

dialogue

**safeguarding** supervision for  
residential staff  
Session 3

Kat Aukett

# Welcome Back

- Any questions that arise from the last session
- Anyone got any examples of how the learning from the course has impacted on supervisions – either yours or those you deliver?

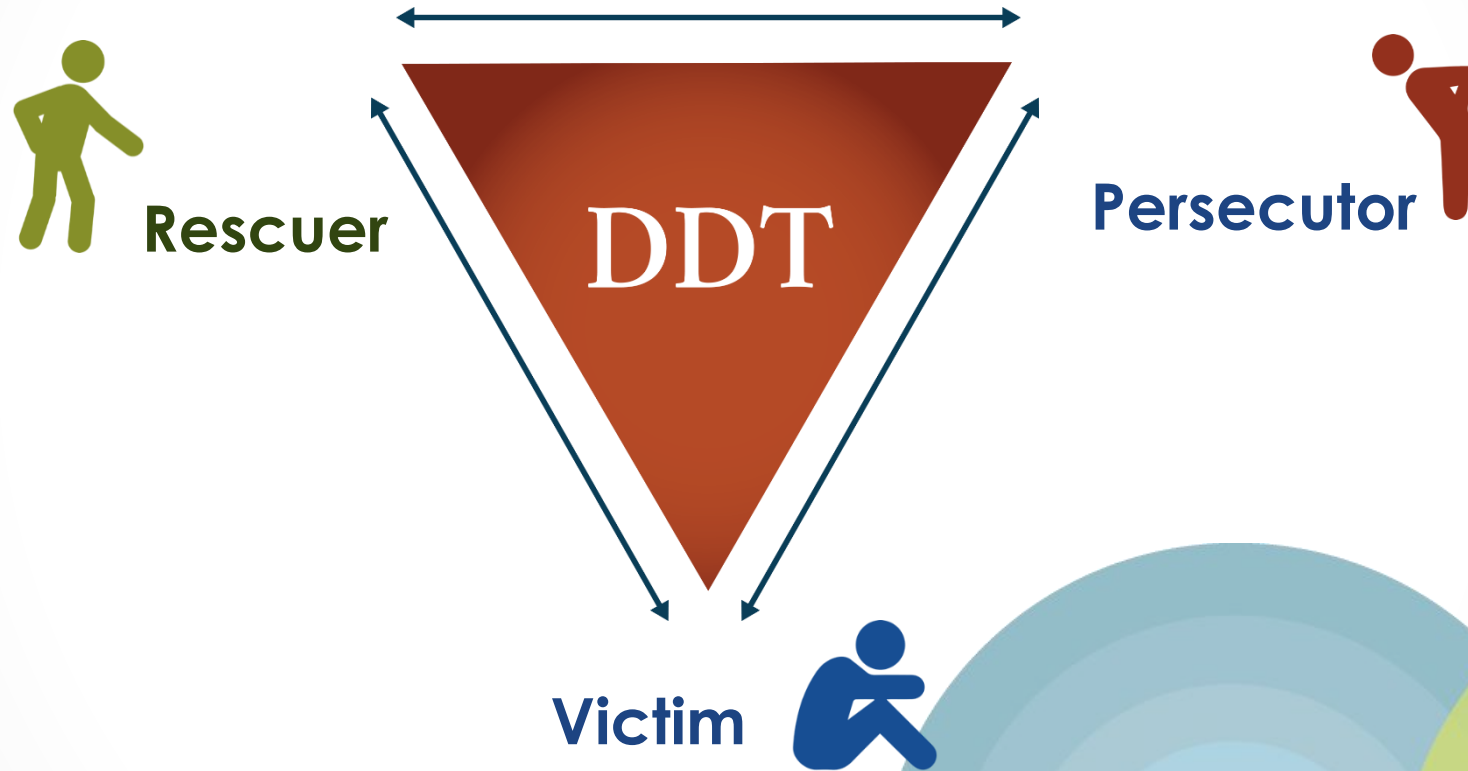


# Aims of this session

- *Exploration of game playing*
- *Learning and supervision styles*
- *Practice skills in managing supervision to promote good safeguarding behaviour and outcomes for children and adults at risk*



# The Drama within



# Generally

- Plan sessions
- Prioritise issues
- Be self-aware. Understand your authority and how to use it.
- Be aware of previous games and how to manage them
- Use your time well
- Active listening
- Use critical reflection
- Take a deep breath and think before you respond.....
- 



