safeguarding supervision Session 4

RUBY PARRY

Aims of this session

- *Consider how safeguarding supervision is impacted by the wider system and how to manage this within the supervisory relationship; safeguarding assessment; using supervision as a tool to manage performance; group supervision and practicalities*

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Revision

10 minutes please!

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?

Qualities of a good supervisor

- Flexibility
- Multi perspectival view
- A working map of the discipline in which they supervise
- The ability to work transculturally
- The capacity to manage and contain anxiety
- Openness to learning
- Sensitivity to wider contextual issues
- Can handle power appropriately
- Humour ,humility and patience
- Resilience and Persistence

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Elements of supervision – feedback

o Clear- try to be clear , being vague can increase anxiety and risk misunderstanding

o Owned- your perception and not an ultimate truth, 'when you....I feel' rather than 'You are....'

o Regular-more likely to be useful. If not regular grievances can be saved up –try to give feedback as close to the relevant event or issue as possible-early enough for person to do something about it

o Balanced-negative and positive feedback over time-doesn't have to be balanced on every occasion

o Specific-general feedback hard to learn from .'You are rude' will cause hurt and anger. I noticed Mina seemed hurt when you spoke to her in that way'.. Is more specific

- **And PLANNED!!!**

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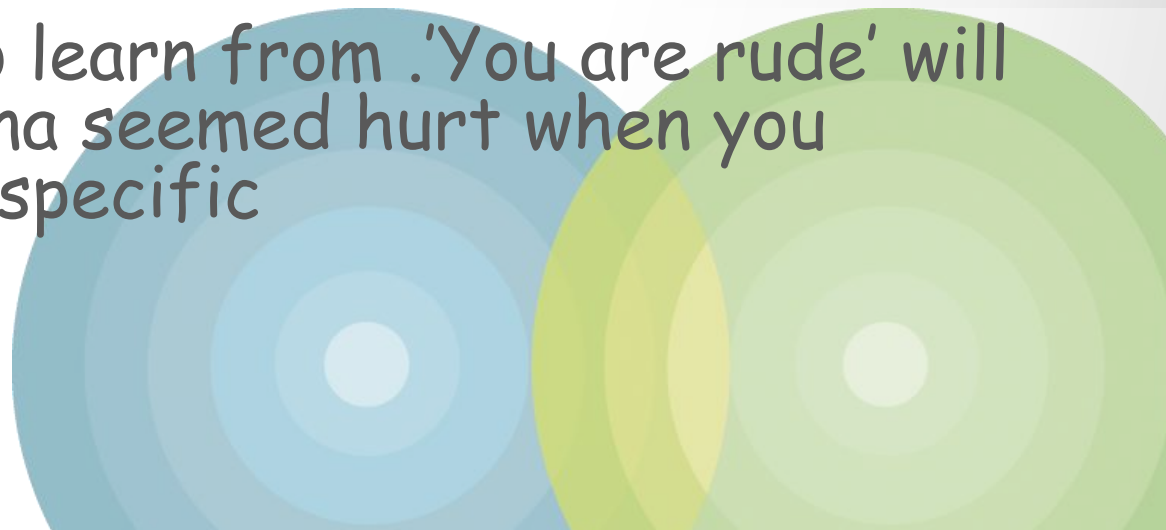
Good Supervision provides feedback

- Tell someone their body odour is so offensive that other staff don't want to work with them, and the young people are making fun of them behind their back

- Tell someone they talk too much

- Tell someone they are too 'huggy' with people and invade their personal space

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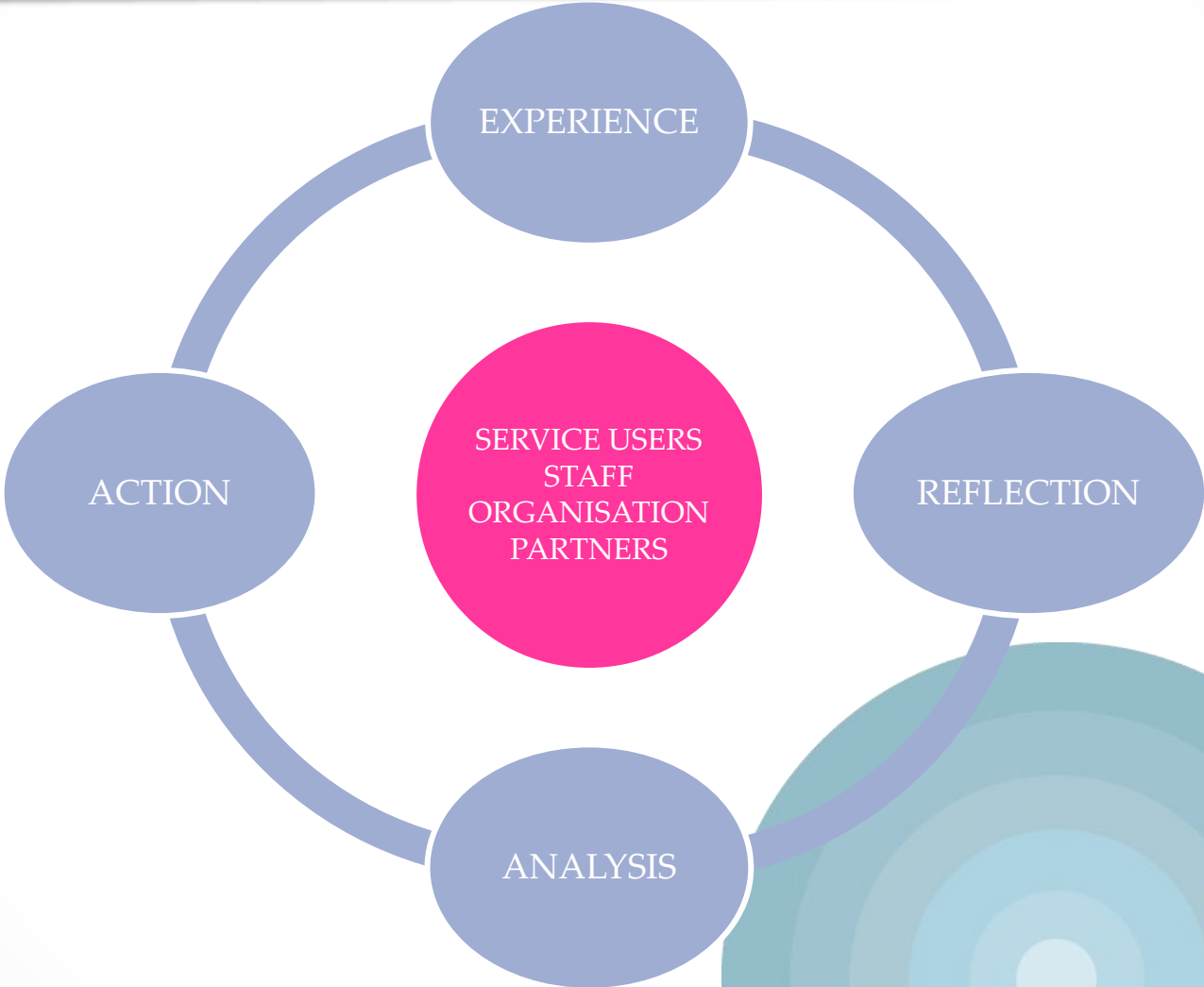# How we do things around here.....

