



# **safeguarding** supervision

## Session 1

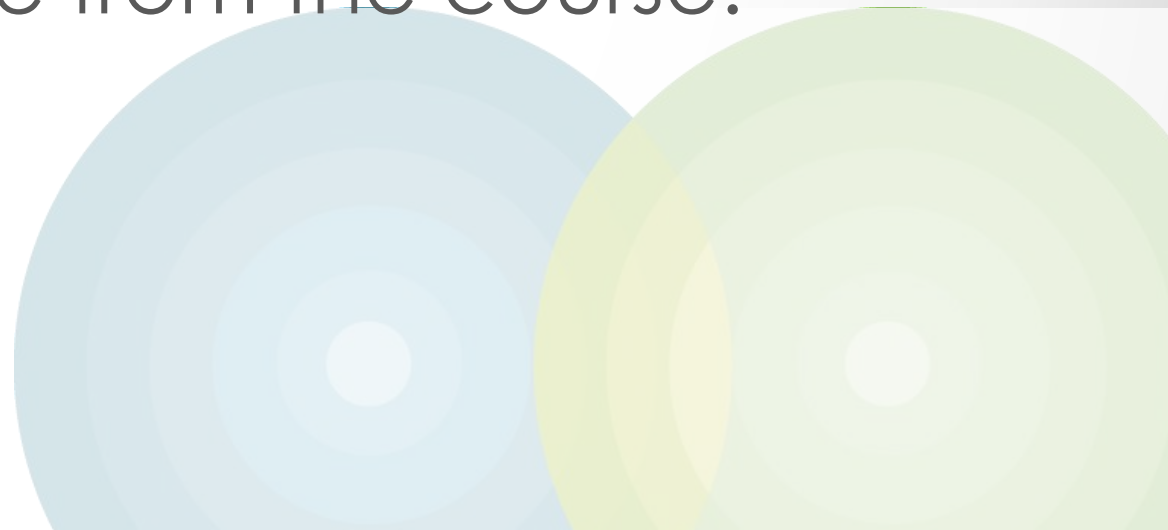
Steph Hunter

# Welcome and Introductions

Welcome to the first of 4 sessions

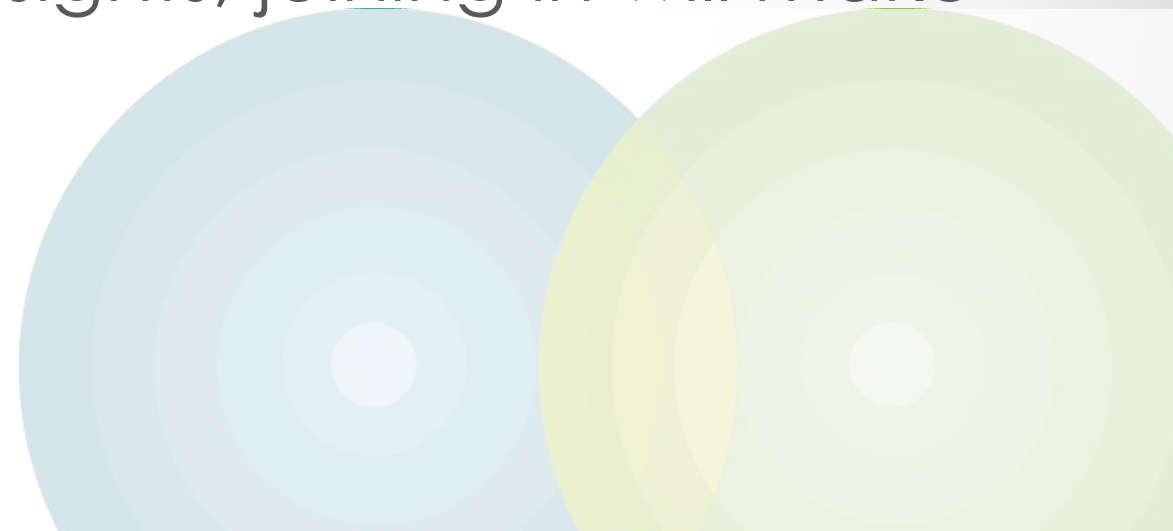
Getting to know you!

