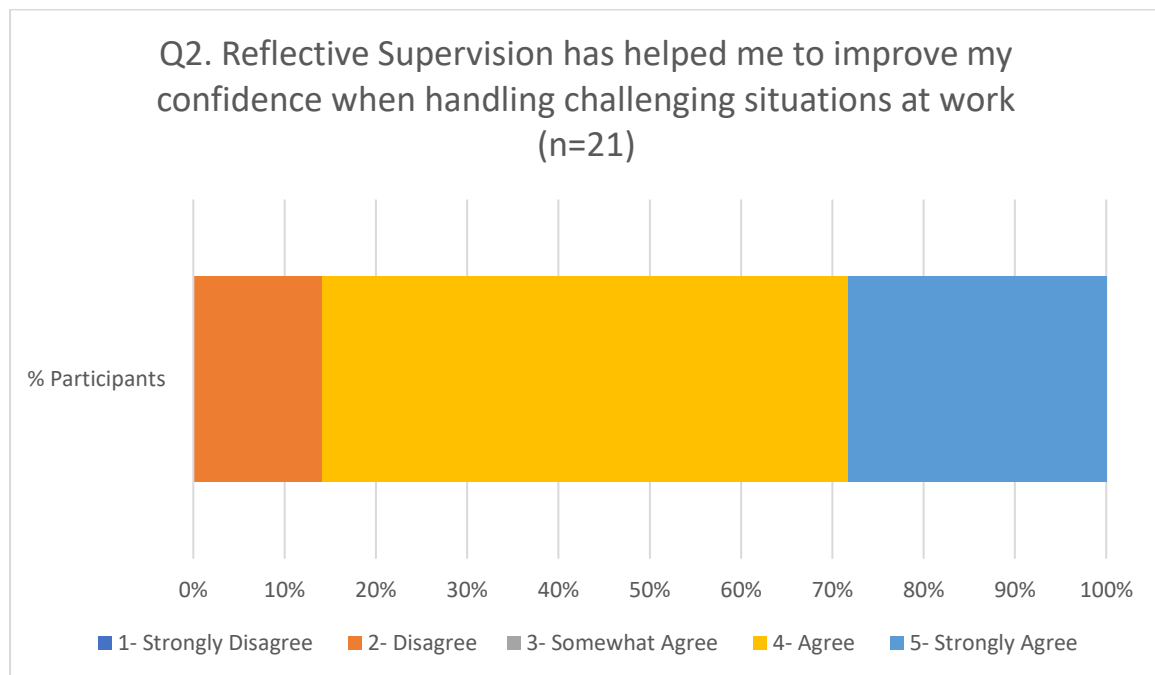
The graph shows most participants who provided feedback attended all four sessions with 90% (19 participants) attending all four and only 10% (2 participants) not.

Graph 2: Reasons for non-attendance of all Reflective Supervision sessions



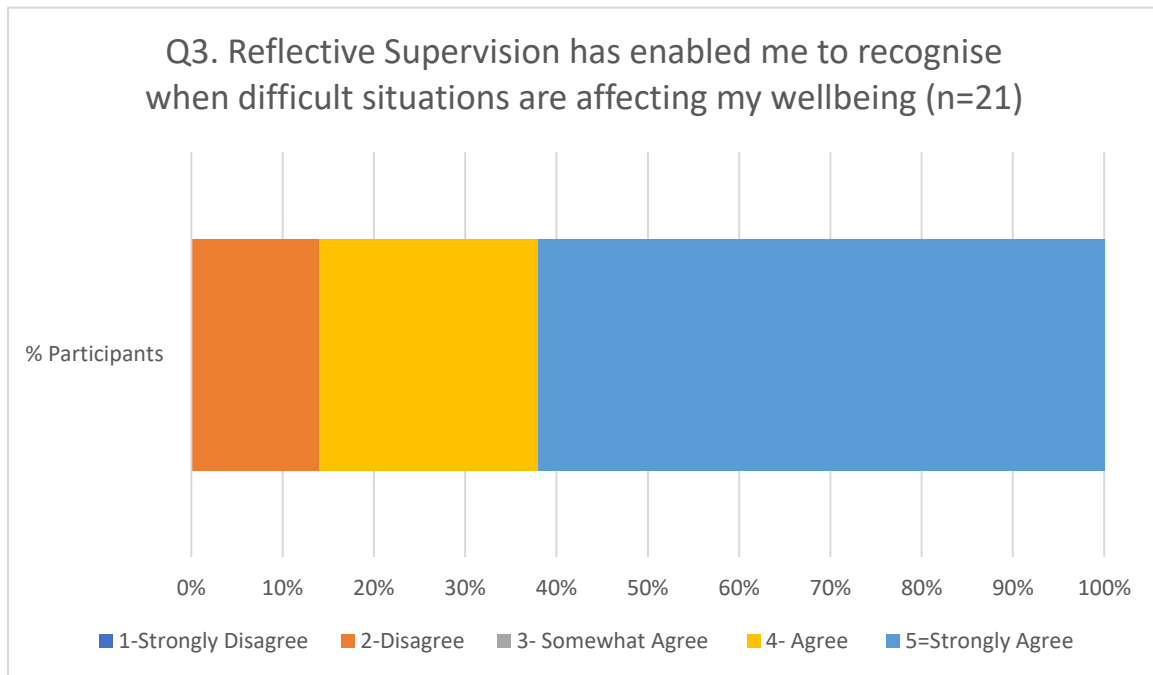
As shown in the graph on the previous page; out of the two participants who did not attend all four sessions one noted that the sessions were not what they had expected/ suitable for me and this was why they did not complete all four sessions. *The other participant chose other as a reason and noted in their response that: *“My allocated worker is currently not available and so the last session hasn’t taken place yet.”* They had completed 3 sessions just not the last one at the time of competing the feedback form.

