



# **safeguarding** supervision

## Session 2

Steph Hunter

# Aims of this session

- Further reflect on professional experience, review some of last week's learning, develop a confident approach to supervision and to start to explore supervision dynamics and the management of 'game playing' in the supervisory relationship

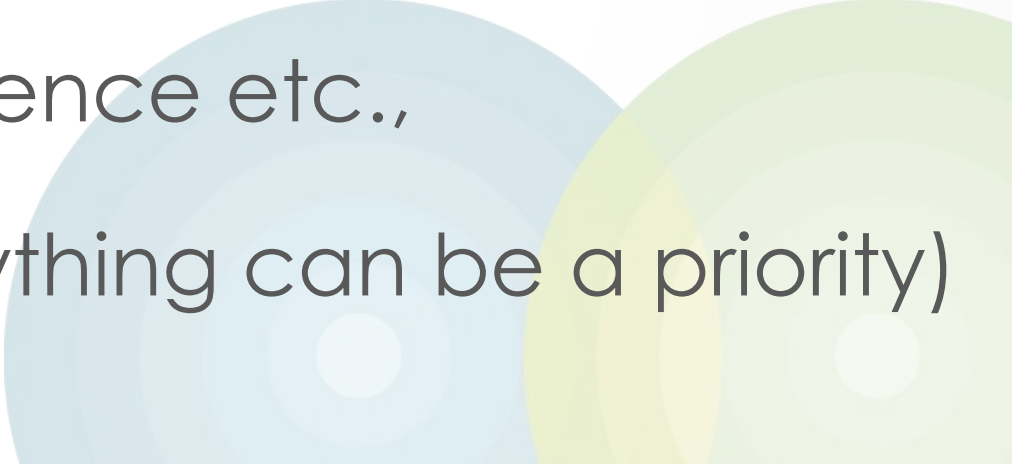


# Ground rules – zoom etiquette!

- Confidentiality;
- Respect;
- Positive challenge;
- Keep safe;
- Avoid jargon;
- Phones off or on silent
- Look through other's eyes
- Be Present!
- 



# developmental supervision

- regular & challenging, but supportive
  - relevant & probing
  - factual & reflective
  - acknowledge personal impacts: fear of loss and grief, emotional pain, cultural difference etc.,
  - set priorities (and not everything can be a priority)
  -
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# 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