Please share your name, experience and current role,  
and what you would like from the course.



# Important info

- Recording of the session – available to all participants within a couple of days
- Our admin will take the register
- You do need to attend to receive your certificate
- There is an expectation that cameras will be left on (let me know any special circumstances)
- Share your experiences and insights, joining in will make a difference to your learning
- There will be group work
- Enjoy!
- 



# Ground rules – zoom etiquette!

- Confidentiality;
- Respect;
- Positive challenge;
- Avoid jargon;
- Phones off/do not disturb or on silent
- Be present!.

“ Never judge another until you have walked in their moccasins for a day ”



# Learning Outcomes


You will gain confidence and begin to develop the skills to deliver effective supervision that focuses on risk and the quality of work being undertaken with children and young people.

Supervisors will:

- develop confidence in delivering supervision
- understand the principles behind different methods of supervision
- understand and manage game playing during supervision
- create clear, focused and reviewable plans and actions



# some positive **assumptions**

- people want to do a good job
  - no-one wants to be ineffective
  - people work best when clear about their roles and responsibilities
  - people can and will try to change if it makes sense
  - performance can always be improved
  - clarity on what 'good' looks like helps people improve
  - focus on changing behaviour not personality
  - healthy dissonance creates the conditions for change
  - agreed action to improve enhances commitment and trust
  - we all work to our code of values and ethics
  -
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What is supervision?

What do you think should be included in supervision?

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your definitions

# what is **supervision**

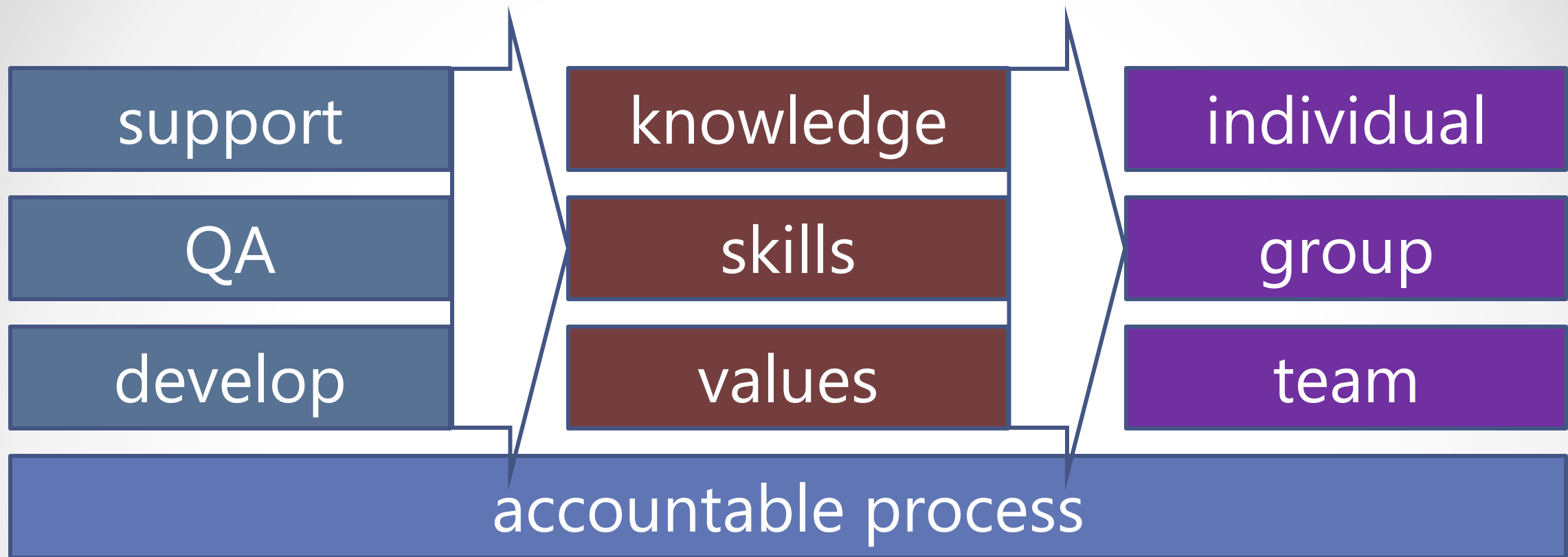
*an accountable process which supports assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes and develops and progresses the worker*

