



safeguarding supervision

Session 2

Kat Aukett

Important info

- The sessions are recorded and available to participants.
- 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



Welcome Back

- Any questions that have arisen since last time
- One thing that's stuck with you since last week, or has influenced practice in the last week

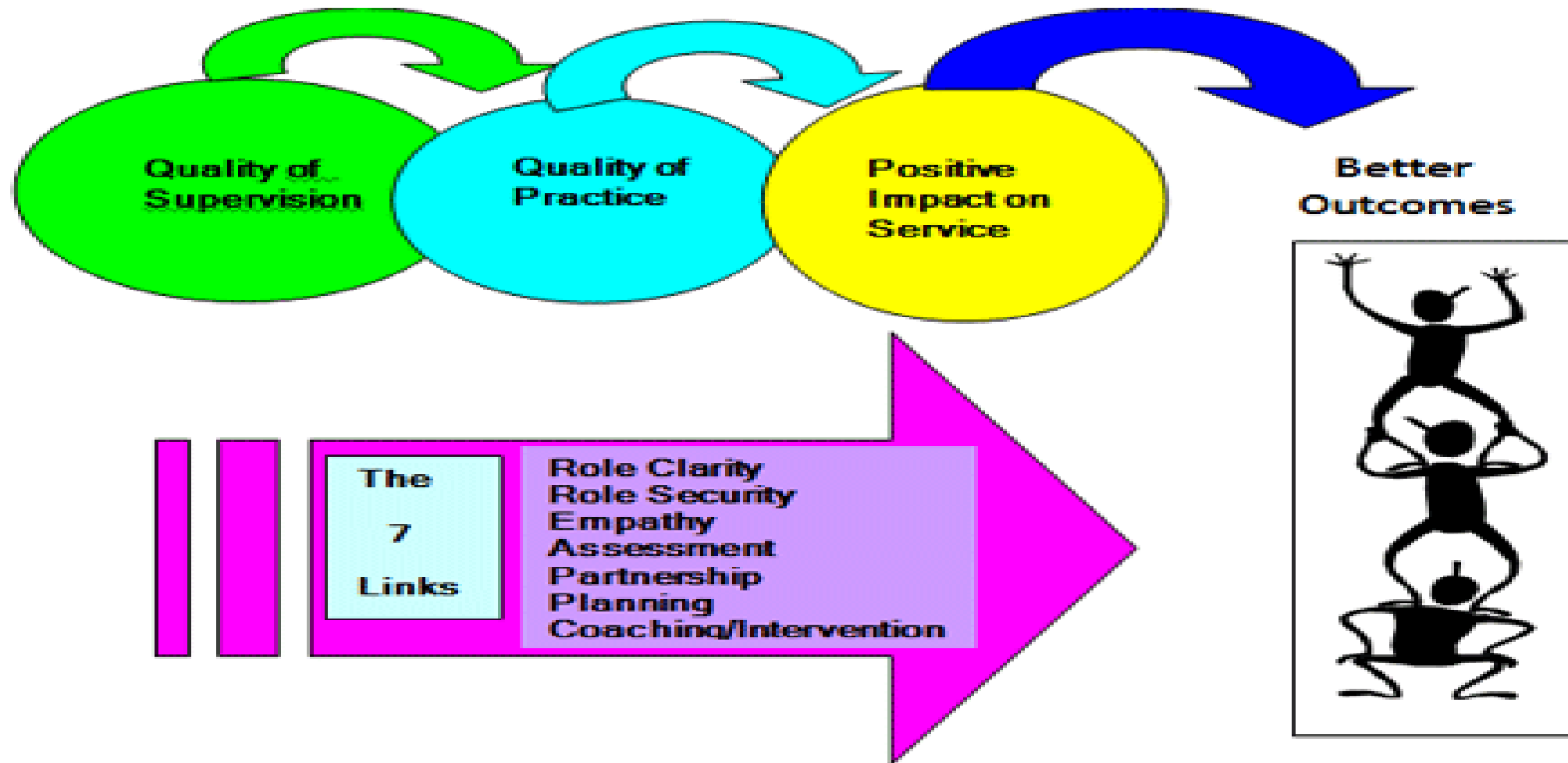
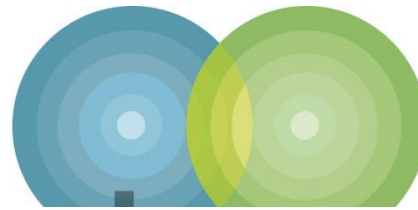


Aims of this session

- Further reflect on professional experience
- Begin to develop use of the 4 x4 x4 model and the 7 elements of effective supervision
- Put in place effective supervision contracts
- Develop a confident approach to supervision
- Start to explore supervision dynamics and to manage 'game playing' in the supervisory relationship