[Graph 3: Confidence when handling challenging work situations](#)



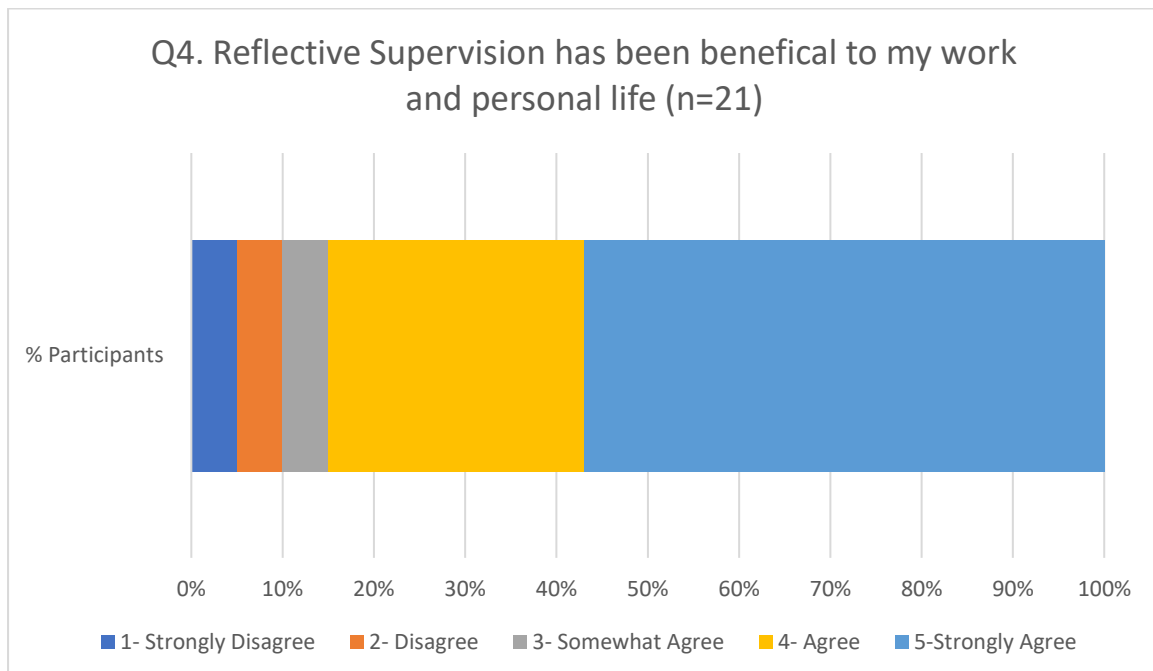
As shown in the graph, most participants (86 % agree and strongly agree combined) agreed that the Reflective Supervision had helped them when facing the demands and challenges of their work role. A small number (14% of participants) disagreed however they noted this was not a reflection the reflective supervision, rather in their own confidence in their ability to manage difficult situations at work. One participant commented: *“It is not because of quality of the RS but because I generally feel confident”*.