• CWDC (2007)



# Safeguarding supervision

- *“Safeguarding supervision is an opportunity for support, challenge and learning around safeguarding cases”*
- *“Safeguarding supervision is complementary to, but separate from, managerial supervision, which is about monitoring and appraising the performance of staff. Any conversation (planned or unplanned, formal or informal) where you discuss your concerns about a child or family, talk through different ways of engaging with them and discuss different options of support comes under the scope of safeguarding supervision. Safeguarding supervision enables the supervisee to reflect on certain situations that may require a deeper understanding of how human behaviour and our own interactions with others, are having an impact on those situations.”*



# what is **safeguarding**

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a quick refresher!

## Areas of focus...

In groups:

What do we mean by child maltreatment?

What should be the focus in supervision?

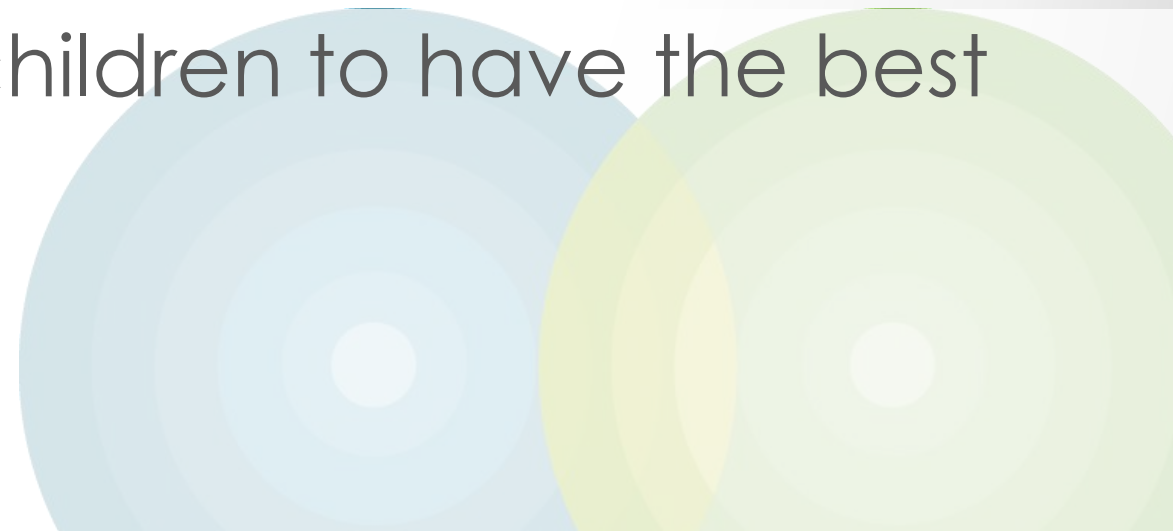
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# working together to safeguarding **children**

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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reaching **through**



“

child protection  
'rarely comes  
labelled as such'

”

Lord Laming, 2009

# Foundations of supervision

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10 minutes please!