The Supervision-Outcome Chain



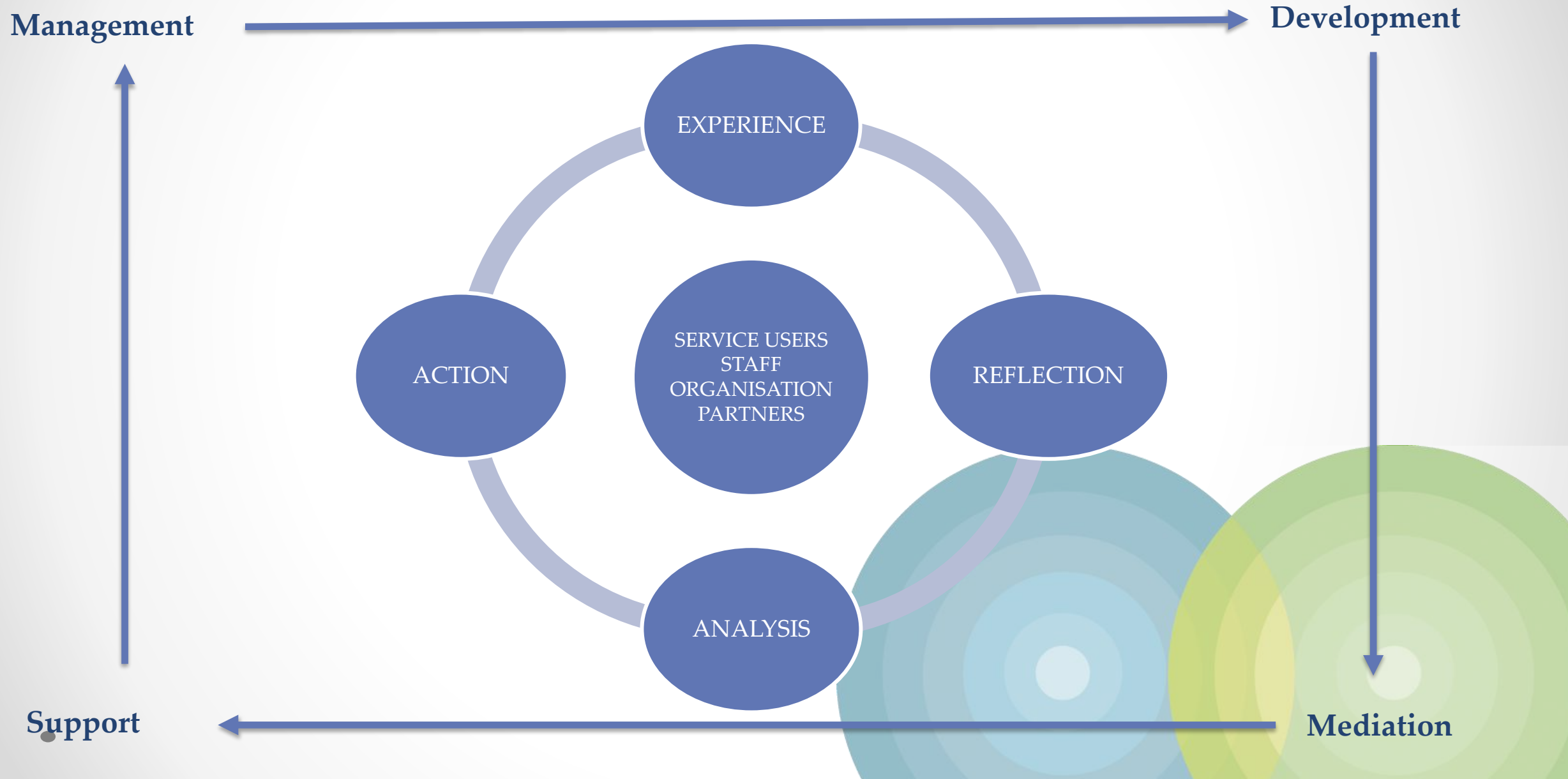
From T Morrison – Effective Supervision.

The supervision outcome chain..



Better outcomes

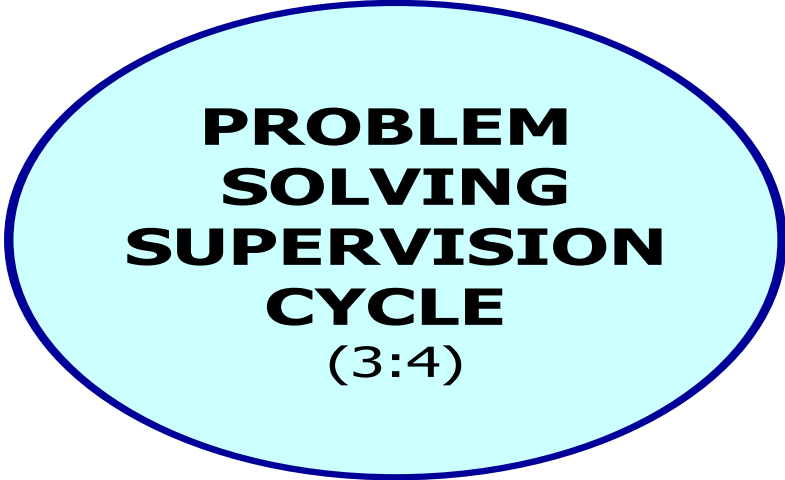
Morrison's 4 x 4 x 4 model





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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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