# Changing the story..

**Change  
agent** as  
opposed to  
victim

**Drama**

**Coach** as  
opposed to  
rescuer

**Challenger**  
as opposed  
to persecutor

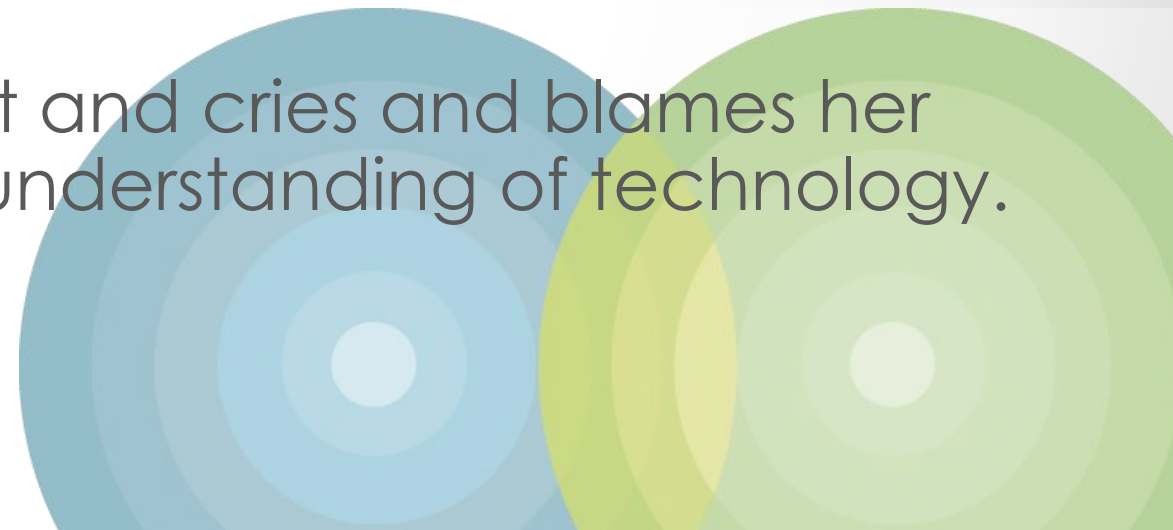
# Case studies

- What interactions/relationships/games are we seeing?
- How will you plan for these sessions?
- How will you manage the behaviour



# Case studies

- Jo is a long-standing staff member. Her record keeping is very poor which has led to some issues when tackling safeguarding issues. She has been reminded before about the need to improve her records. She has been on appropriate training. She improves for a week or two but rapidly slips back.
- During supervision she regularly brings cakes and likes to chat. She refers to your family, asks how they are etc. She likes to remind you that she remembers when you started in your job and how she trained you.
- If challenged, she becomes upset and cries and blames her 'failures' on her age and lack of understanding of technology.

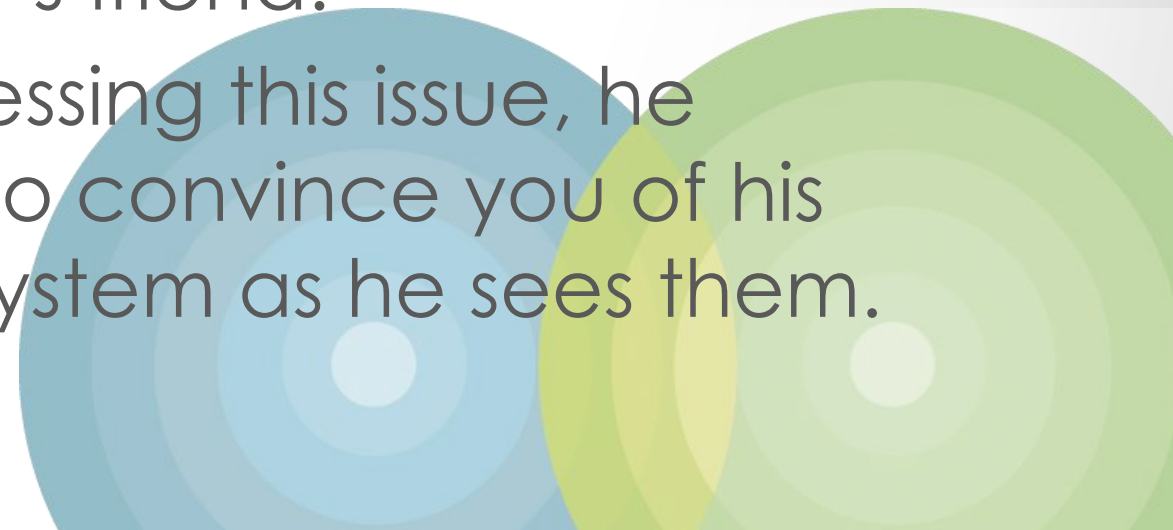




# Case study

- Phil is a new, enthusiastic member of staff.
- His boundaries are poor. As a result, he offered support to a child who was very distressed about issues at home, by giving them his phone number. This was explored and addressed. However, he struggles to understand the safeguarding implications and still lets his boundaries slip. He sees himself as the children's friend.
- During supervision when addressing this issue, he becomes defensive and tries to convince you of his opinions and the flaws in the system as he sees them.

