



# **safeguarding supervision**

## **Session 1**

Kat Aukett

# Welcome and Introductions

- I am Kat Aukett
- Please tell us your name, role and what you would like from the course.



# Important info

- The sessions are recorded and available to participants.
- Need to attend to receive your certificate
- Please if possible have your camera on so we can engage fully with each other
- Please do engage in the training. We all have so much to share
-

# Ground rules – zoom etiquette!

- Confidentiality;
- Respect;
- Positive challenge;
- Limit distractions;
- Be present and enjoy;

“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:

- understand the principles behind supervision models
- understand and practice the delivery of reflective supervision
- undertake dynamic risk assessment 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?**

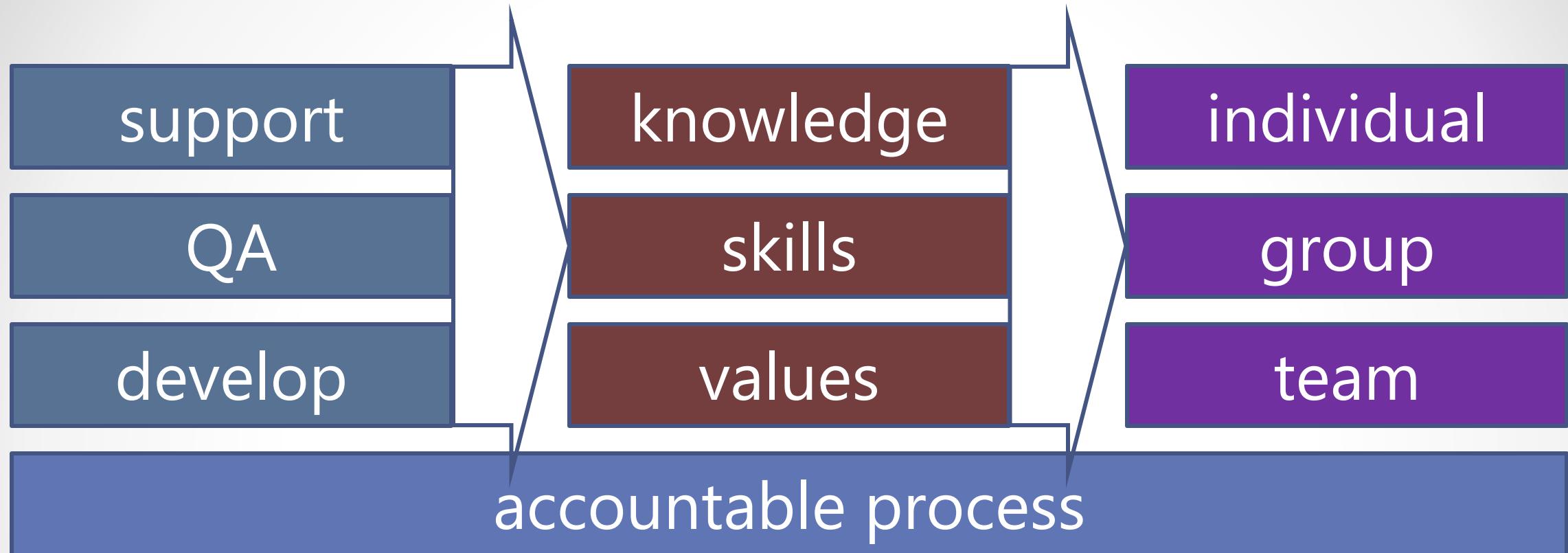
**What do you think should be included  
in supervision?**

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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 ”*





# what is **safeguarding**

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a quick refresher!

## Areas of **focus...**

What do we mean by child maltreatment? Come up with your definition and identify any **issues this raises for you as a supervisor...**



# 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.



reaching **through**



“

child protection  
‘rarely comes  
labelled as such’

”

Lord Laming, 2009

# Risk assessment - Bianca

- What is the level of risk?
- What factors affected your judgement?



# Bianca...

Bianca is 15 and has been with the home for a year, following parental neglect and sexual and physical abuse at the hands of mother's boyfriend. Her mother also has a history of care, sexual abuse and alcohol dependency, and neglected Bianca due to this for many years. On Friday mother visited the home with her 5 months old daughter who was seen to have some bruising to the face. Mother brushed this off when questioned by your care worker, and Bianca left with her despite being asked by staff not to go. She says she will be back soon.