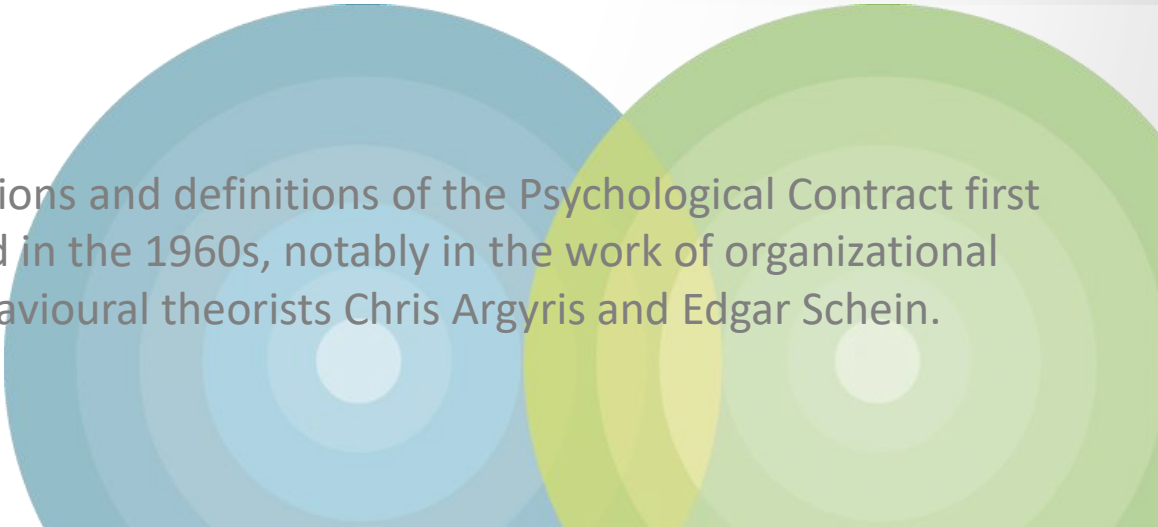


The psychological contract

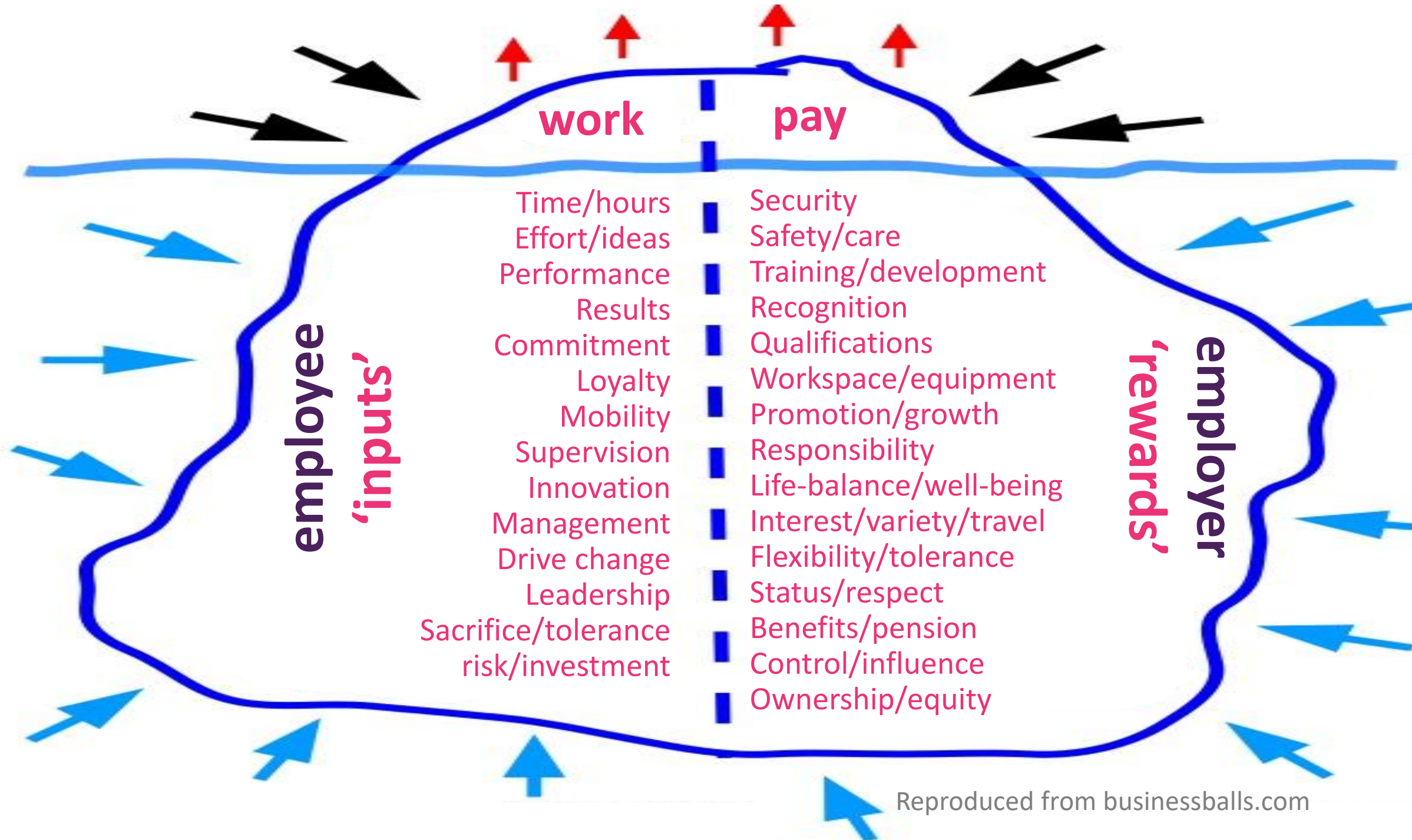
The Fifth Link ... Partnership

The **psychological contract**

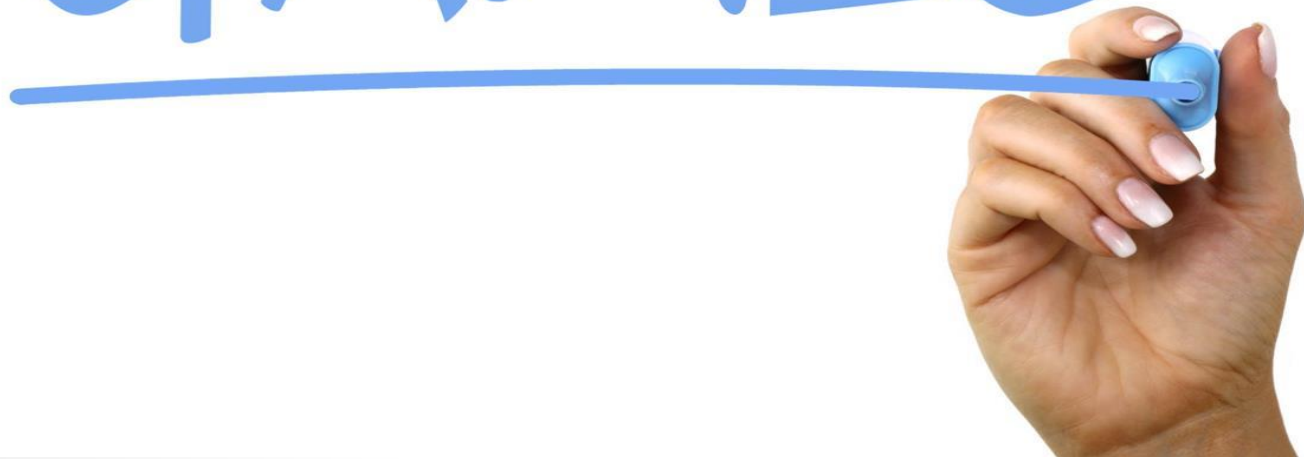
The Psychological Contract has been defined as '...the perceptions of the two parties, employee and employer, of what their mutual obligations are towards each other.'



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.



GAMES