how we do things around here…

Morrison's 4 x 4 x 4 model

Management

Development

EXPERIENCE

ACTION

SERVICE USERS
STAFF
ORGANISATION
PARTNERS

REFLECTION

ANALYSIS

Support

Mediation

Morrison's 4 x 4 x 4 model

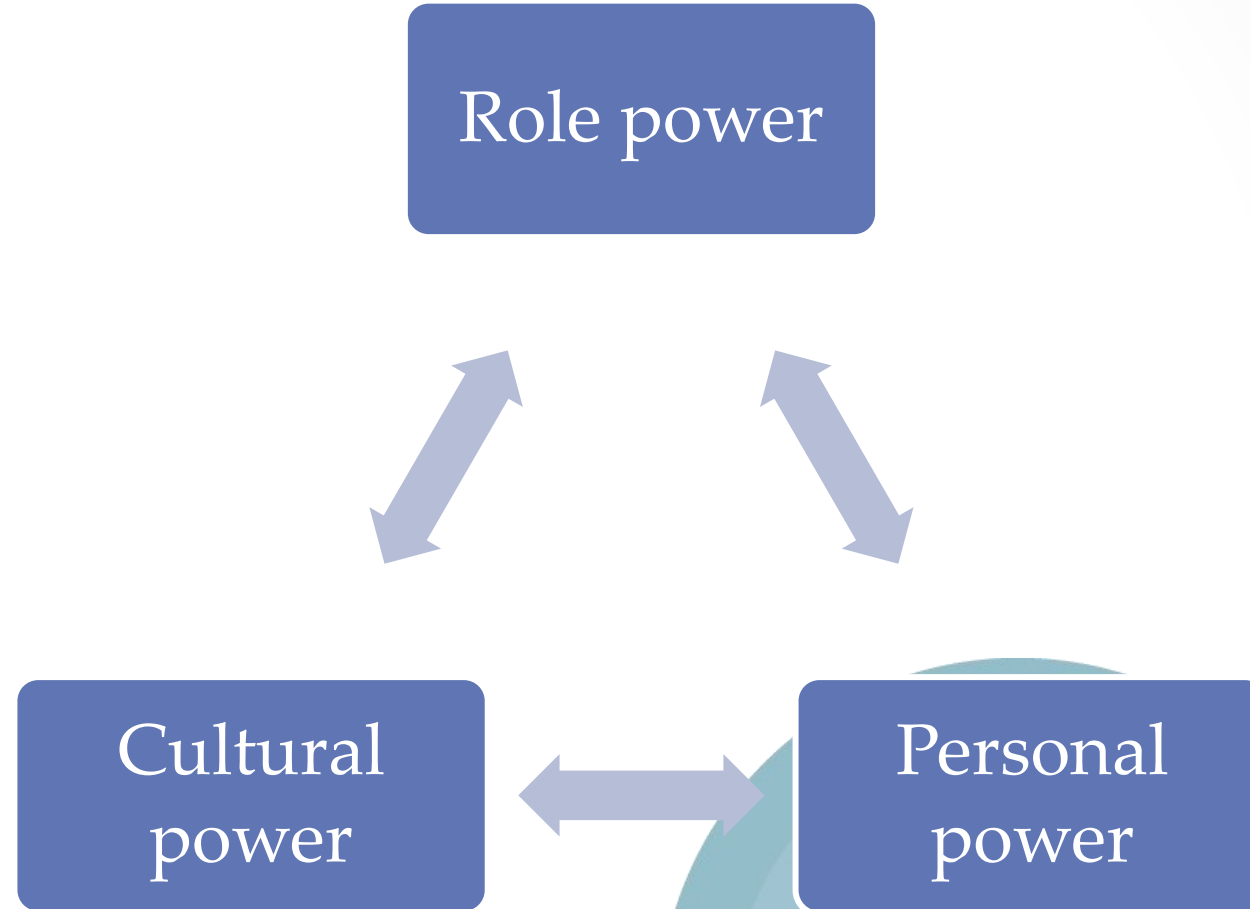Children and their communities

Staff

Organisation

Partners

"Power dynamics between supervisors and supervisees are inherent as a result of the hierarchical structure of supervision. Failure to adequately attend to issues of power in supervision can result in ineffective or even harmful supervision."