- Mother has already advised her social worker and health visitor about the bruising as the baby is subject to a child protection plan. They have accepted her explanation. Mother has successfully completed a period of rehab and counselling and is 'clean' as she knows this is her last chance to parent. Bianca's abuser is no longer around and is on bail awaiting trial for Bianca's abuse. Mother has agreed to give evidence in support of Bianca and wants to apologise for not protecting her but is wary of the children's home due to her own care experiences. They are walking round the corner to the park to talk and Bianca has told her friend Jo at the home that she will be home for tea..

# Risk assessment -Bianca

- How it was framed
- Level of information
- Your own history/experience/expertise
- Your values/preconceptions/beliefs
- Same for whoever you're supervising
- Confirmational bias

but **ALWAYS** seek advice from MASH for bruising in pre-mobile baby





# Break

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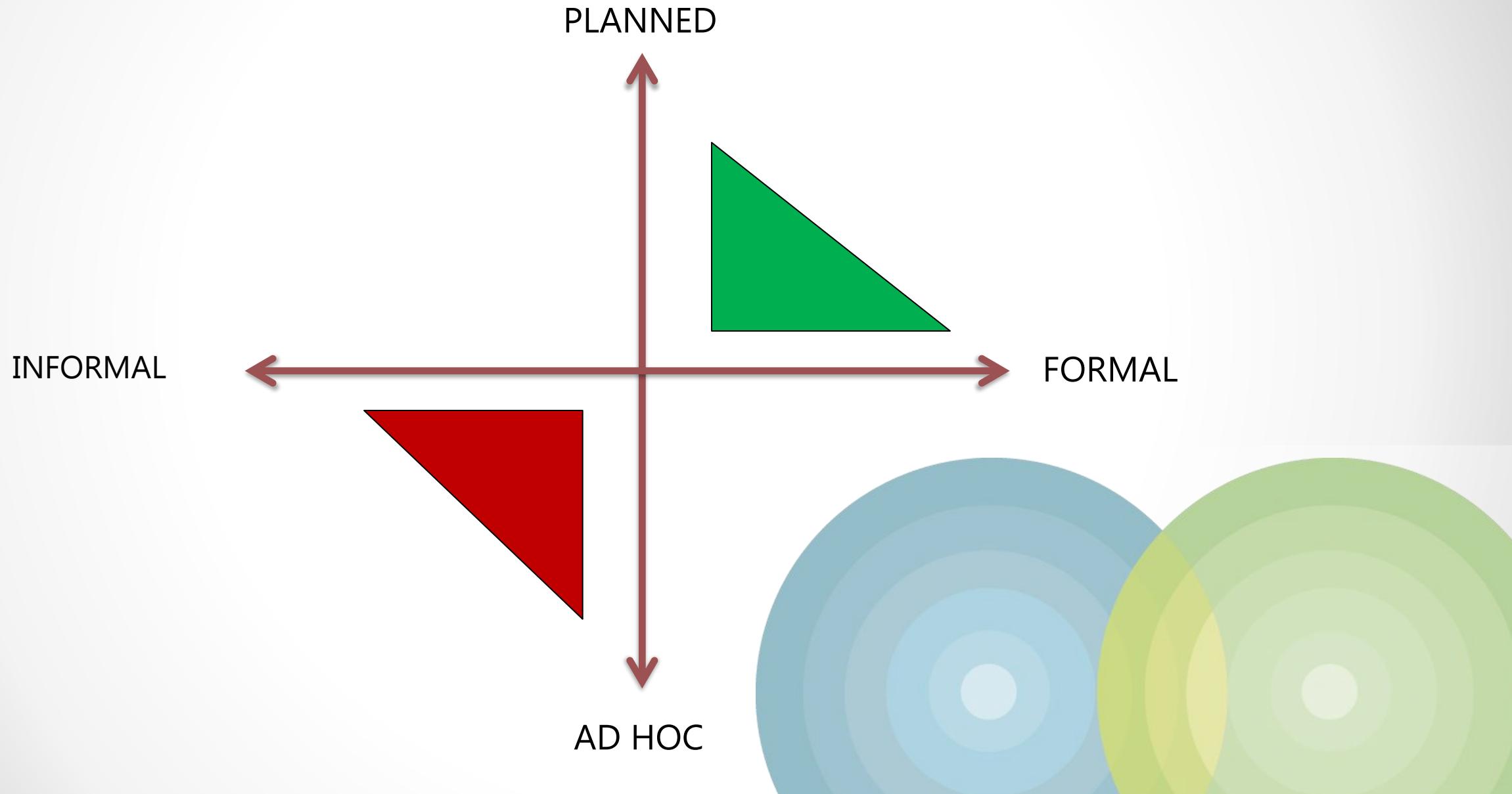
10 minutes please!