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'

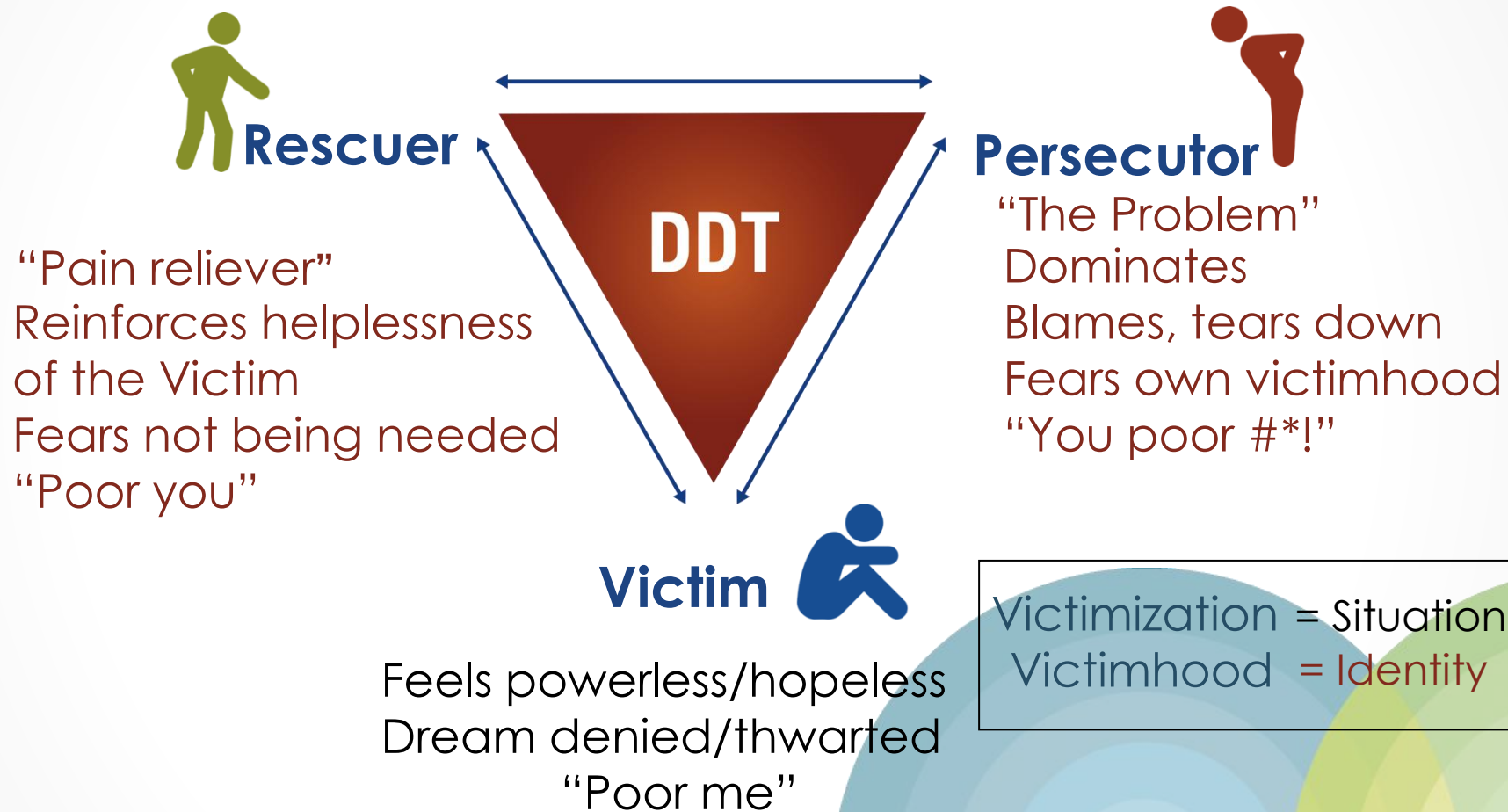


How do you know when you are in a game?

- 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.



The Dreaded Drama Triangle



Based on the Karpman Drama Triangle by Dr. Stephen Karpman.

How to recognize the DDT

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



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 can stop the game?
- How might 'games' impact on safeguarding children?