Cook, McKibben and Wind 2018

Power and Difference

Organisational Dynamics that hamper supervision

- Strive for bureaucratic efficiency
- Watch your back
- Driven by crisis
- The addictive organisation
- "We are all friends / family here"

Helpful Organisational Dynamics

- Create flexible and responsive quality control standards, system standards, efficient processes and best practices for a company

- Resolve disputes with patience, empathy and respect

- Evaluate the existing culture of a company

- Develop business strategies to foster success and increase the quality of interpersonal relationships

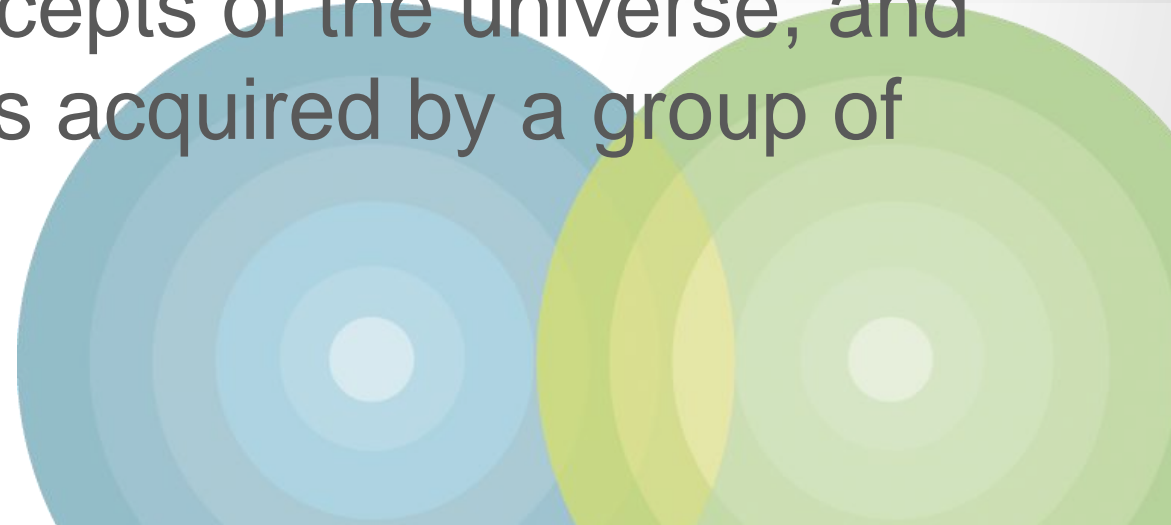# Culture

What is workplace culture

- *Research evidence highlights that the attitudes and behaviours of leaders, managers and staff in a residential setting are essential for creating an organisational culture in which good quality care and effective safeguarding flourish. A range of studies characterise that culture as reflective and progressive, with opportunities for staff to develop and learn. Managers lead by example and treat staff and the children with warmth, respect and value. Staff take opportunities to share good practice with colleagues. They are open in their interactions with children and young people and responsive to their needs.* **Safeguarding children with disabilities and complex health needs in residential settings October 2022**
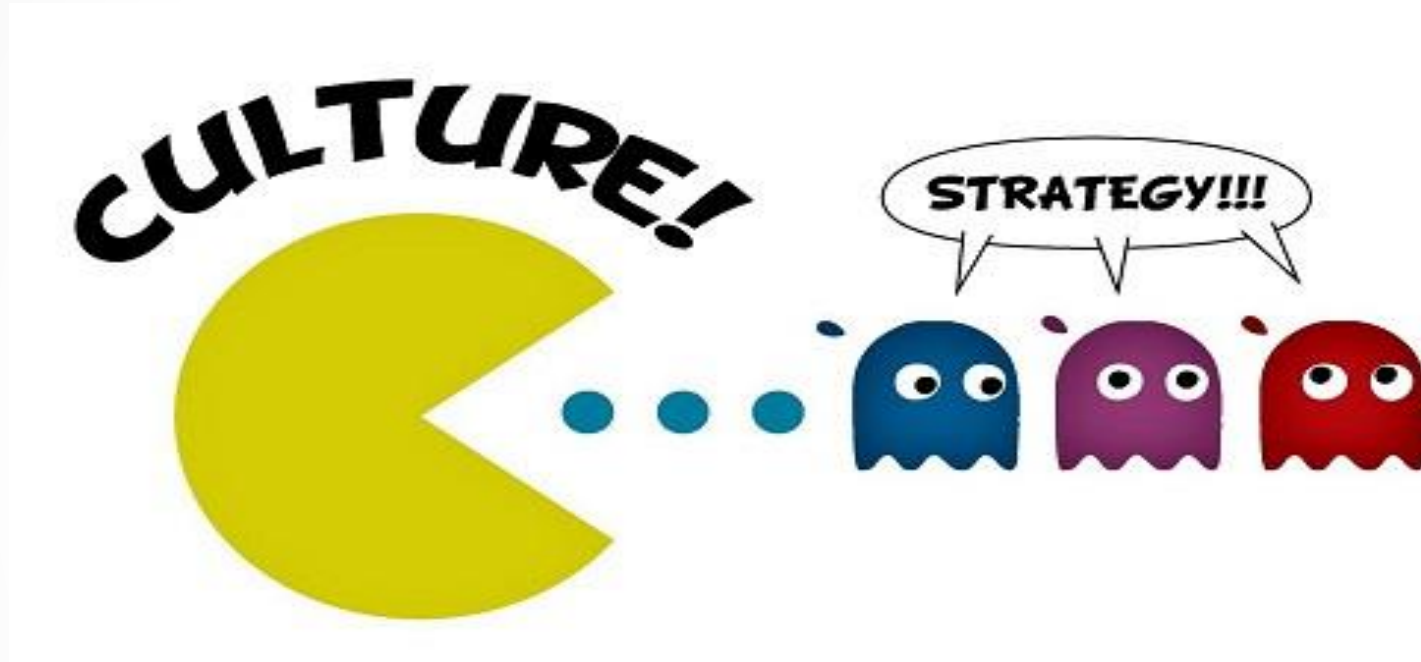
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Ways of Seeing – organisation - Culture