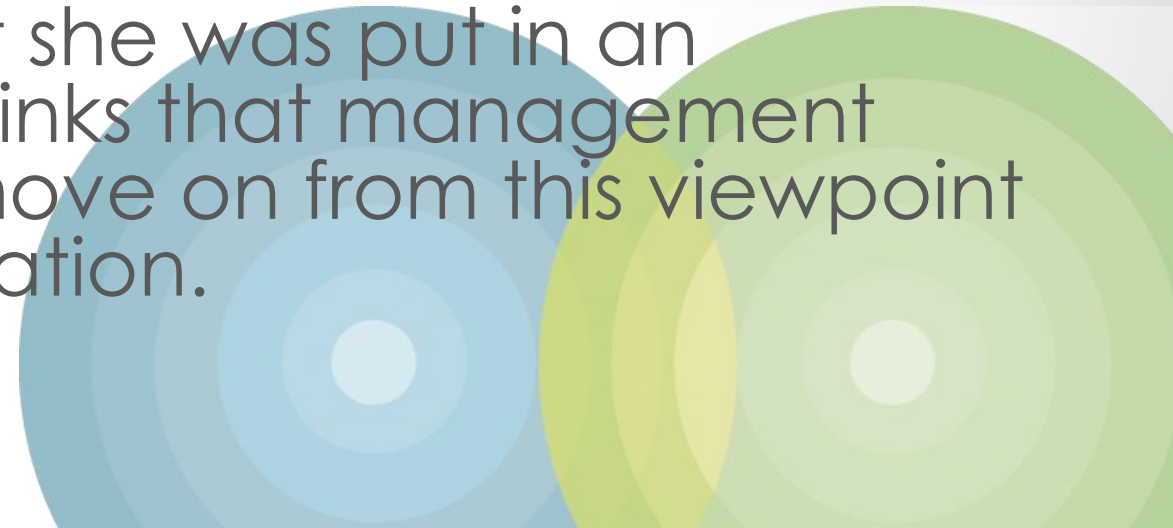
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# Case study

- Jess has reluctantly moved from another department/team. Her hours and duties have changed, and she now has more responsibility.
- A child for whom she is responsible went missing due to some poor planning decisions that were made on her watch.
- Although the child is safe, the events that led to the incident have to be explored.
- Jess is angry. She believes that she was put in an unreasonable situation. She thinks that management are to blame. She refuses to move on from this viewpoint and discuss her part in the situation.

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# Taking back authority: Supervision Agenda..

- Set the context – timing etc.
- Agree the agenda – both sides
- Go over any actions from last time – including any advice or actions outside of supervision
- Work through agenda –
  - Individual case discussion
  - Safeguarding concerns
  - Any performance issues
  - Training and development needs
- Agreed actions
- Details of next supervision
- 



# General rules

- Don't disqualify your gut feelings.
- Remember we all get caught up in such processes.
- Take time to analyse what's going on.
- Develop a strategy to interrupt it.
- Acknowledge space for feelings.
- Use appropriate authority
- Different types of questions- closed, open, funnel
- Use of good clear contracts.



*“What you focus on can be called an orientation. An orientation works like a compass—one that’s inside you. Your inner orientation—your mental standpoint—has a lot to do with the direction you take in life.”*

—David Emerald

# Primary Orientations



Adapted from Bob Anderson—*The Leadership Circle*. [www.theleadershipcircle.com](http://www.theleadershipcircle.com) Used with permission.

# The 3 Vital Questions

1. Where are you putting your *focus*?
  - Are you focused on problems or outcomes?
2. How are you *relating*?
  - How are relating to others, your experience, and yourself?
  - Are you producing or perpetuating drama or empowering others and yourself to be more resourceful, resilient and innovative?
3. What *actions* are you taking?
  - Are you merely reacting to the problems of the moment or taking creative action (including problem-solving) in service to outcomes?

# AIR

## Problem

- What we *don't* want
- Get rid of or away from the problem produced anxiety; take out of being

## DISTINCTIONS



## Outcome

- What we *do* want
- Move toward outcome; bring into being



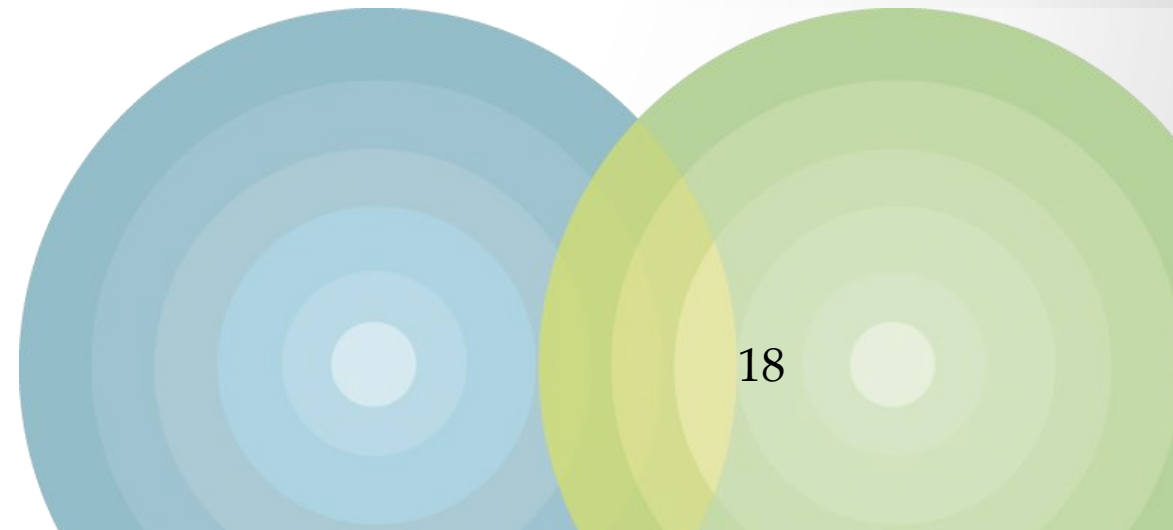
# Break

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5 mins please

# Exercise

In groups consider the skills and behaviours you think are key to delivering really impactful supervision.