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Break – 10 mins



How to combat DDT

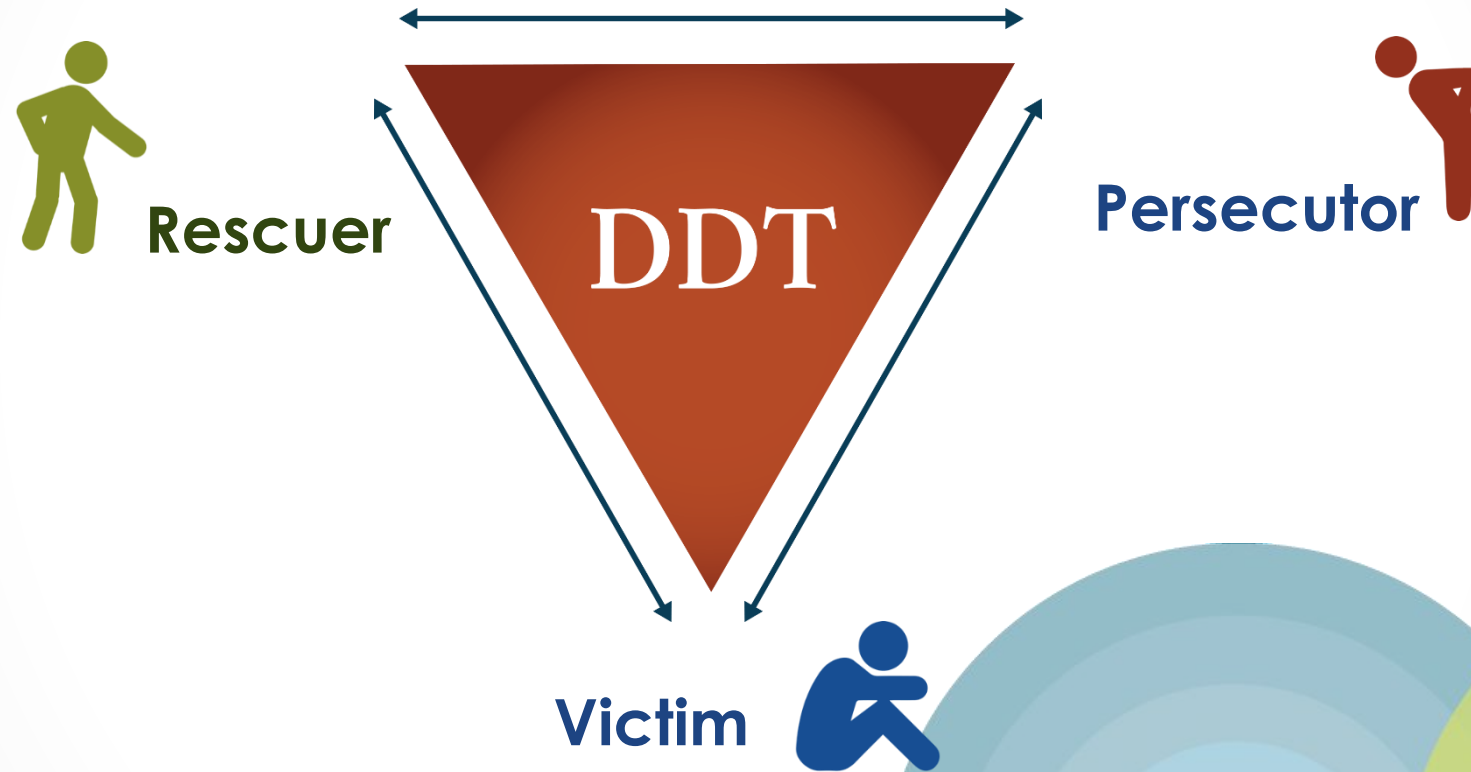
What might you say to a:

- Victim – “What can you do”
- Rescuer – “How can you empower them”
- Persecutor – “How can this be resolved”