# Steps to establish Supervision

- Supervision Histories
- Supervision Agreement
- Supervision Agenda





# Exercise - Supervision histories

In groups:

- Think about your previous supervisors. These may include significant figures outside your current role, previous employers and managers, or even school teachers.
- Share with the group your own supervision history – what was the impact on you of each experience in terms of whether and how it helped or hindered your development.
- Identify a spokesperson to summarise the factors that promote or hinder development – we will then share these back with the group.



# Histories

- Can be used as a foundational tool for your sessions
- Understanding previous experience/concerns helps set the tone of the sessions
- Identifies where trust may need to be developed
- Identifies where development may need to happen



# Supervision agreement

- Expectations-being prepared, keeping parties informed, reliability..... (of both parties)set out
- Accountability and responsibility agreed: who, what, how often
- Who will keep records and in what format
- Agreeing records
- How will they be stored
- Who will have access and in what circumstances
- Escalating concerns
- 



# 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
- 



# Qualities of a good supervisor

- Flexibility of approach -right time – right approach
- 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
- Any others?
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# Break

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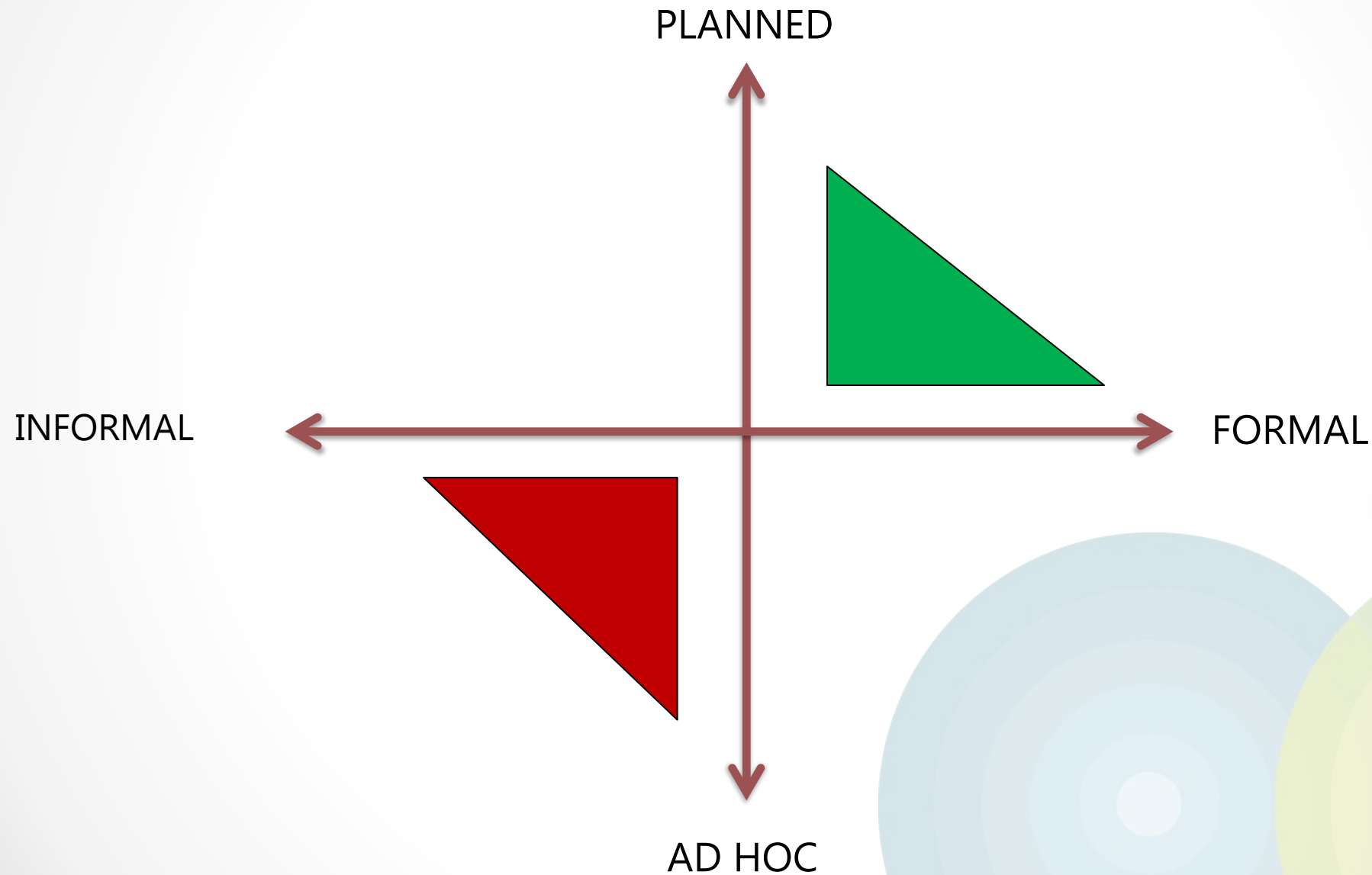
10 minutes please!