# Examples of skills and behaviour

- Listening, Questioning and Reflection skills
- Ability to be honest and give feedback
- Ability to challenge positively
- Attentive behaviour
- Organisational and coaching skills
- Empowerment behaviour and skills
- Ability to use silence

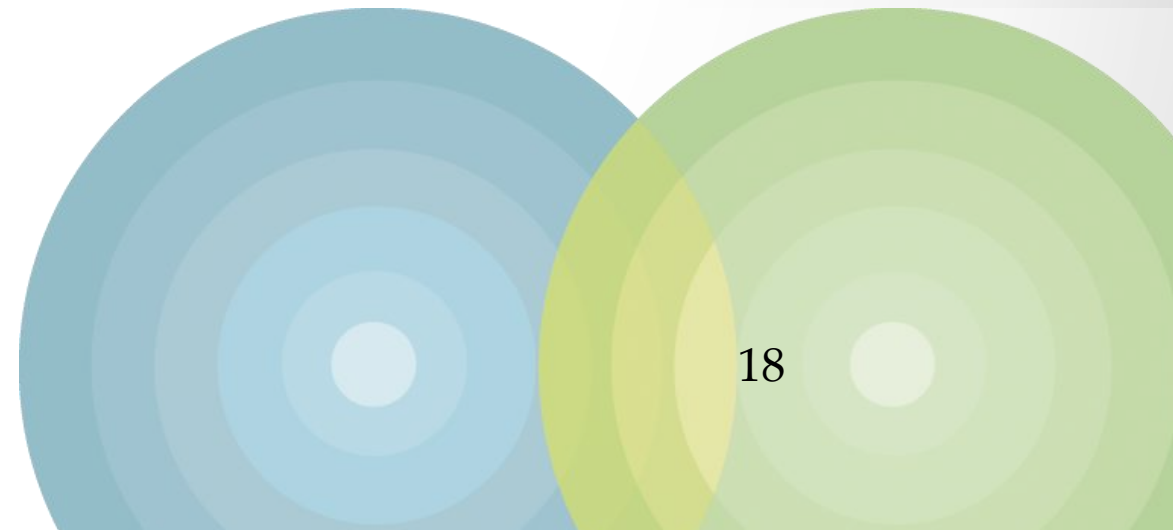


# Your Focus as a Listener

*Level One*—Listening for Problems

*Level Two*—Listening for Possibility and Desired Outcomes

*Level Three*—Listening for Innovation and Creativity



# Shifts Happen at Two Levels

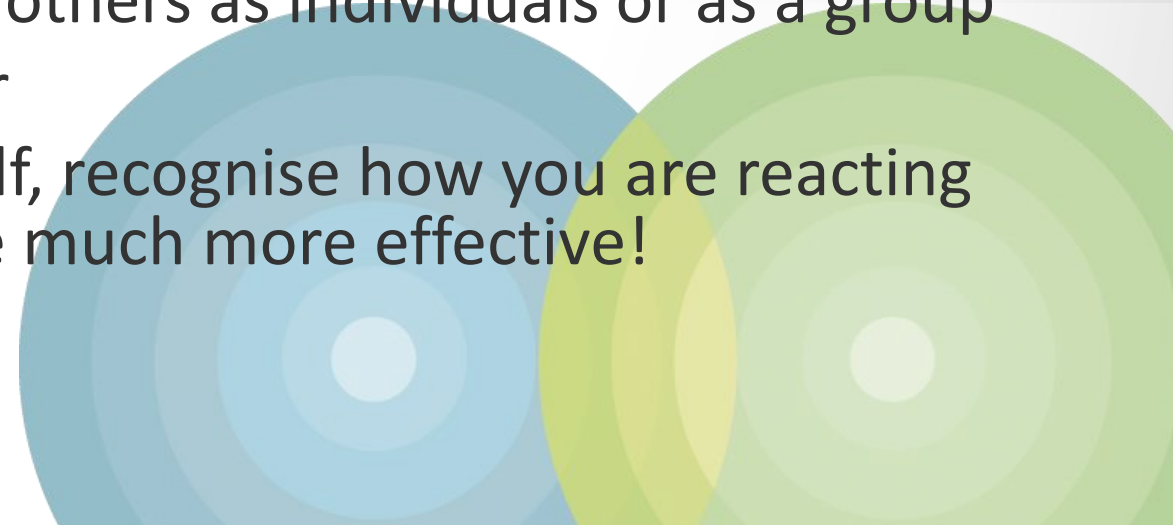
**Internal:** within yourself; how you “meet” your experience