[Graph 4: Participant’s ability to recognise when their wellbeing is being impacted](#)



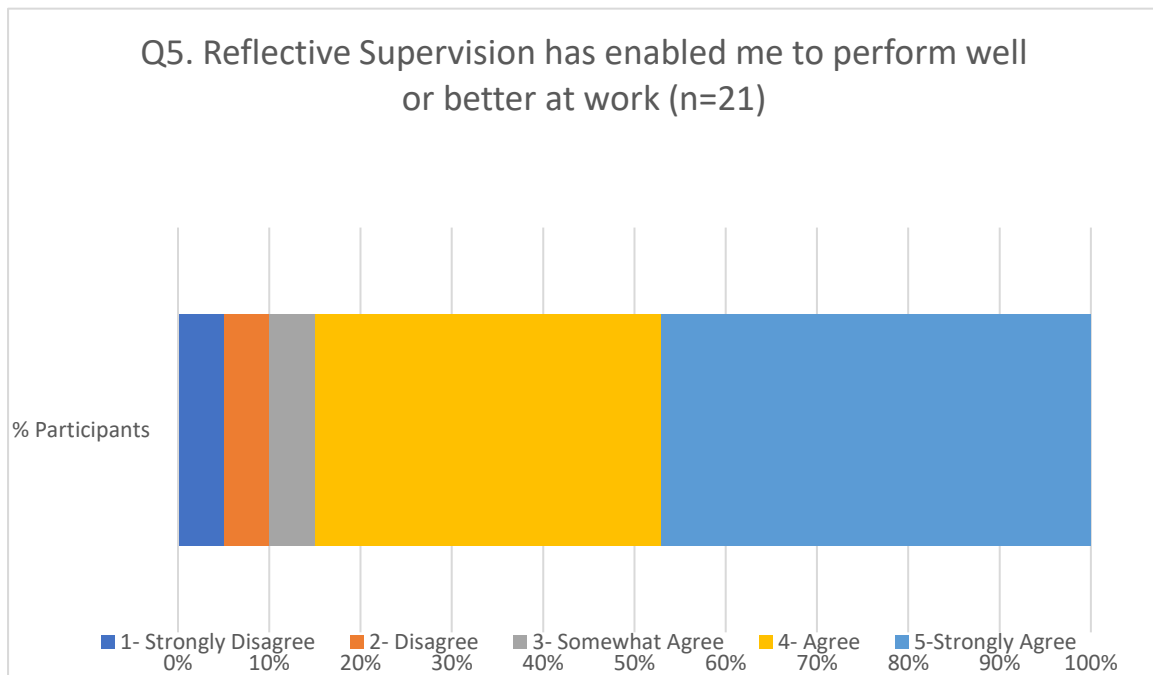
The graph shows that again most participants (86% combined agree and strongly agree) felt that the reflective supervision had helped them in recognising when their wellbeing is started to be impacted. Again only 14% of participants disagreed with this with one participant commenting: *“This is not because of the quality of Reflective Supervision but because I’m reasonably self-aware and have some effective systems for de-stressing already”*.

[Graph 5: Participants responses on whether reflective supervision had benefitted home and work life](#)



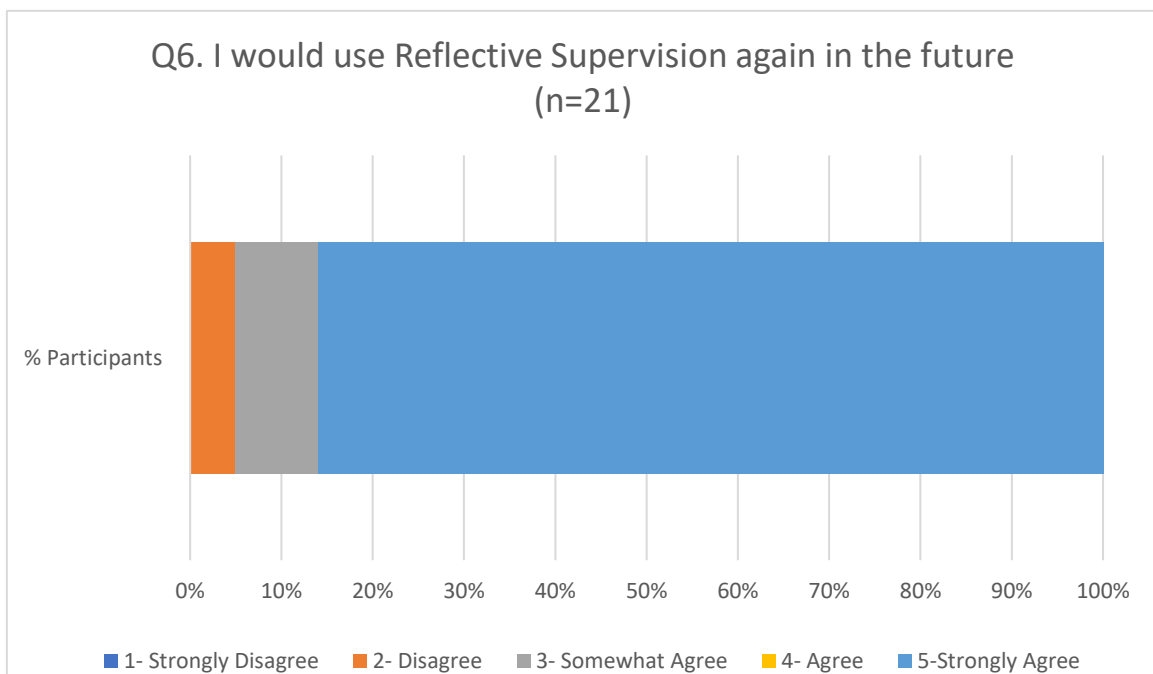
90 % (combined somewhat agree, agree, and strongly agree) of participants agreed that the reflective supervision had benefitted both their home and work life. 10 % of participants had felt this had not made an impact for their work and home life.