# good supervision is **reflective**

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

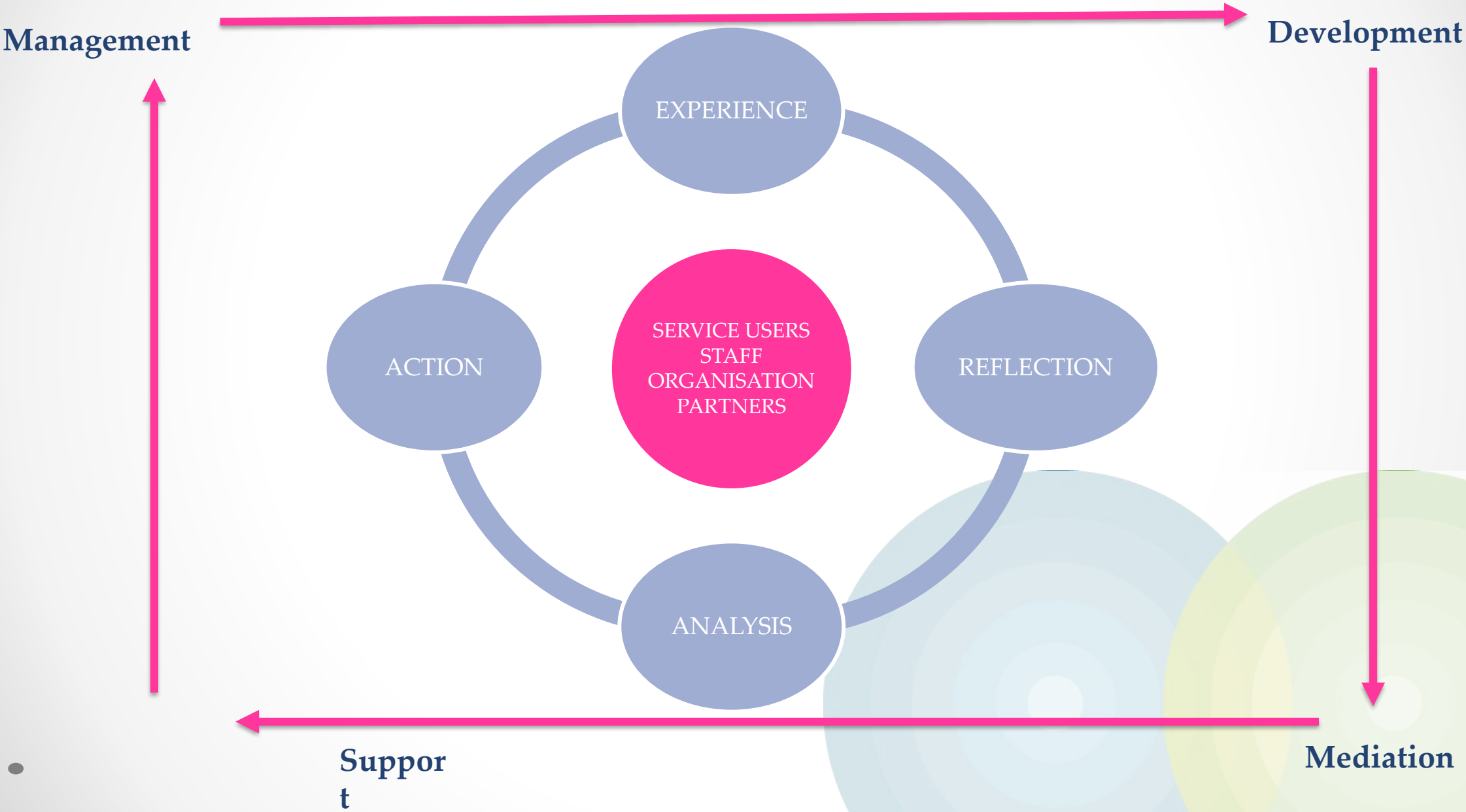
Eileen Munro: A Child Centred System

# The supervision outcome chain..



Better outcomes

# Morrison's 4 x 4 x 4 model





# The psychological contract

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The Fifth Link ... Partnership

# The psychological contract

- The *legal contract of employment* offers a limited understanding of the employment relationship. However, the *psychological contract* describes the relationship between employers and workers and influences how people behave from day to day. Unlike the legal contract of employment signed by employers and workers, it's not tangible.
- At its core, the psychological contract is built on the everyday actions and statements made by one party and how they are perceived and interpreted by the other.

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# The **psychological contract**

The Psychological Contract has been defined as '...the perceptions of the two parties, employee and employer, of what their mutual obligations are towards each other.'

Or...individuals' expectations, beliefs, ambitions and obligations, as perceived by the employer and the worker.

The psychological contract is based on employees' sense of fairness and trust, and their belief that the employer is honouring the 'deal' between them.

Descriptions and definitions of the Psychological Contract first emerged in the 1960s, notably in the work of organizational and behavioural theorists Chris Argyris and Edgar Schein.