- the ideas, customs, and social behaviour of a particular group of people.

- the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people.

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Consider…..

Culture eats strategy for breakfast!

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Assessing safeguarding need

Passion driven, Outcomes focus?

- **By focusing on outcomes** rather than processes professionals and supervisors can keep the focus of their work, and their supervision, **on the child**

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# Structuring supervision in your organisation

- What is the purpose of safeguarding supervision?
  - Is safeguarding embedded in everything you do?
  - Is it top down and bottom up.......prevents the disconnect and silo effect
  - Is there an understanding and sharing of values by all?
  - Is there is clarity of – systems, structures and processes?
  - is information sharing embedded?
  - Are policies , procedures and processes understood?
  - Do you consider practice to be good- how are you measuring "good " practice?

Resilience and Vulnerability Matrix
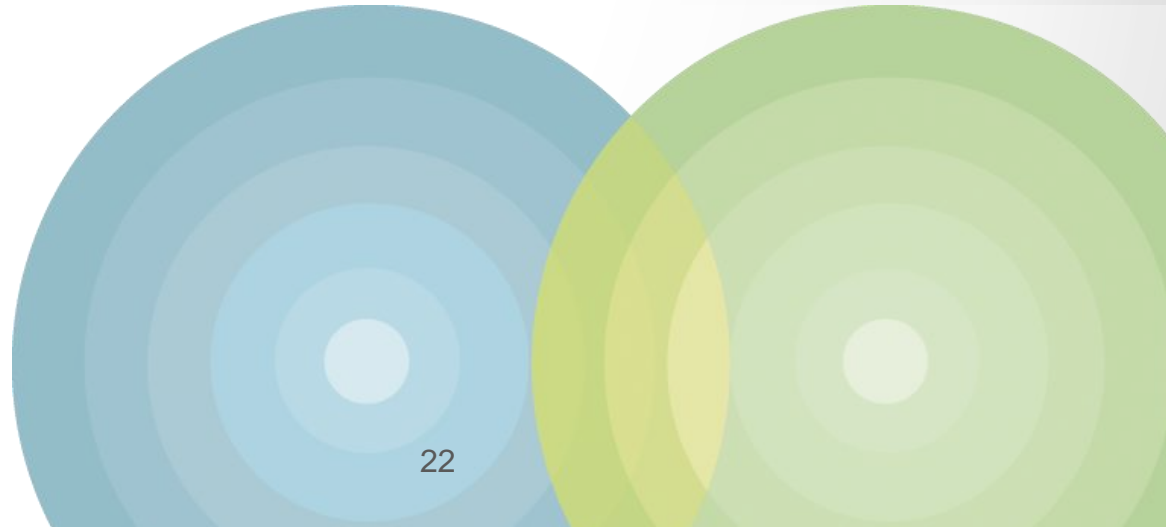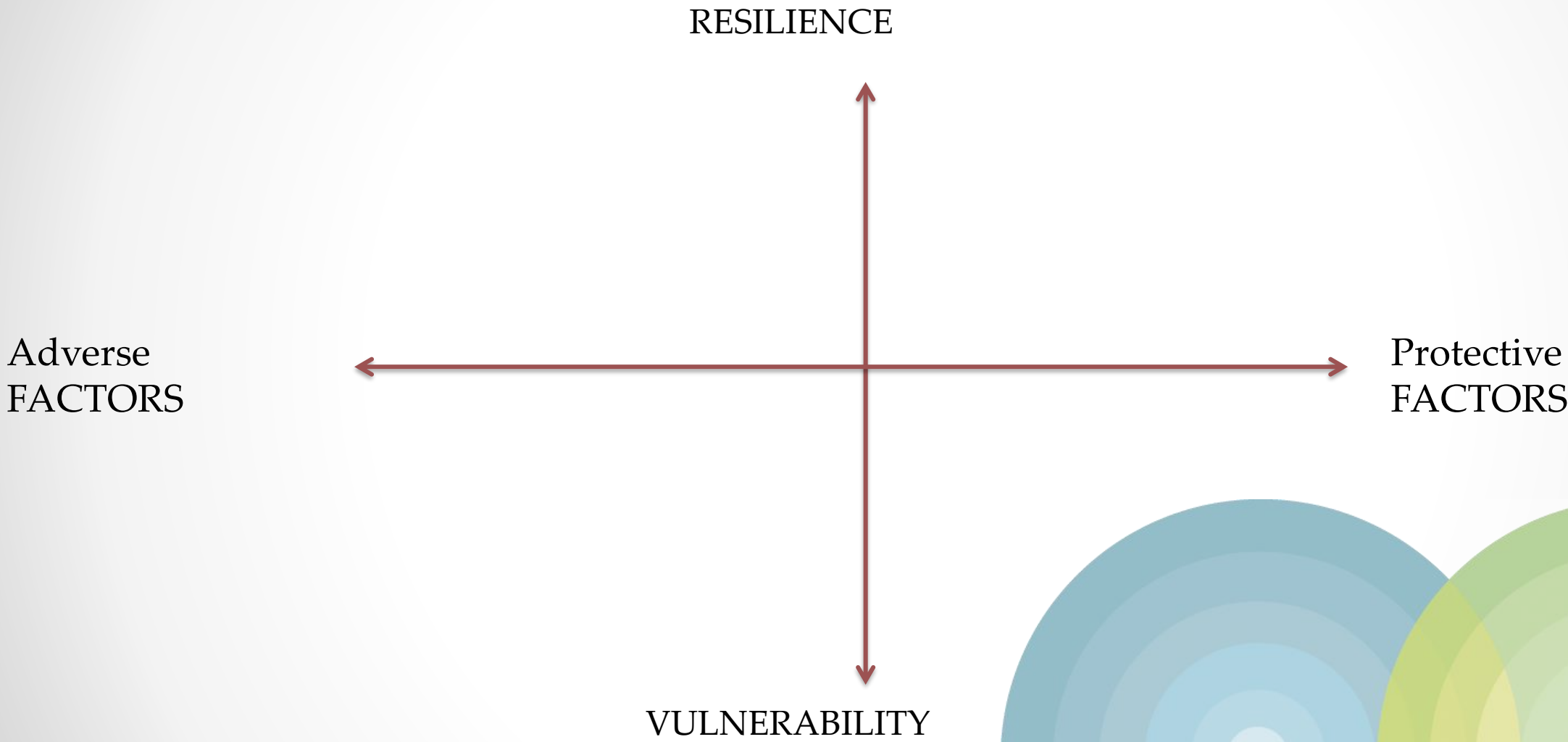
RESILIENCE
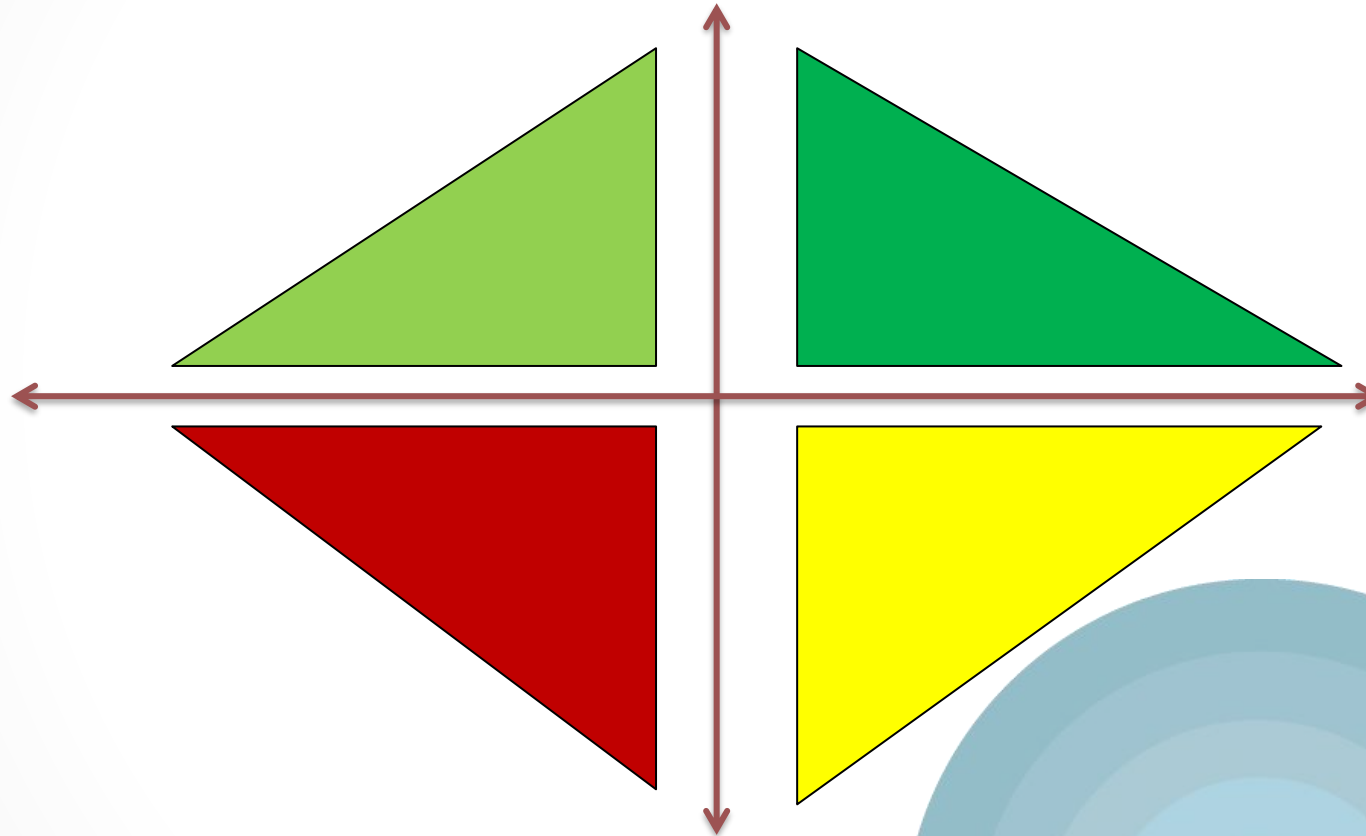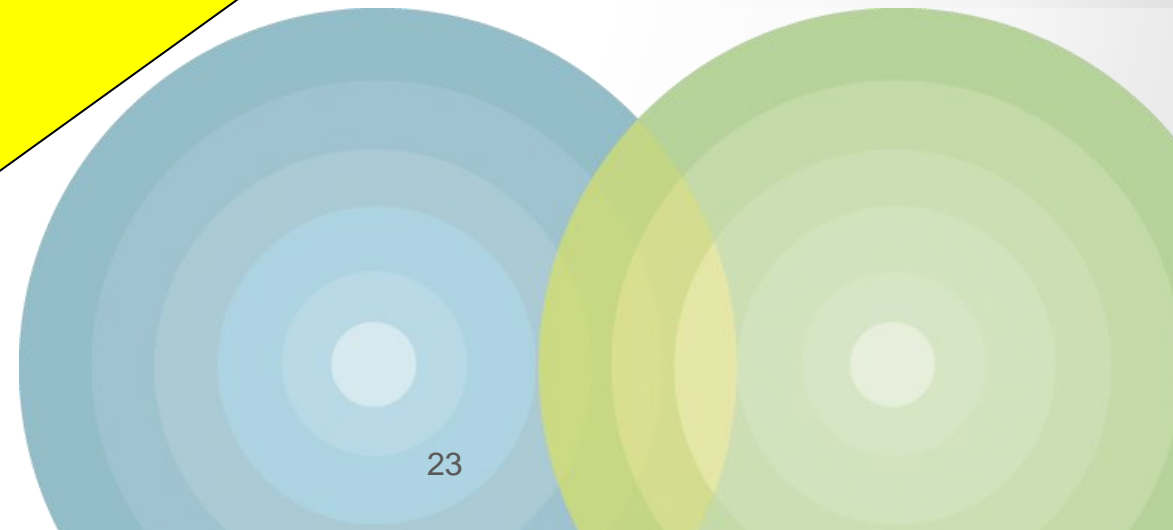
Adverse
FACTORS