# What makes effective safeguarding **supervision?**

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Thinking about process and context

# types of supervision...?





good supervision is **reflective**

“ *...time and attention given to mulling over the experience and learning from it.* ”

Eileen Munro: A Child Centred System

# Supervision styles and **models**

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ways of thinking about how supervision supports and empowers safeguarding

# Elements of good supervision - **process**

- regular & challenging, but supportive
- relevant & probing
- factual & reflective
- acknowledge personal impacts: fear of loss and grief, emotional pain, cultural difference etc.,
- set priorities (and no not every thing can be a priority)

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# Supervision is a developmental process.... And can be stressful!

- As a supervisor, your behaviour and skills will develop and change over time
- As a supervisee, the same applies
- You will both bring different views, beliefs, knowledge and expectations to the process
- New supervisees may display the following behaviour:
  - Look to you for information and knowledge and be dependent on the supervisor for answers/direction.
  - Will be highly motivated but display/feel high anxiety especially about any focus on their performance
  - They will need high structure and are likely to offer minimal challenge.
  - Depending on their role/time in post they may display limited self-awareness.
  - May need more help to distinguish between the more pertinent and the less relevant factors in the safeguarding process, themselves and their clients

This will change over time as you both develop skills and confidence. Part of the role of supervisor is recognising this and planning to develop skills.

# developmental supervision

- Developmental supervision has 3 main components:
  1. regular & challenging, (but supportive)
  2. relevant & probing
  3. factual & reflective

These 3 links plus assessment, planning, coaching and intervention create the environment for developmental supervision



# STRATEGY-FOCUS

## Developmental Models of Supervision

Supervision should be individualized based on supervisee development and needs

<b>Beginner Characteristics</b>	<b>Experienced Characteristics</b>
Dependent Vulnerable Anxious Fragile self-confidence Establishing autonomy Risk-taking	More confidence Authentic approach Know when supervision is necessary
<b>Beginner Needs</b>	<b>Experienced Needs</b>
Directive Structure Support Instruction	Less structure Nondirective More focus on theory and counter-transference

(Bernard & Goodyear, 2009)