# PSYCHOLOGICAL CONTRACT

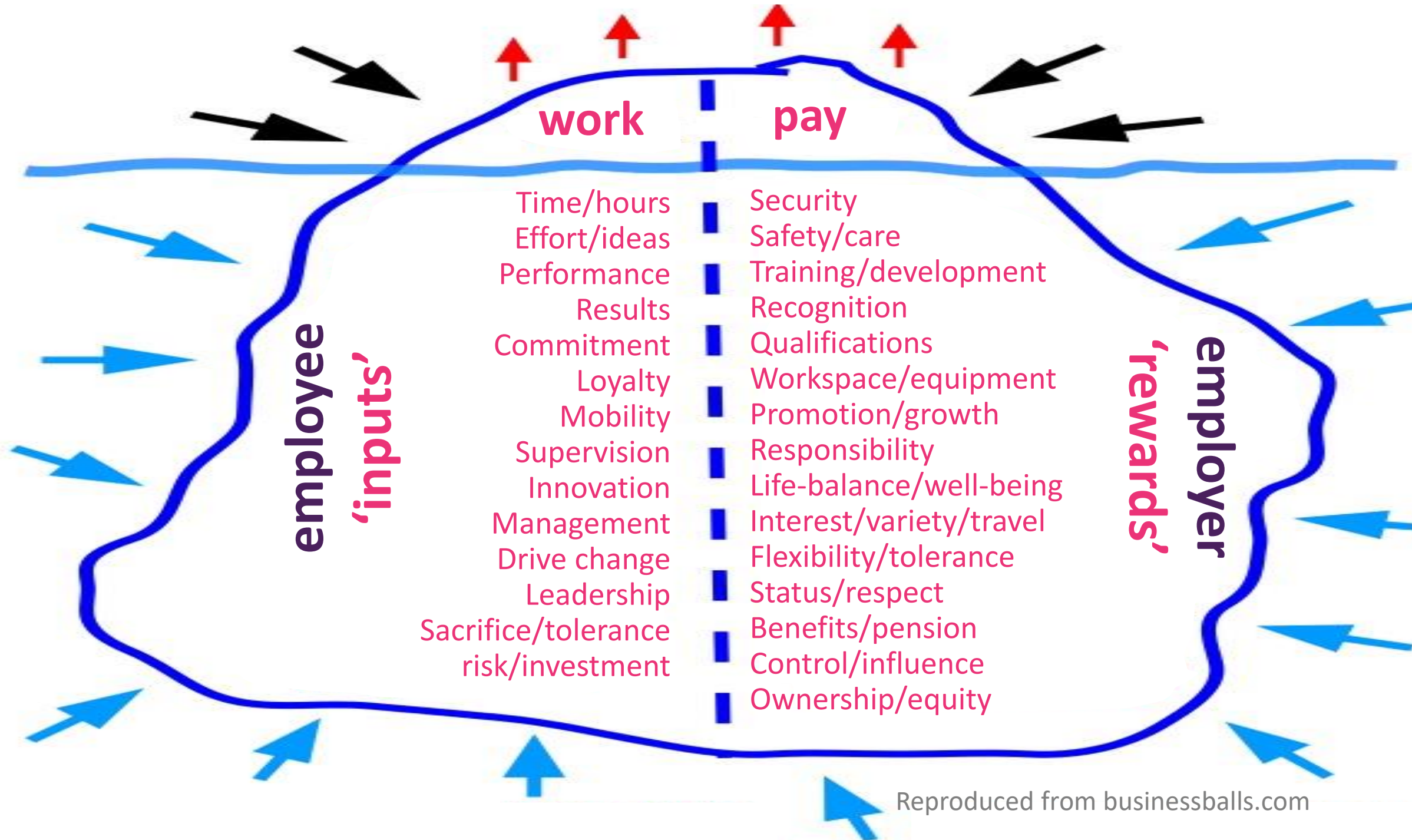
## Employment Vs Psychological Contracts

### Employment contracts

- Written
- Explicit - Legally binding
- Doesn't tell us much about what people actually do at work
- May exert only a small influence on behaviour

### Psychological contracts

- Unwritten
- Implicit
- No legal status - tells us most things about what people actually do at work
- Exerts a large influence on behaviour, feelings and attitudes



## In groups ...

- Discuss your own 'iceberg' – what is openly discussed and above the water line?



# Break

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15 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?