**External:** your relationship to others; how you interact with others

**We cannot force others to *make shifts happen* in their own lives!**

# Remain Emotionally intelligent

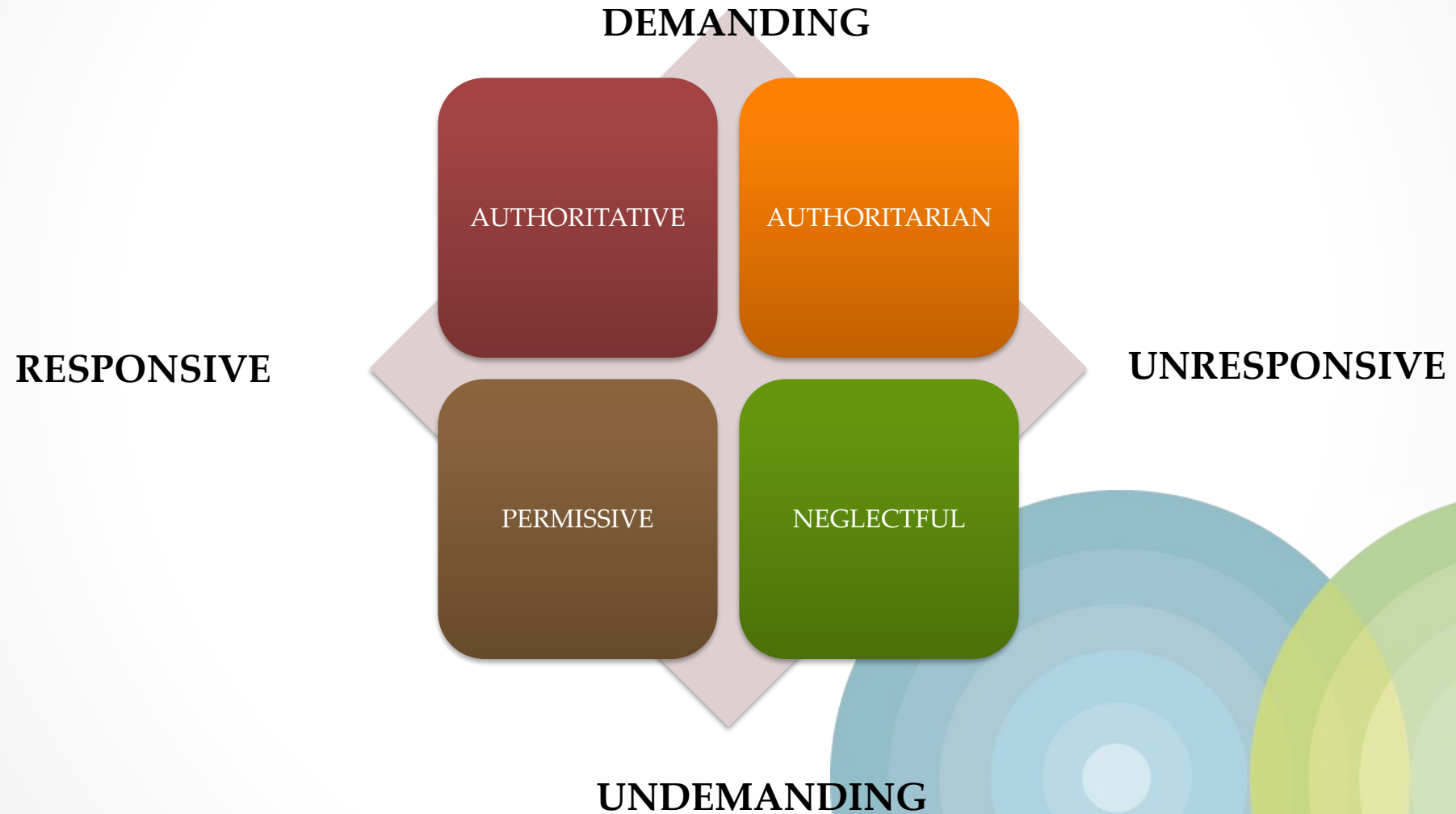
- We all talk about it, but what is it?
- The supervisor is aware of their own emotions and the emotions of the workers they are supervising and allows you to provide a containing and secure supervisory climate.
- Self-awareness: being confident in your own abilities but knowing where you might need support
- Self-regulation: being professional, keeping calm under pressure
- Motivation: wanting to improve, not just get through
- Empathy: being aware of the feelings of others as individuals or as a group
- Social skills: being a good communicator
- In essence, if you're in control of yourself, recognise how you are reacting and how others react to you, you will be much more effective!