Protective
FACTORS

VULNERABILITY

RESILIENCE

Adverse
FACTORS

Protective
FACTORS

VULNERABILITY

RESILIENCE

Adverse
FACTORS

-5 -4 -3 -2 -1 0   1   2   3   4   5

Protective
FACTORS

-1
-2
-3
-4
-7
-5
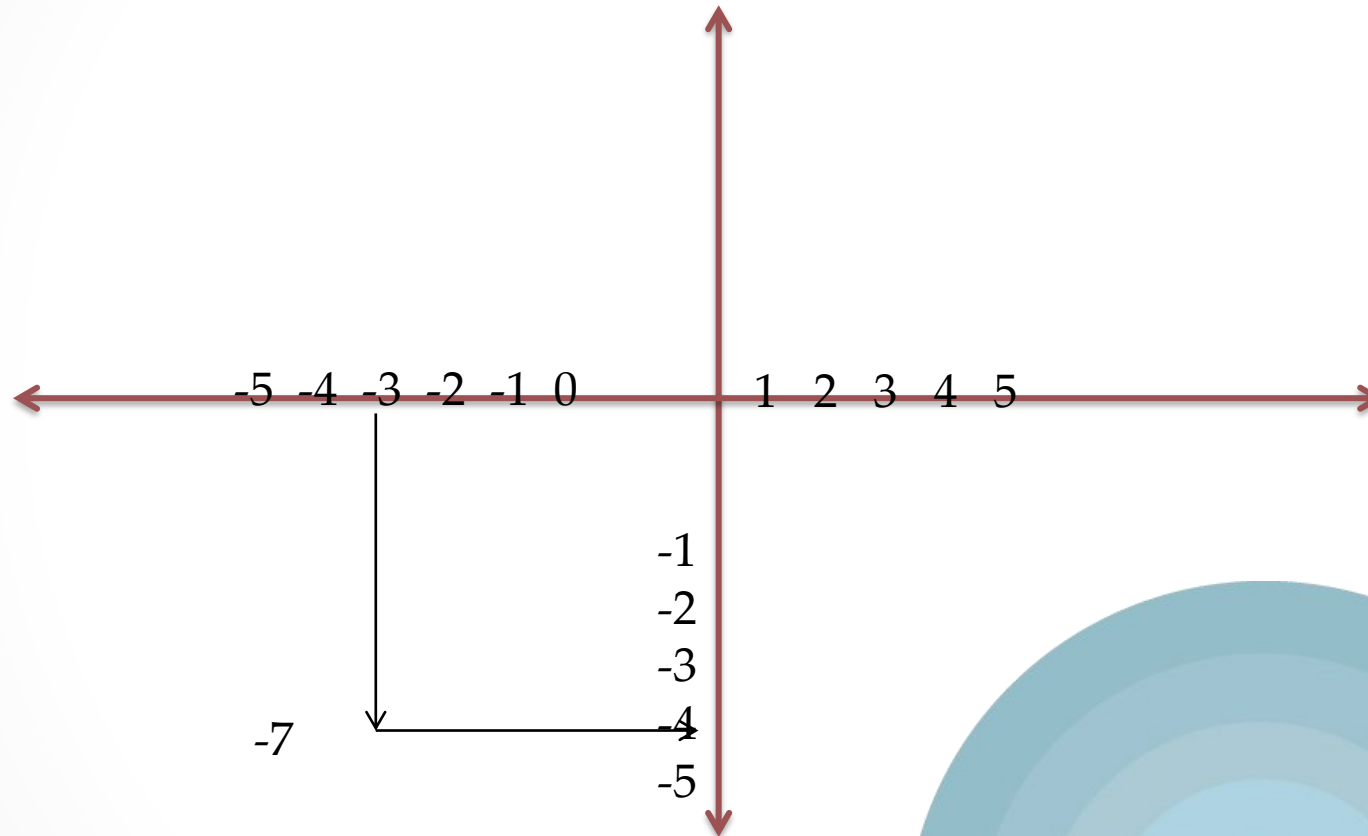
VULNERABILITY
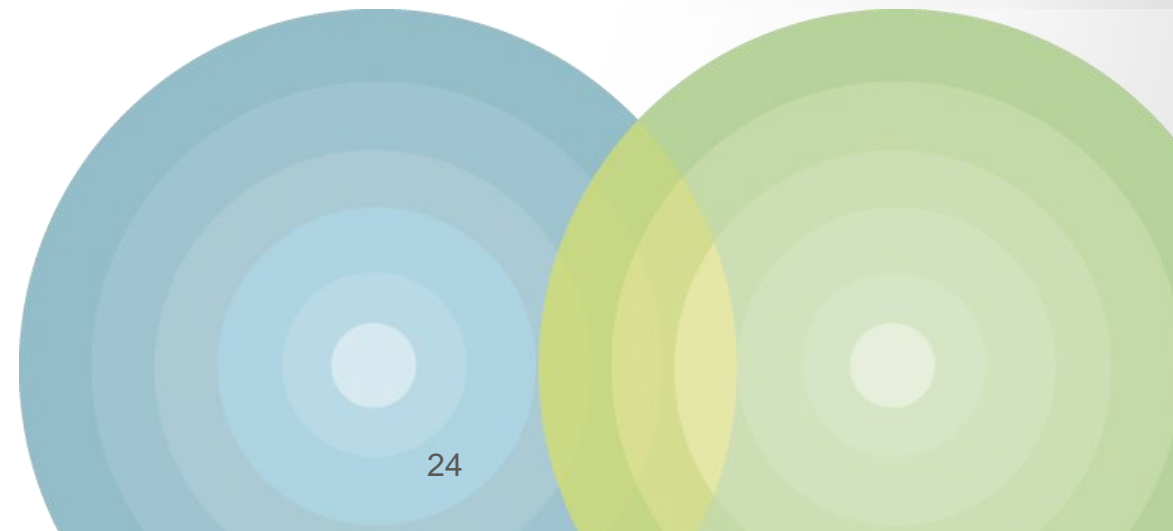
Effective risk management in supervision