# To err is human

- Games thrive in supervisory environments where responsibilities are unclear, there is no feedback, no permission to express feeling and wherever difference is not acknowledged.
- People can use strategies that are unhelpful and unsafe to get themselves out of difficult situations.
- Games are a delinquent way of meeting undeclared emotional need.

# Games people play

## Reducing the power disparity

- 'Have you ever worked with children with disabilities?'
- 'So what do you know about it?'

## Controlling the situation

- 'I have a little list'
- 'Yes, but...'

## Manipulating demand levels

- 'We both know how stupid that procedure is, don't we?'
- 'I know it's my session but you look terrible today'

## Redefining the relationship

- 'Let's sort this out over a pint'
- 'Treat me don't beat me'

**The Victim**



**The  
Persecutor**

**The Rescuer**

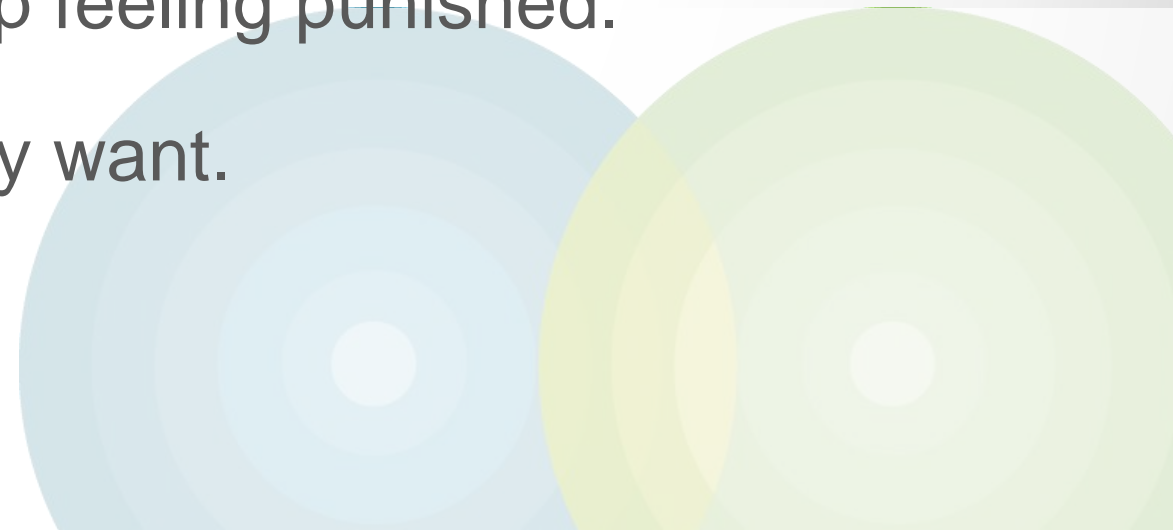
# Exercise –Games People Play

In groups

- Share an example with your group of when you think you were being 'played'
  - When did you realise a game was being played?
  - How did you feel?
- Summarise together how you think you can stop the game?
- How might 'games' impact on safeguarding children?
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# How do you know when you are in a game?

- You get a repetitive bad or uncomfortable feeling.
- You know what you want but you always end up doing what the other person wants.
- You try to help someone and end up feeling punished.
- You never get to say what you really want.
- It always gets twisted.
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# How to recognize the Drama Triangle

- List as many words or phrases as you can that might be said by:
  - The victim
  - The rescuer
  - The persecutor