# Learning and supervision styles

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# Styles of Supervision



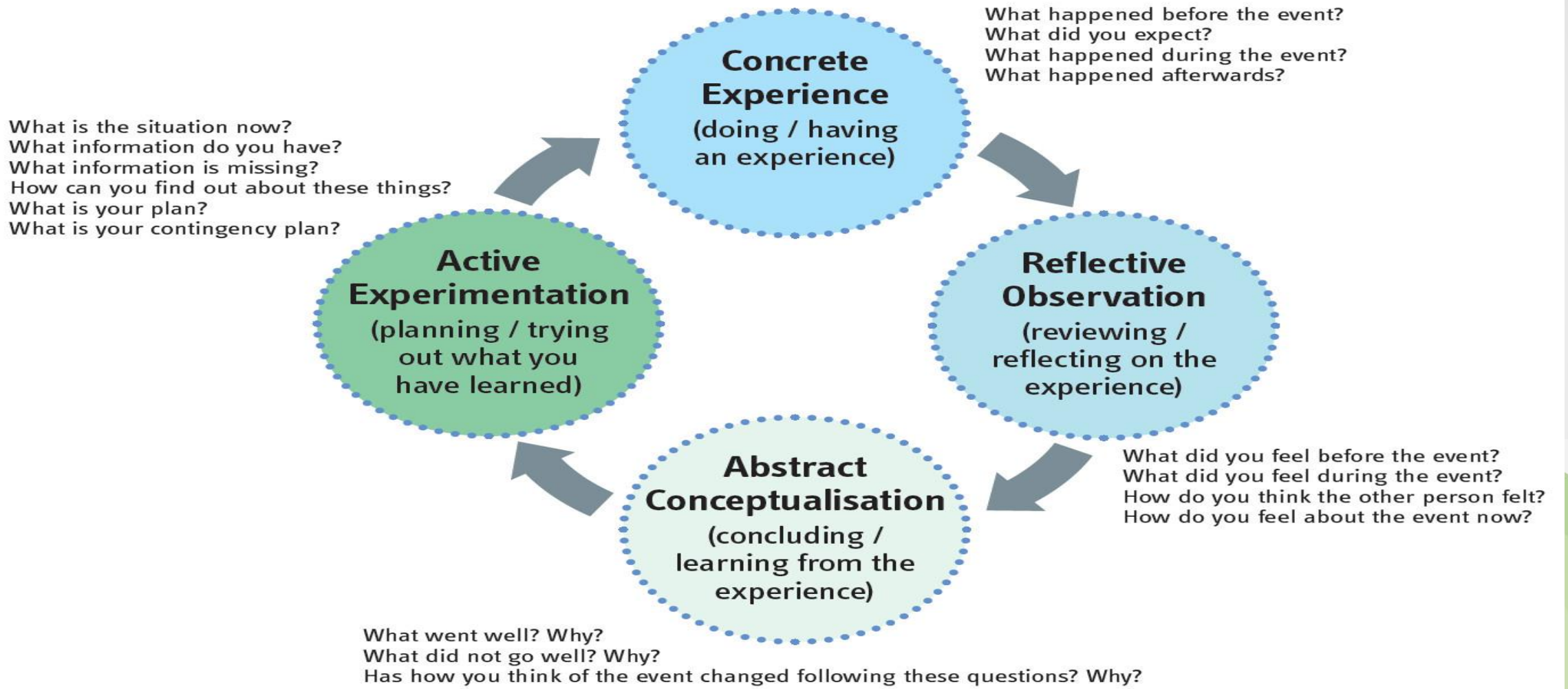


# Exercise

- In groups please consider previous supervisors you have had, which group they fall into and the impact on you as a supervisee.



# Kolb's Learning Cycle



**1. EXPERIENCE 'The Story'**  
Engage with/observe user's experience

**4. PLANS AND ACTION**  
Identify goals  
plans and services  
What is the next  
chapter in the  
'story'?

**PROBLEM  
SOLVING  
SUPERVISION  
CYCLE**  
(3:4)

**2. REFLECTION**  
Feelings about  
the story  
Previous stories

**3. ANALYSIS:**  
What does the 'story' mean?  
Understanding the  
impact of the situation on the child

# Experience

- Engagement in the experience 'being there'
- Accurate observations of what happened
- Engagement with the child/young person
- Open ended questions by supervisor important to establish quality of practitioners ability to be in the experience – recognise Drama triangle dynamics and address them



# Reflection

- Without reflection benefits of experience can be lost or misunderstood
- Need to clarify source of emotional/moral/value responses
- How much are responses impacted on by personal experiences
- Helps to recognise common elements in different situations-develop practice wisdom

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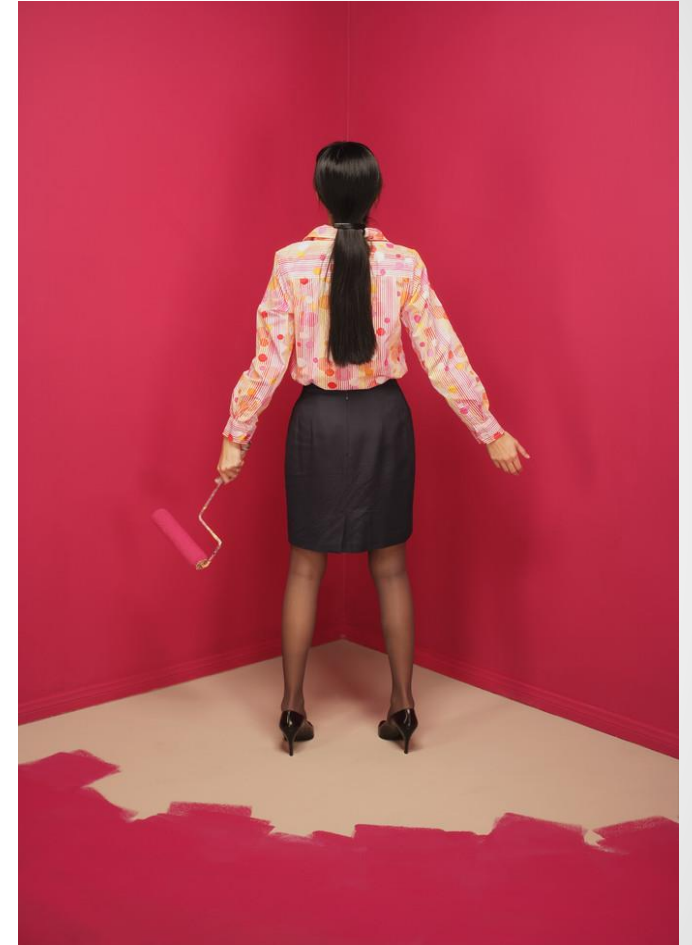
# AVOID THE TRAP!!