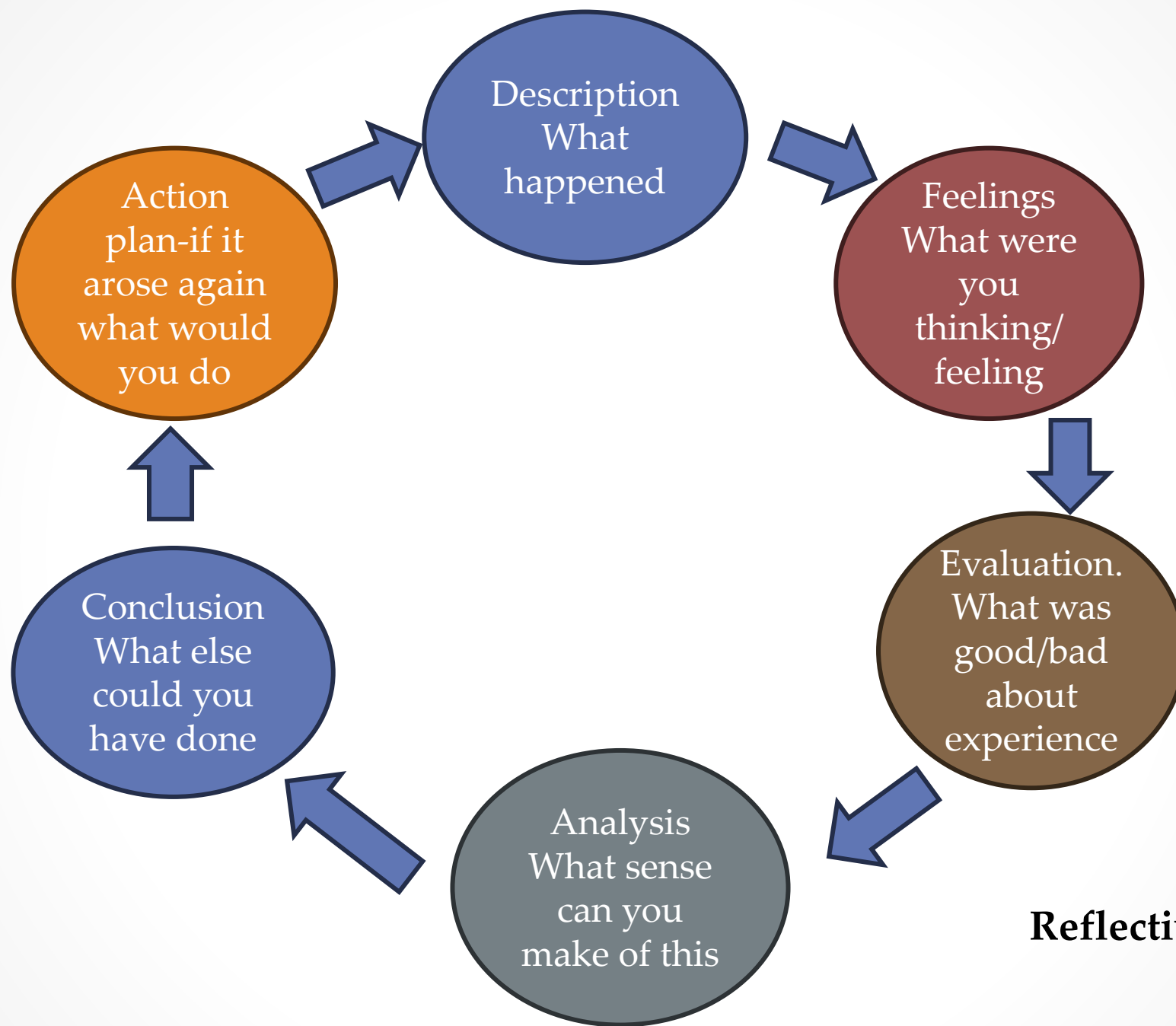
(Falender & Shafranske, 2004)

(Stoltenberg, 1981)

# reflective supervision

- Supervision that gives space to ***think, be still***, process ***feelings***, get to *know* your experiences
- Becoming aware of & working through ***feelings, attitudes and systems*** that can create distance from children and their families
- **listens, engages and feeds back**