- Attributes of an effective mediator – evaluate the evidence presented
- Clarity.
- Open questions – curiosity
- Funnel questions-identify issues more precisely
- Honesty.
- Agreement to gain external professional advice when hitting a deadlock situation.
- Proportionality

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Consider supervision systems and process..

- Clear policy

- Individual in depth reflective supervision – For whom? How?

- Group or peer supervision and reflection – For whom? How?

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Group Supervision

Group Supervision

"Group supervision is facilitator-led via a formal, prearranged process that is agreed by the supervisor and supervisees. The makeup of the group depends on the goals of the supervision. Group supervision is a complement to, rather than substitute for, one-to- one supervision, though it may reduce the frequency with which one-to-one supervision is needed"

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- Sharing in a group setting:
- can give supervisees an increased sense of support by realising others have similar concerns
- allows supervisees to find new and better ways of dealing with their own situations by listening to others
- can allow supervisees to explore different ideas about how they will solve problems by obtaining a range of feedback from others about issues or concerns
- provides a safe environment where individuals can discuss their limitations and problems without criticism – some individuals may find that they are more confident about opening up in a group situation than in a one-to-one situation.

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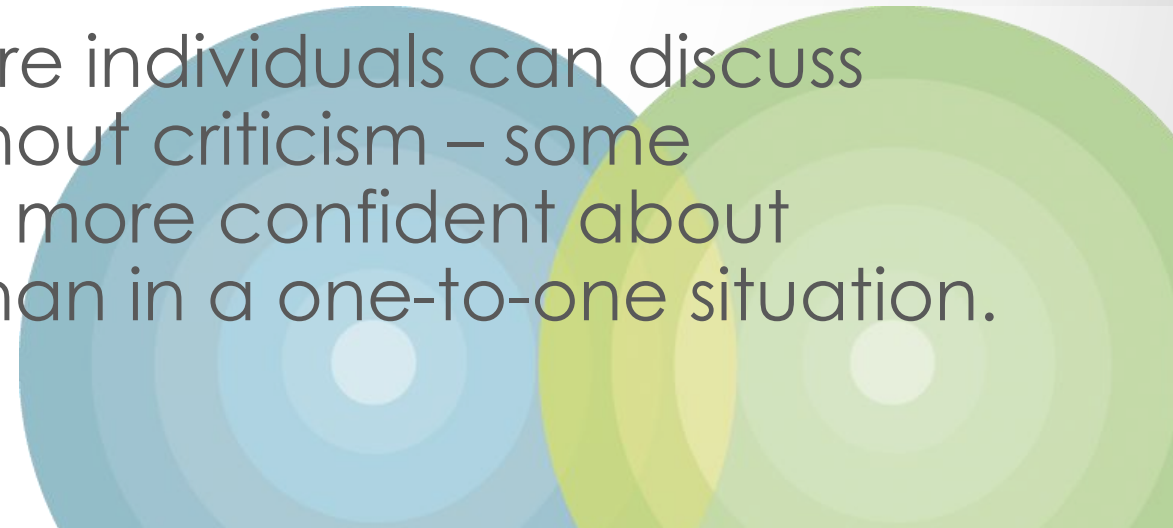
Running a group session