# How do we get drawn into game playing?

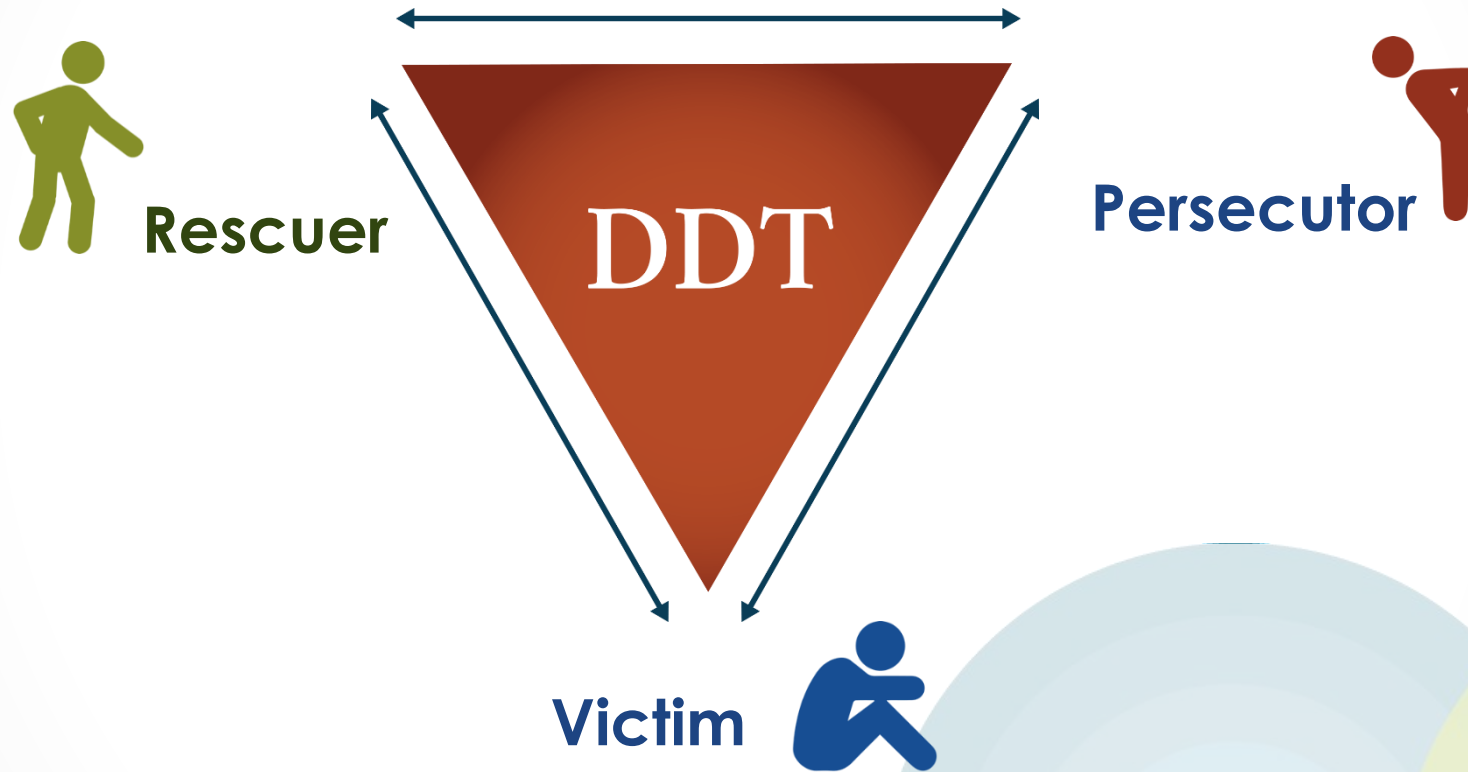
- We miss the fact that a game is being played
- We respond to the supervisee's statement(s) that set the tone: 'I feel terrible that I haven't got this right so I'm going to defend myself' 'I feel angry that you aren't putting things right for me so I'm going to blame' 'I'm anxious so I'm going to avoid...'
- The statements and actions have a purpose: 'Rescue me' 'Absolve me' 'Sort out my problem that's nothing to do with me' 'Tell me that its all alright'
- Once you respond, you're engaging in the game: Let me recue you, let me sort it out for you, let me take responsibility for whatever has happened.