**Worker is stuck in experiencing....**

This can manifest itself in extreme cynicism and reluctance to engage in supervision, depression, inability to make decisions, through to tears and hysteria. This is usually a sign of burn out or potential burn out, ***don't get so drawn into staff care that accountability for the child is forgotten***

**Worker is stuck in reflection.....**

.. Supervisors should attempt to provide positive support in the work place including re-evaluating the work load, checking out if there is a personal issue which is making things difficult, or a specific event which triggered this.....***don't assume that your positive encouragement that they can do the job is necessarily correct!!!***



# Analysis

- Reflection should lead to analysis
- Without analysis erroneous and subjective conclusions may be drawn
- Ensures that evidence and feelings are located within external body of knowledge – threshold, multi-agency safeguarding
- Translates into professional evidence
- Interrogating and probing info for discrepancies
- Justifying and explaining interventions
- Basis for wider learning
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# Action Planning

- Planning preparation and rehearsal of strategies
- Setting goals
- Options examined
- Explore detail of plan
- Identify contingency plans
- Leads into new experience and new learning cycle





## AVOID THE TRAP!



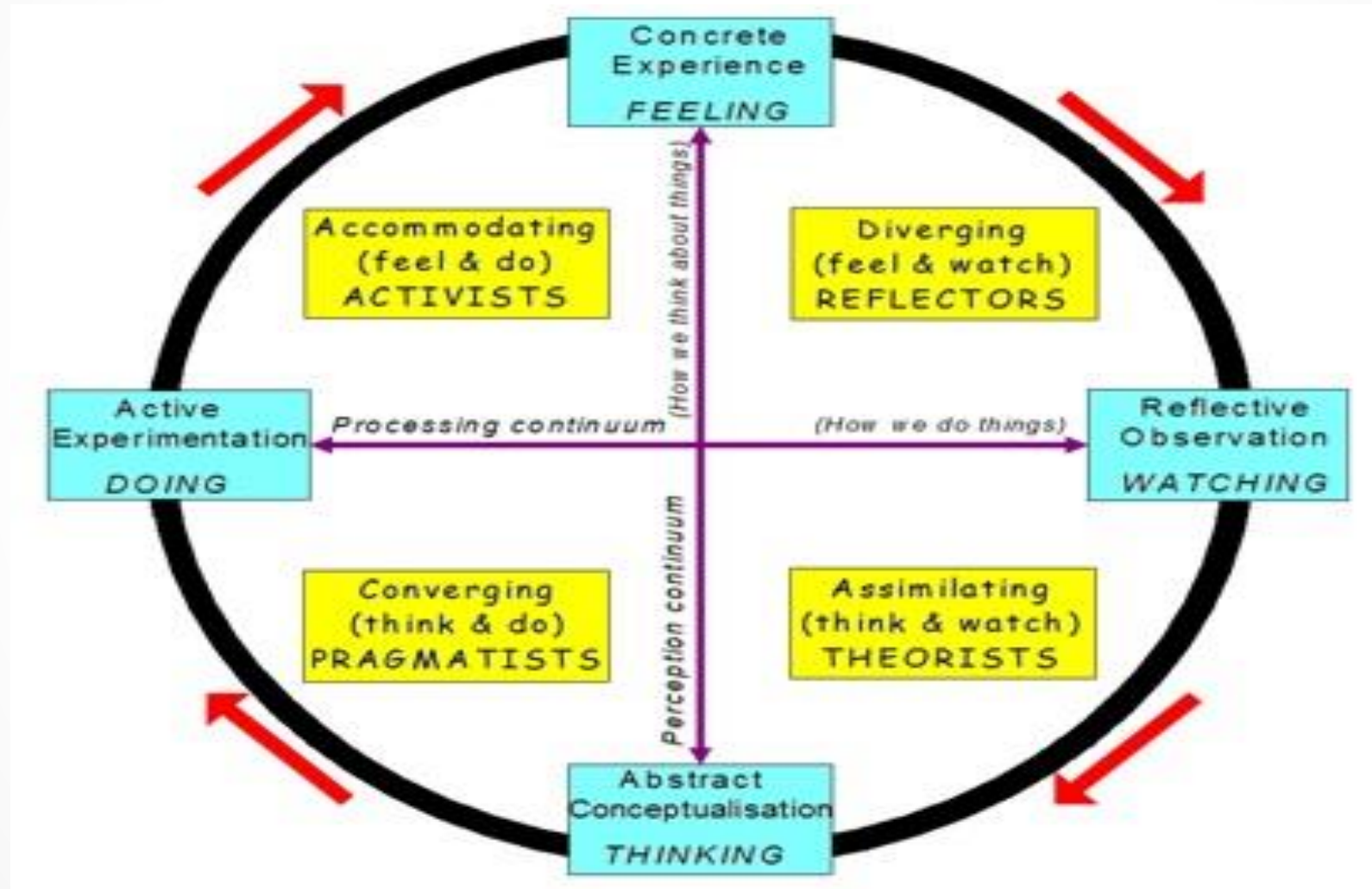
**Worker is stuck in analysis.....**

Knowledge can be channelled and shared but in itself will not result in change for children. Supervisors will need to focus the worker on the tasks in hand, break it down, and track that things are happening as and when they should