Positive Challenge their status quo



The DDT Within



Avoiding the drama

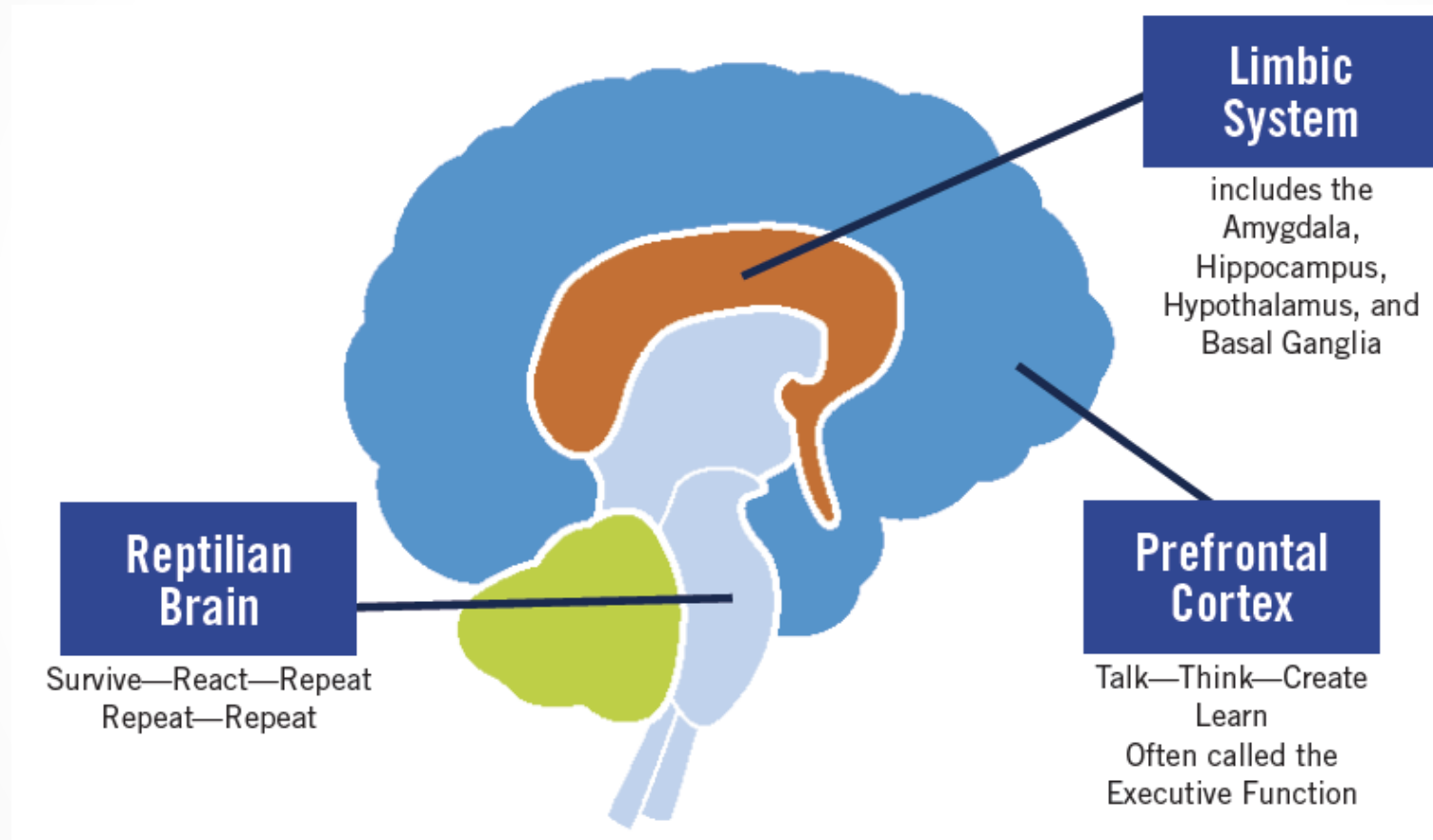


Choice

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.

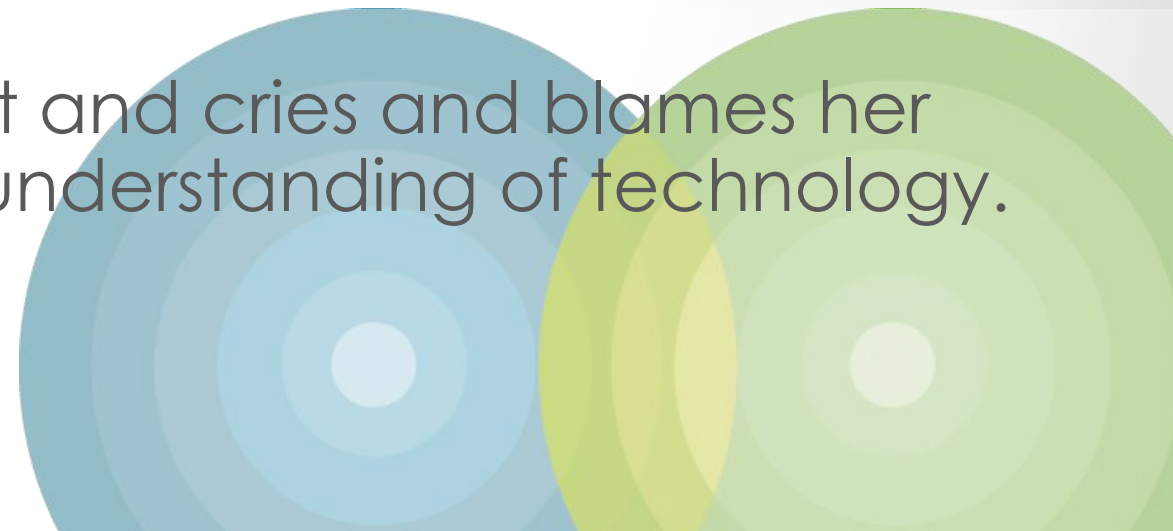
Viktor Frankl

The Neurology of Empowerment



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.