# Perpetuating the game

- It can be a **relief** to join in a game
- It can be easier to offer solutions
- We can feel intimidated
- We are out of our depth
- We switch roles-persecutor becomes the rescuer, 'Its your fault'... 'I'm sorry how can I make this better'
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# The Drama Triangle Within



# Avoiding the drama

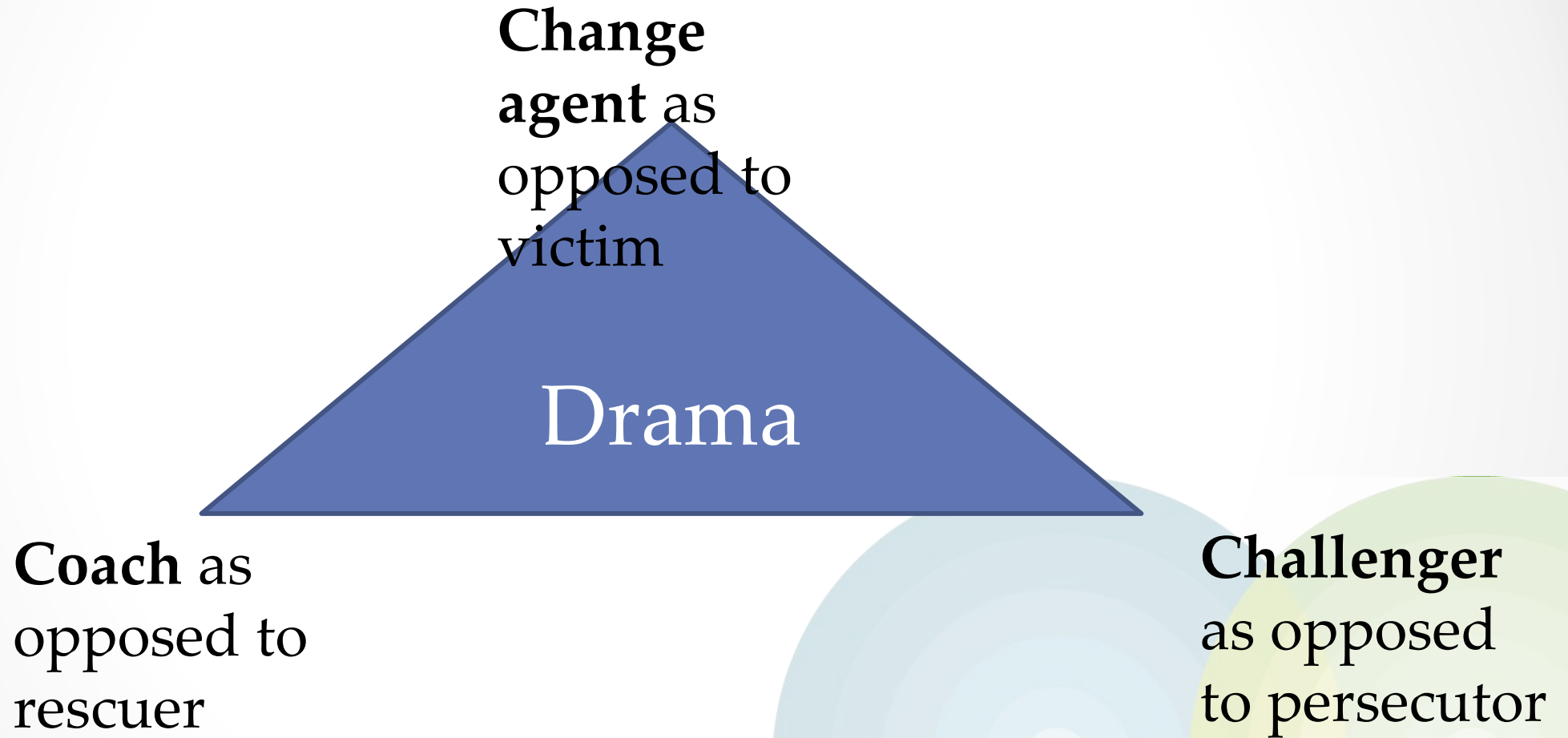


**Choice**

Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

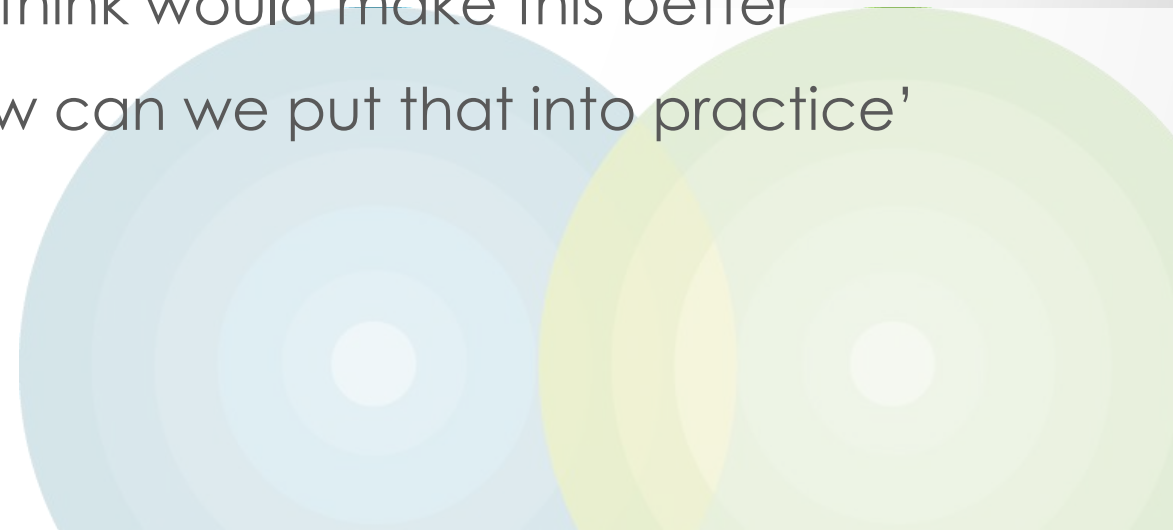
Viktor Frankl

# Changing the story..

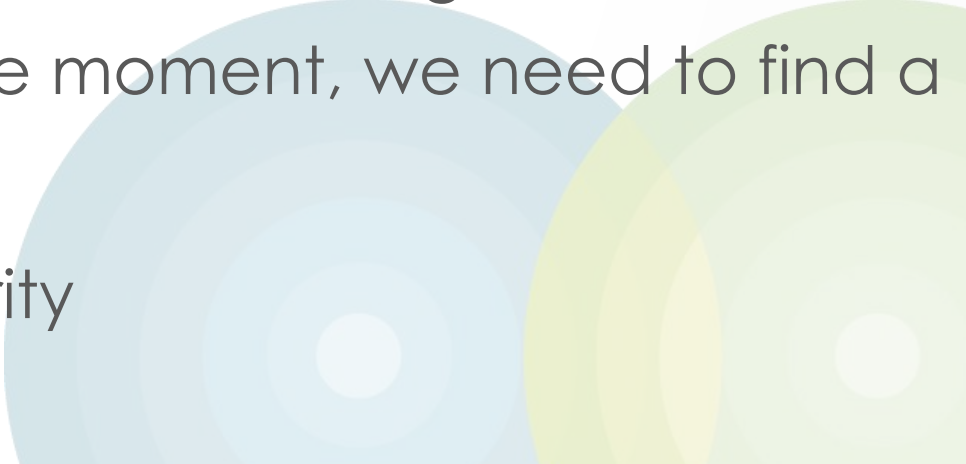


# How to manage Drama

- To manage the victim role, you need to be **outcome and solution** focused-a change agent.
- Divert **the victim** from the path of 'poor me', 'nothing I can do about it'
- Identify steps to reaching solutions
- Remain positive and help identify skills in the victim that will enable progress
- Create opportunities through mutual exploration of the issues
- Use silences, use reflection-'what do you think would make this better'
- Be encouraging, 'that sounds doable-how can we put that into practice'



# Cont...

- To manage the **persecutor**...
  - Build them up, identify strengths and where success has been achieved
  - Reinforce aims and desired outcomes to regain focus
  - Look to inspire-avoid blame or criticism.
  - Be clear, don't skirt issues but name them-including emotions 'I sense you're frustrated with this at the moment, we need to find a way to move that on'
  - Be inclusive but don't give up authority
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# Cont.....