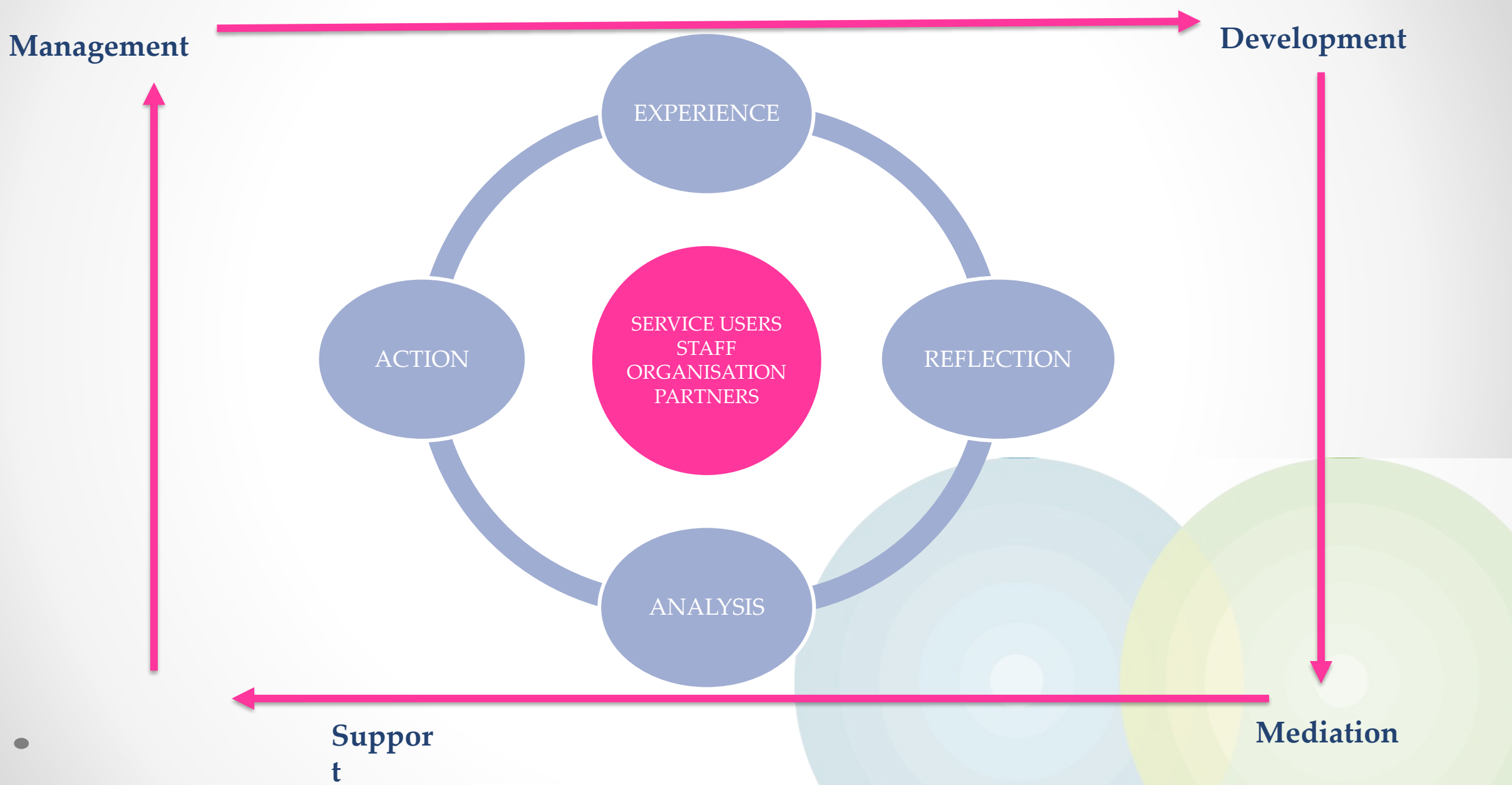




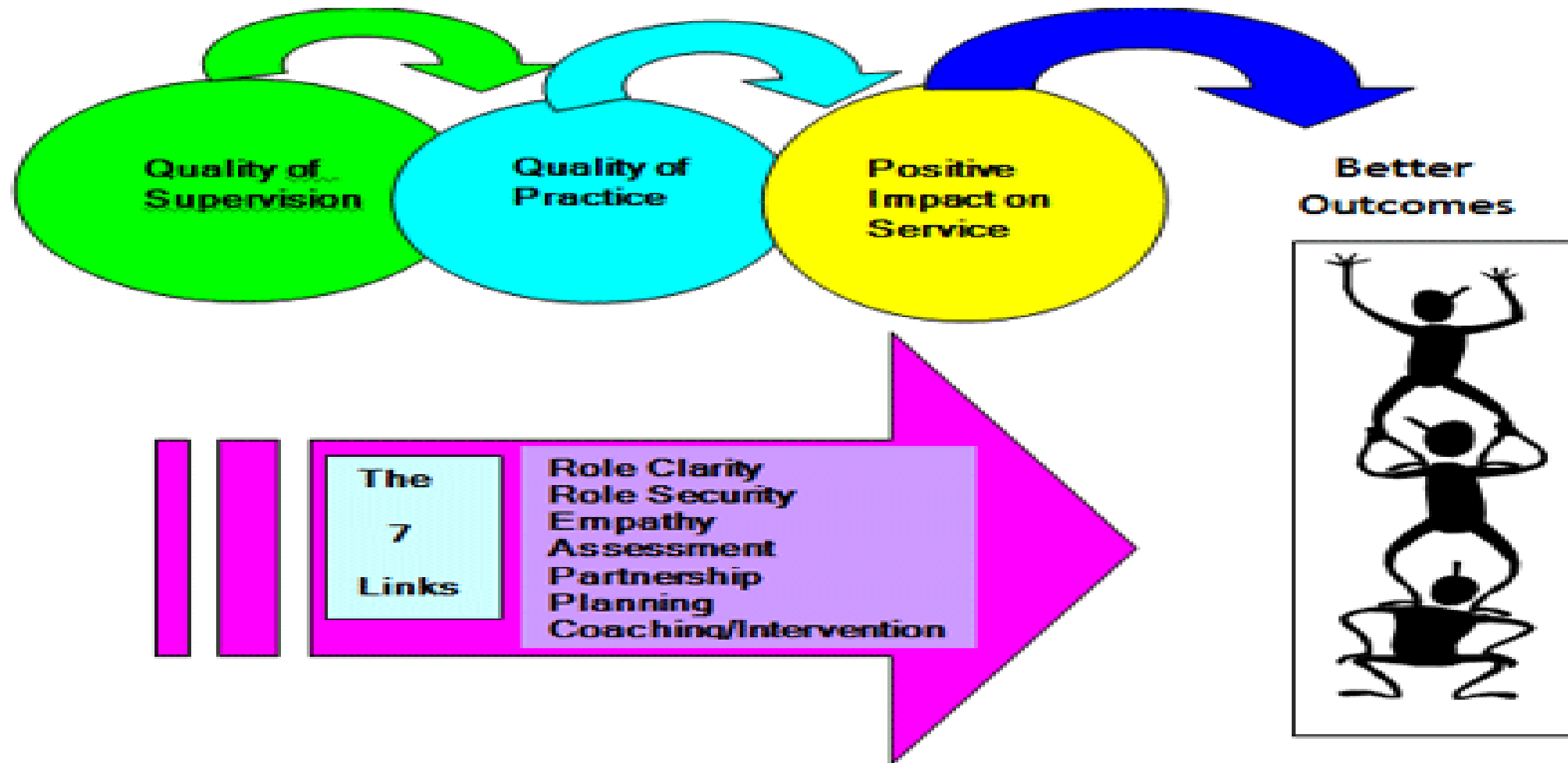
**Reflective supervision cycle**



# Morrison's 4 x 4 x 4 model



# The Supervision-Outcome Chain



From T Morrison – Effective Supervision.

# emotional holding

“It is supervision more than any other single factor, that will enable us as individuals and the organisations in which we work to contain and sustain our emotional responsiveness, both to our clients and each other, without which there can be no helping encounter.”

Tony Morrison (2005)

# Thank you for today

Any outstanding questions from today?

One thing that will stick with you?

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