**Worker is stuck in action.....**

extreme business can be a mask for distress or uncomfortable feelings or ineffectiveness. Supervisors need to focus on the positive but draw attention to the tasks that are not being done and help the worker to identify whether there are common themes  
**- ensure that you maintain a clear boundary as supervisor and do not get drawn into being friend, rescuer or counsellor**

# Honey and Mumford's learning styles

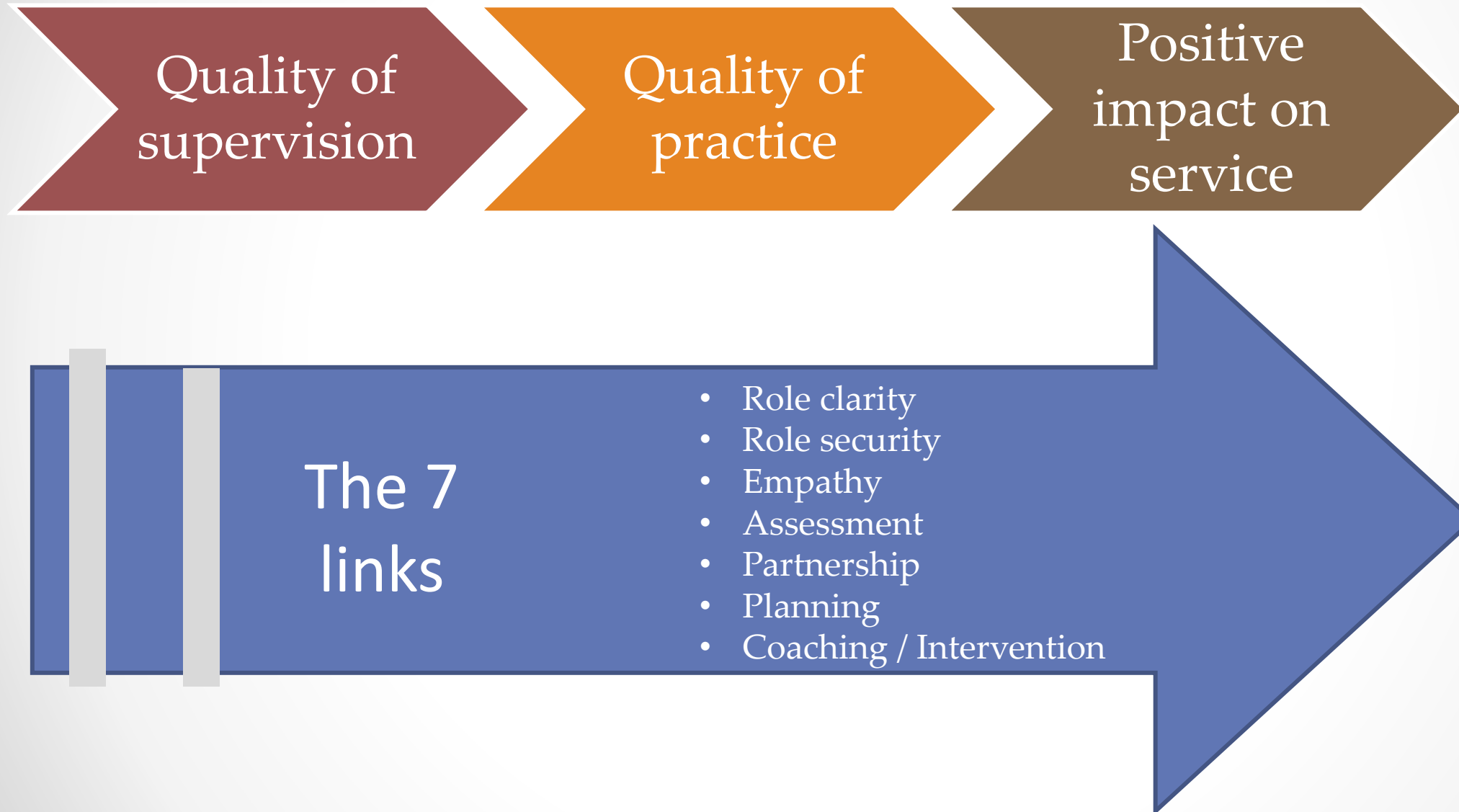


# What is your learning style?

<https://www.mint-hr.com/mumford.html>.



# The supervision outcome chain..



Better outcomes

# Thank you for today

Any outstanding questions from today?

One thing that will stick with you?