- Plan!!!
- Agree the terms-time, place, purpose, respectful challenging, confidentiality, one speaker at a time
- Set the agenda-keep it manageable-possibly one focus?
- Facilitate-the role is different to 1:1
- Agree actions and apportion
- Record as a whole and individually if appropriate
- Reflect-what went well, what should/shouldn't be brought to this forum
-

Facilitator role

The role of the facilitator is to guide the group towards openly sharing ideas, opinions, expertise and experience with a view to achieving an agreed set of goals, and then to gain commitment to follow-up action

- *Must hold sufficient authority and knowledge but be able to adopt a neutral role as appropriate*
- Challenge appropriately
- Use silence
- Include-be aware of those who don't contribute/those who over-contribute
- Make records?
- Keep the group focussed
- Apportion and hold to account-can be personally, can be at next group if appropriate

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Practicalities

Recording

- Records of all supervisions must be kept (doh! But you'd be surprised)
- Strongly recommend that the supervisor makes the records.
- Keep to the subject at hand
- Note any disagreement
- Note advice given and direct instructions
- They do not need to be verbatim-clear and concise but relevant
- Make sure you agree the content with the supervisee
- Specify and agree action to be taken-and how/when that will be reviewed
- Ensure they have a copy
- Use initials when documenting about others.

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Supervision Record

- WHAT?
  - Discussion/ reflection and action record

- WHAT FOR?
  - Record/audit trail for the Setting and for safeguarding review
  - Source of reflection for the supervisor and supervisee
  - Means of ensuring actions are followed through for pupils

- HOW:
  - Complete at the time or very shortly afterwards, agreed by both parties

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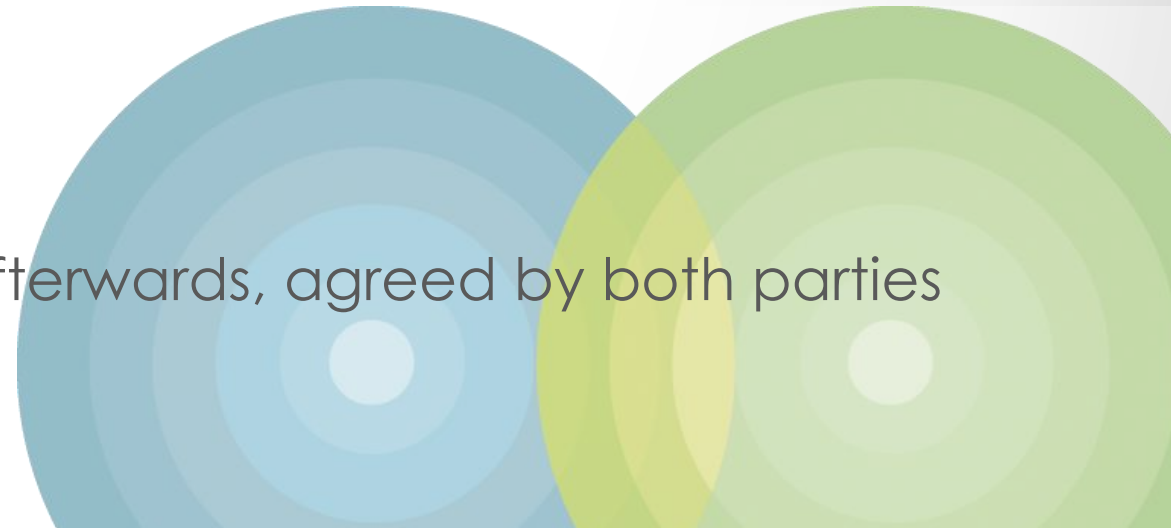
Confidentiality

- Confidentiality may be breached if the Supervisee has:
- Performance issues
- Acted illegally
- Acted in such a manner which clearly constitutes a risk to patients and/or staff
- Clearly and seriously breached either organisational policy and procedure or any professional and governing bodies' codes of conduct.
- Identified safeguarding issues
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Sharing and storing records

- Make sure your **Supervision Policy** states when and if information can be shared.
- Supervision is part of the management of the organisation therefore the records belong to the organisation. However, if you split the 'personal' and 'professional' you can more easily differentiate in the permissions. However, if a person's personal issues impact on the organisation or people within it, you should share with their line managers.
- If information is to be disclosed, then staff should be informed but they cannot block its usage. They can object, but if you have valid reasons, you should be able to share on a need-to-know basis.
- Always store securely. Limited access to the records-supervisor and someone with delegated authority.
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Good recording

- Who / what is it for?

- Clear
- Concise
- Evidence based – facts that lead to professional opinion
- Action to be taken
- When/how it will be reviewed

-

Good recording

- Who / what is it for?
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- Concise
- Evidence based – reflection leading to facts informing professional opinion
- Action to be taken
- When/how it will be reviewed

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CLEAR?

- It is the policy of the borough to recognise that fulfilment is the fruition of personal desires and the utilisation of possessed abilities in all that daily life offers; the art of gainful employment of mind and body

With thanks to Graham Hopkins, Plain English for Social Services, RHP, 1998

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The **supervision outcome** chain..

Quality of supervision → Quality of practice → Positive impact on service

The 7 links

- Role clarity
- Role security
- Empathy
- Assessment
- Partnership
- Planning
- Coaching /

Better outcomes

From T Morrison – Effective Supervision (May 2012)

FINISH

Carry on reading please…