# 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.*

”

A decorative graphic in the bottom right corner consists of two overlapping circles. The inner circle is light blue and the outer circle is light green. They are positioned in the lower right quadrant of the slide.

Eileen Munro: A Child Centred System

# 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***



# 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)

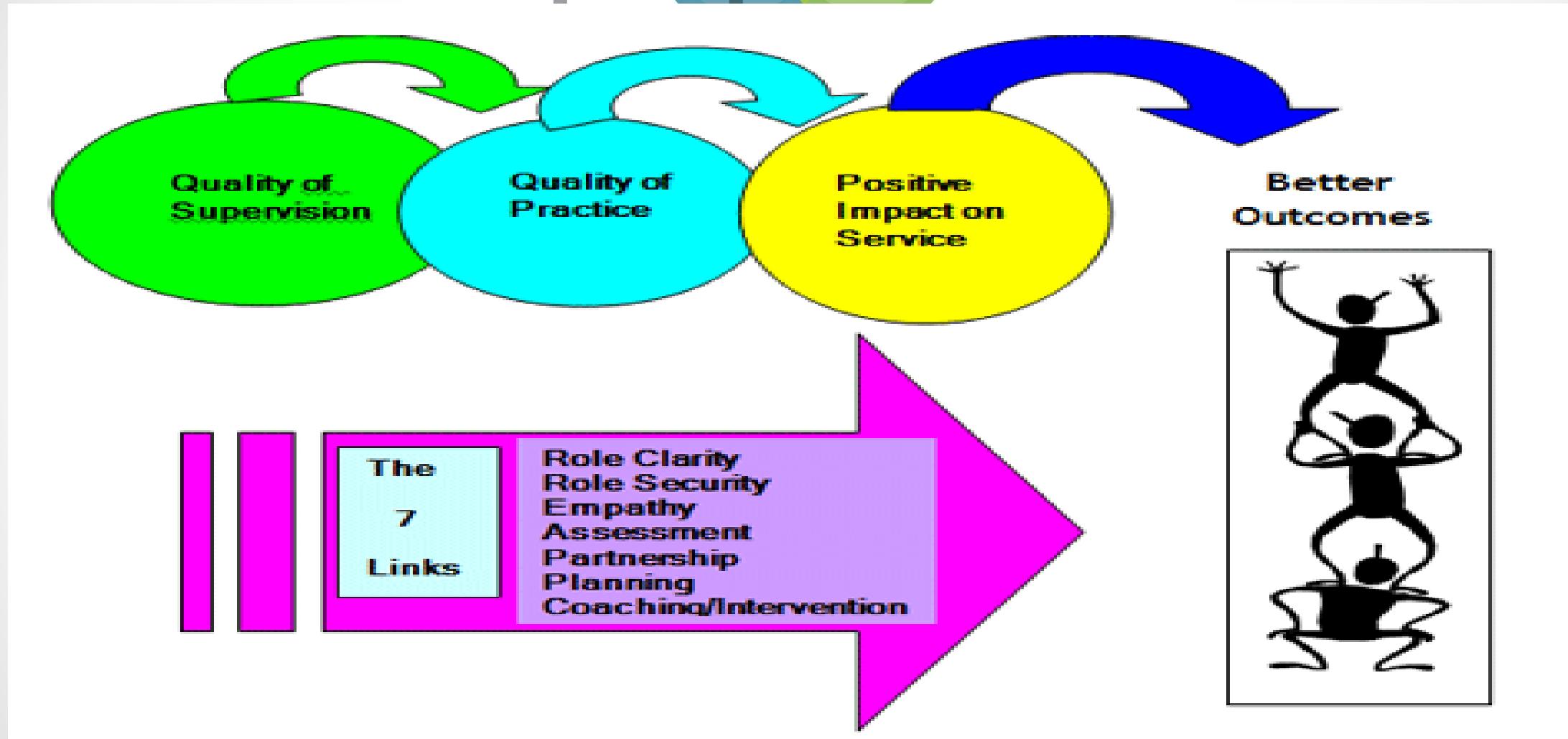
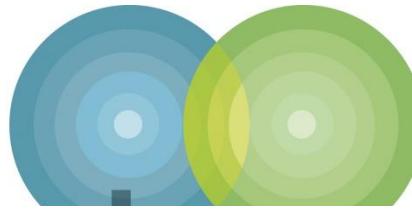