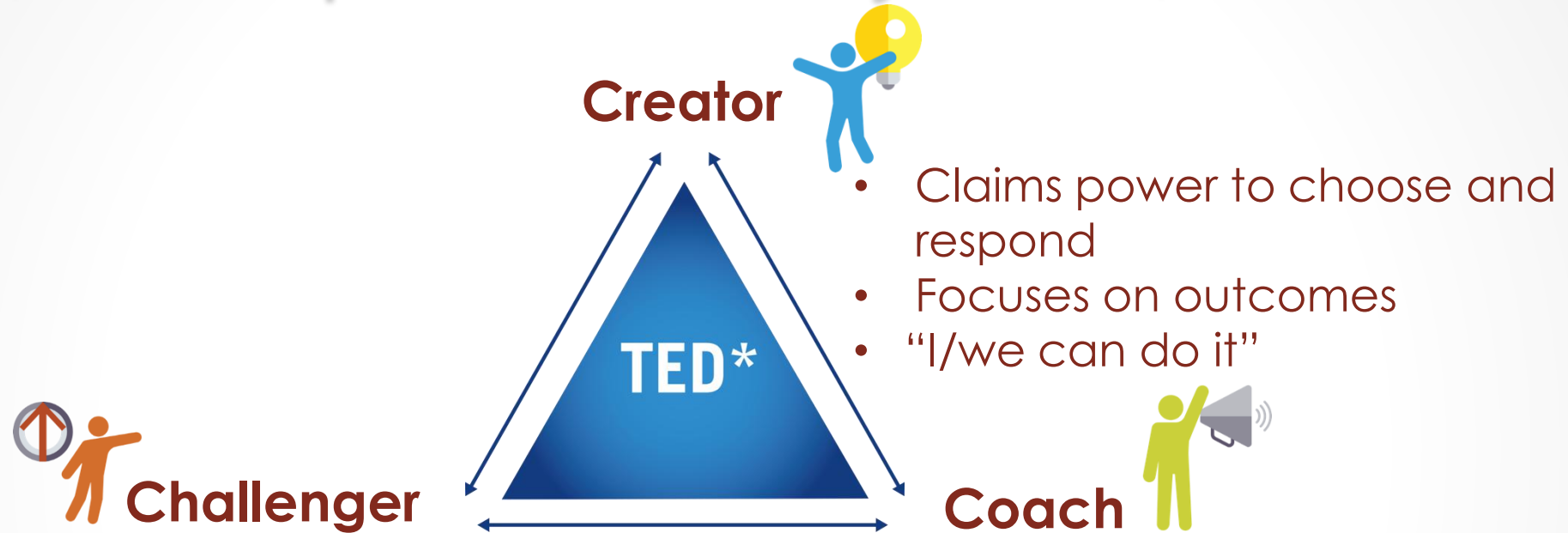


Case studies

- What interactions/relationships/games are we seeing?
- What are the critical issues and how are you going to get there?
- What are the potentials if you do nothing?



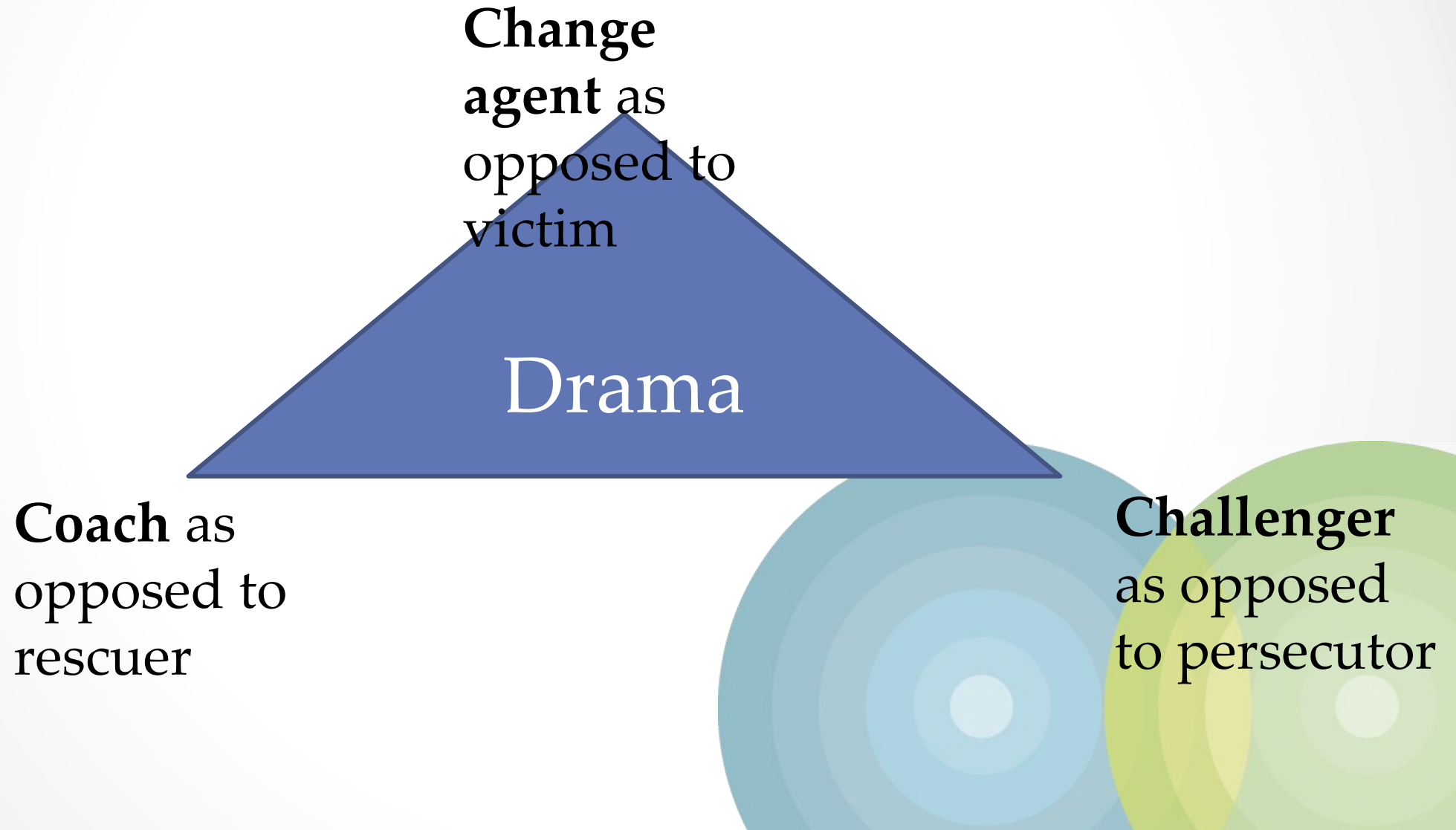
TED* (The Empowerment Dynamic)®



- Calls forth learning and growth
- Provokes/evokes action
- Conscious/constructive
- Unconscious/deconstructive
- “You can do it!”

- Supports and assists
- Facilitates clarity by asking questions
- Listens deeply with curiosity
- “How will you do it?”

Changing the story..