[Graph 6: Participants responses on whether the Reflective Supervision has helped with performance at work](#)



Again 90% of participants felt that the reflective supervision had helped them to perform well/ better at work, with only 10% disagreeing with this.

[Graph 7: Would participants use Reflective Supervision again?](#)



95% of all participants responded that they would use reflective supervision again (20 participants) with 1 participant (5%) noting that they would not use reflective supervision again.

3. Qualitative Feedback From Participants

3.1 Word Cloud to show participant responses to describing their experience:

Q7. Please use one word to describe your experience of Reflective supervision (n=21):



The above words that participants used to describe their experience of reflective supervision showed how valuable a provision they thought it had been. Words such as Invaluable, Enlightening, Powerful, Empowering, Eye Opening, Indispensable are all strong words, showing a depth of feeling in how the sessions had benefitted them. Others noted the therapeutic value with words such as Affirmatory, Personal Reflection, Supportive, Empathetic, Therapeutic and Helpful.

3.2 Participants noted how much the sessions had a positive impact on their own health and wellbeing and work life, as well as managing the pressures of their work roles: Participants also mentioned the benefits they could see for other school staff and felt that Reflective Supervision should be available as a provision for all school staff:

- *“I valued these sessions so much – in over 20 years career in education I have never been offered this before and I found it very beneficial. The emotional toll that this job takes on us is often underestimated. I will be enquiring about more sessions. Thank you!”*
- *“It is the best CPD I have ever experienced and supported me as a leader to further develop and expand my thinking to the point where I am now part way through an MA and am enjoying my work. I feel increasingly positive about the challenges and am able to deal with them as they arise. I recommend reflective supervision for all headteachers as an ongoing provision that should come with the role.”*
- *“I have benefited enormously from the sessions I have had and would encourage anyone who has the opportunity to take the Reflective Supervision as a positive as it will enhance their working practice.”*
- *“I was extremely dubious at first about attending the program but found it to be one of the most beneficial things that has been offered to me during my teaching career. Thank You”*
- *“I manage my wellbeing and stress levels well and this was recognised in the sessions. I already have a strong support network in place. I do feel that reflective supervision probably benefits lots of people and there are staff in my school who would benefit from these sessions.”*
- *“Thank you – I have found the whole experience helpful, positive and very beneficial.”*
- *“Ruth was fantastic and offered practical support to ensure my workload was managed effectively. I would love for the reflective supervision to continue so that other staff can be supported.”*
- *“This was a very positive experience that helped understand how I deal with things and how I can ensure that work issues do not overtake my personal wellbeing”*
- *“I found the sessions incredibly useful, during a very challenging time. I would greatly appreciate more sessions to be available in the future as it has hugely helped my wellbeing.”*

3.3 Participants also mentioned the calibre of counsellors who provided the reflective supervision and how their experience helped them:

- *“It was extremely useful that the lady who I worked with was also a counsellor. This meant she was also able to offer me wisdom and guidance to manage a significant issue I was finding extremely challenging in my personal life. For me this has made a huge difference to me.”*
- *“Reflective supervision with Kaukab has been essential for me this past year, she has meant the difference to being able to manage the pressure or not. Reflecting on scenarios has helped me evaluate how I have responded to situations and why / how the role impacts on my own mental health. Personally, she has looked after me and I have felt cared for.”*
- *“The practitioner that I had was incredibly understanding, approachable and helpful. I did not feel judged at any time.”*
- *“I hadn’t realised how much recent experiences, both at home and at work, had affected me until I talked them through with Richard. I appreciated the opportunity to ‘stop’ and finally talk about these issues. It helped me realise and understand the impact they had all had on me over a period of time and how important it is to share responsibilities and ask for support when needed.”*