- Managing the rescuer...
- Look for innovation within staff and encourage their ideas
- Help them identify their areas of resilience and resourcefulness-and how to channel it (Coach them!)
- Develop self-belief.
- Reflect on things done well by them
- Use curiosity, active listening, inquiry, to identify personal skills in reaching solutions
- Encouragement and guidance.
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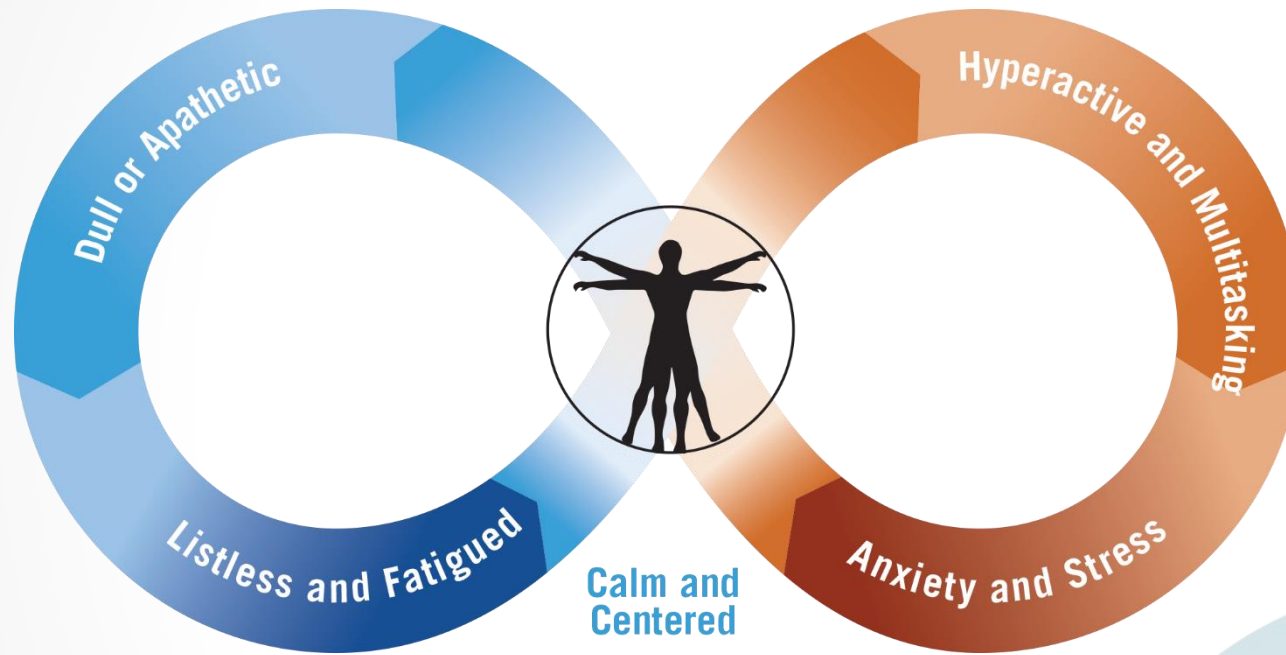


# Generally

- 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.....
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# Pause Practice



1. Pause
2. Ground
3. Center
4. Choose



# 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!**

# “Do Over” Scenario

First, what could you—as a **Creator**—say or do to help shift the situation?

Second, what could you—as a **Challenger**—say or do to help shift the situation?

Third, what could you—as a **Coach**—say/do to help shift the situation? What questions might you ask?



# Homework

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Bianca Case Study and Reading please...