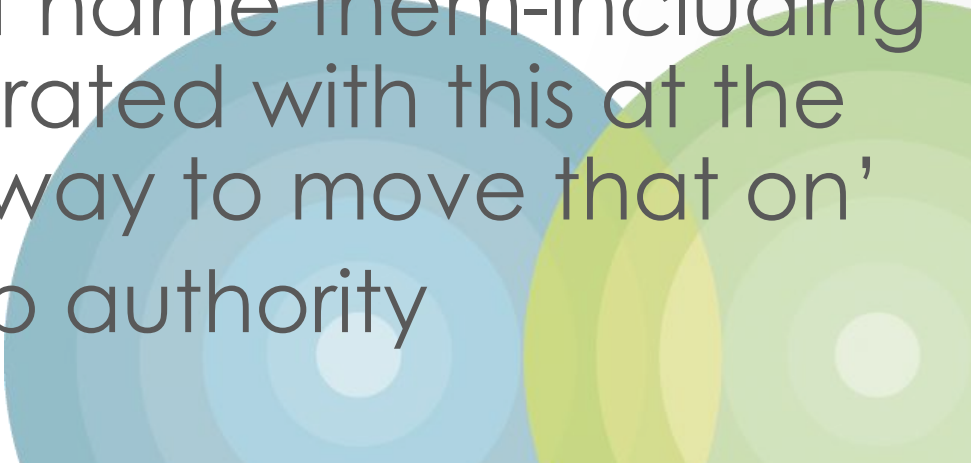
How to manage Drama

- 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'

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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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TED* Pause Practice



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

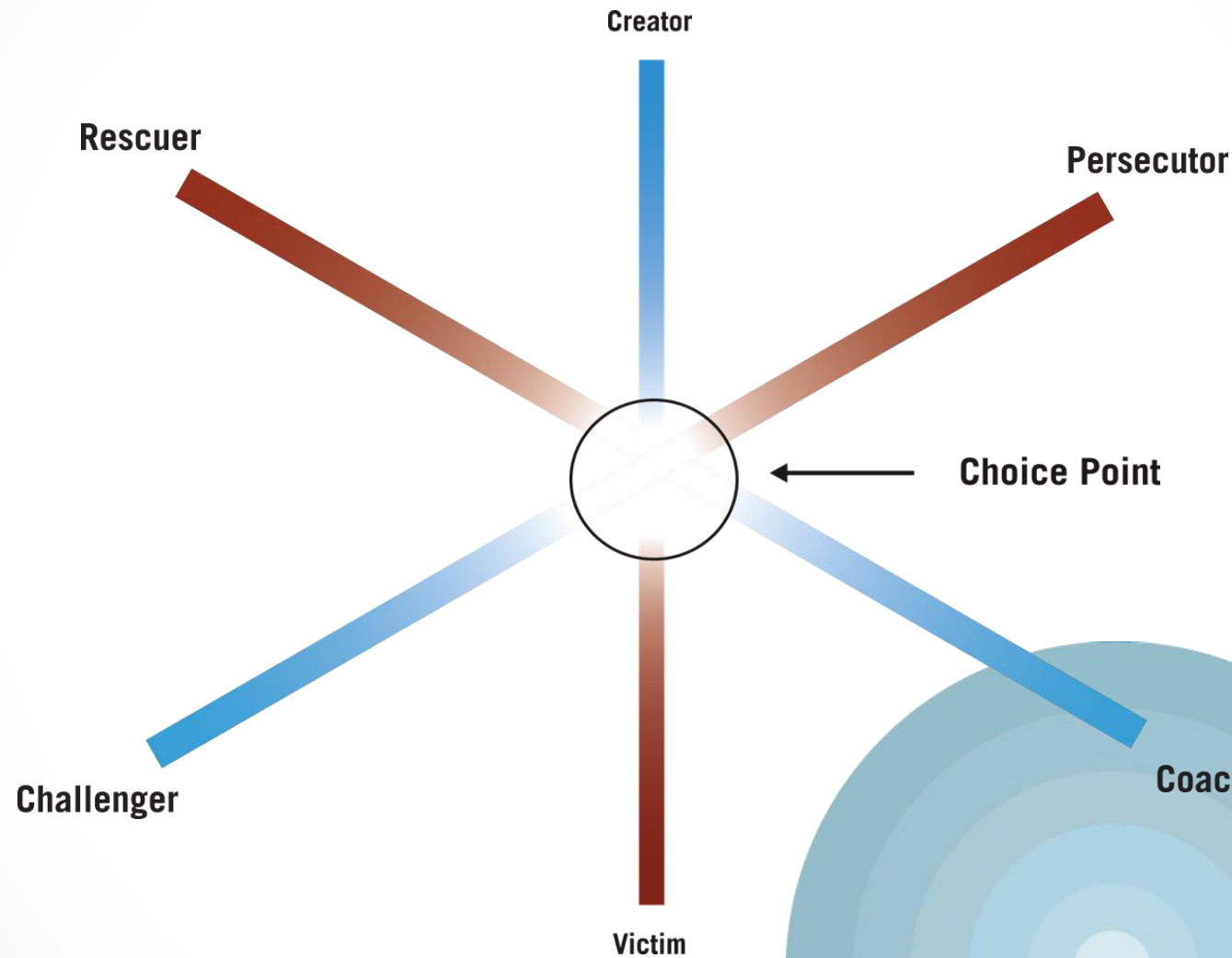
Shifts Happen at Two Levels

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!

Making Shifts Happen: Choice Points



Powerful questions

- How might you tackle victims – what questions could you ask?
- How might you tackle persecutors –
- How might you tackle rescuers -



Thank you for today

Any outstanding questions from today?

One thing that will stick with you?