4. Conclusions

The data received from participant responses has shown that Reflective Supervision has had a positive impact on the staff working within Trailblazer schools, and has been an important part of the Trailblazer Provision Offer

Staff who received the Reflective Supervision sessions have mentioned not only how important it has been for them in managing their own work role and their wellbeing, but also the benefits they could see for other members of staff within their school settings. This has been shown in some of the qualitative data from the word cloud and in the quotes from participants in the previous section.

Most participants (90%) felt that this has helped them in their performance in work, and how they meet the demands and pressures that have been facing in exceedingly difficult and unprecedented times (86% of participants noted it had helped with confidence when handling challenging situations at work). Participants (86%) also noted, because of the reflective supervision, they can now recognise when their wellbeing is starting to be impacted. Showing that the sessions had had a positive impact on their working life and ensuring that they manage their own wellbeing through techniques/ strategies and recognising triggers for when this may start to be affected.

Participants noted the invaluable techniques they had received from the counsellors they were working with and how they had utilised these in their daily lives both at home and at work. This was shown in the qualitative data from the quotes from participants about the calibre of counsellors and how they had helped them. Most participants mentioned the complex nature of their work roles and having the space to reflect and talk through this with a trained counsellor was hugely beneficial again to their lives both at work and at home. Reflective Supervision therefore has been shown to help support school staff in managing the difficult and complex cases/ needs of the children and young people they work with daily and the nature of working in a school environment. It is a beneficial provision to both staff wellbeing and staff performance in their work roles. 95% of the participants said that would use reflective supervision again.

Having provisions that look after staff wellbeing within the school setting has a ripple effect on the children and young people and other staff within the environment and fosters a whole school approach to mental health and wellbeing. The Reflective Supervision provision worked strongly alongside the other parts of the Trailblazer Offer Matrix and reinforced the strong support we have in Gloucestershire for staff working within our schools and educational settings.

As such the report shows Reflective Supervision should continue to be a beneficial provision for school staff working in Gloucestershire and be offered to help maintain wellbeing and performance at work, and to enable staff to continue to offer the absolute best support and care for our children and young people in Gloucestershire. It has been shown to be a vital part of the Trailblazer Offer.



5. Recommendations

Several recommendations came out from the feedback from participants about the Reflective Supervision Sessions:

5.1 The Reflective Supervision should continue to be offered as part of the Trailblazer offer for staff wellbeing – this was shown in the positive comments and the fact that most staff felt that the Reflective Supervision had made a difference to both their work and home lives and in managing their wellbeing.

5.2 Selection Criteria – when selecting staff who will receive the Reflective Supervision Sessions there should be something written into the selection process to ensure that the staff that feel they really need the support from the sessions will get this offer. This was shown by one participant who noted that felt they were already very resilient and managed their wellbeing well but could identify other colleagues within in their educational setting who would benefit more than they could from the support offered through Reflective Supervision. It is making sure that the criteria allows for this to be picked up and that these staff who need the support receive it.

5.3 Having more sessions available – several staff mentioned the need for continued support and having more sessions in the future for themselves. Most staff (95%) said they would use reflective supervision again.

5.4 Having supervision sessions inbuilt into the headteacher role – one participant (in a leadership role within their setting), could see the benefits of having this as a provision for headteachers and those in leadership roles particularly in managing the high demands and pressures that those roles entail. They felt that this provision should be inbuilt into the headteacher role.

5.5 The scope for further work – the feedback has shown that most participants felt Reflective Supervision should be more readily available for all school staff. Thus, further work is needed to see how this could be done, for Reflective Supervision and its part in the Trailblazer staff provision offer. In the feedback from participants, they noted the importance of having such provisions available not just for themselves but for colleagues, as a way of maintaining wellbeing at a whole school level. Being able to provide this as a provision for all school staff needs to be explored in future work, as the benefits have already been shown for school staff in Gloucestershire through Reflective Supervision Pilots that have run previously, and with the Trailblazer Reflective Supervision Provision Feedback. Reflective Supervision has been shown to have a huge impact as an intervention for staff wellbeing and performance, thus its availability for all school staff is important.