# a supervision **model**

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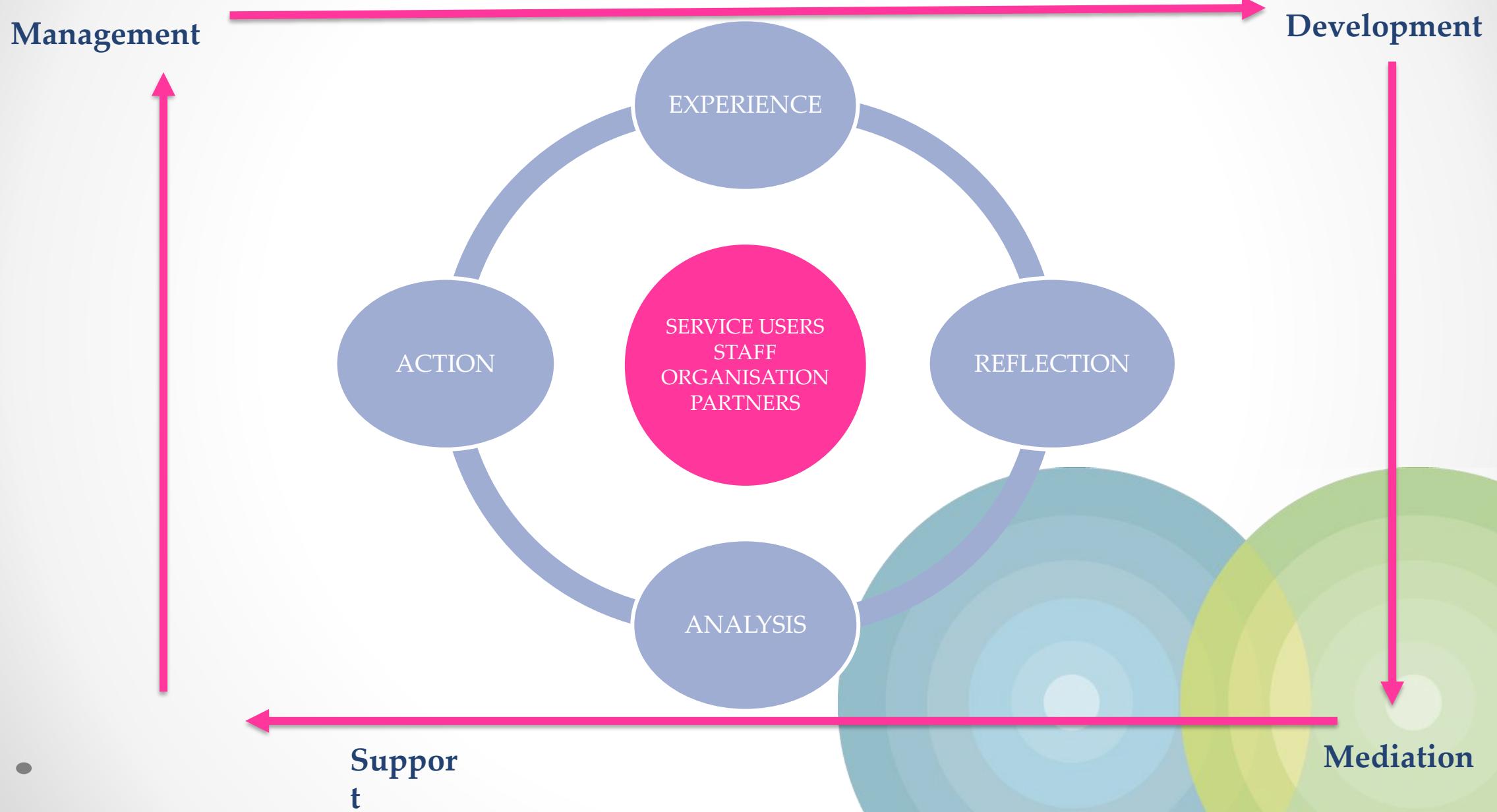
ways of thinking about how supervision supports and empowers safeguarding

## The Supervision-Outcome Chain



From T Morrison – Effective Supervision.

# Morrison's 4 x 4 x 4 model



# Steps to establish Supervision

- Supervision Histories
- Supervision Agreement
- Supervision Agenda



# Supervision histories

- Think about your previous supervisors. These may include significant figures outside your current role, previous employers and managers, or even school teachers.
- Use the matrix to map out your thoughts



## Exercise - **Supervision histories**

- 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



# 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)



# 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
- 



# Thank you for today

Any outstanding questions from today?

One thing that will stick with you?

