



safeguarding supervision

Session 3

Kat Aukett

Quick Reminder

- 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 arise from the last session
- Anyone got any examples of how the learning from the course has impacted on supervisions or working practice?

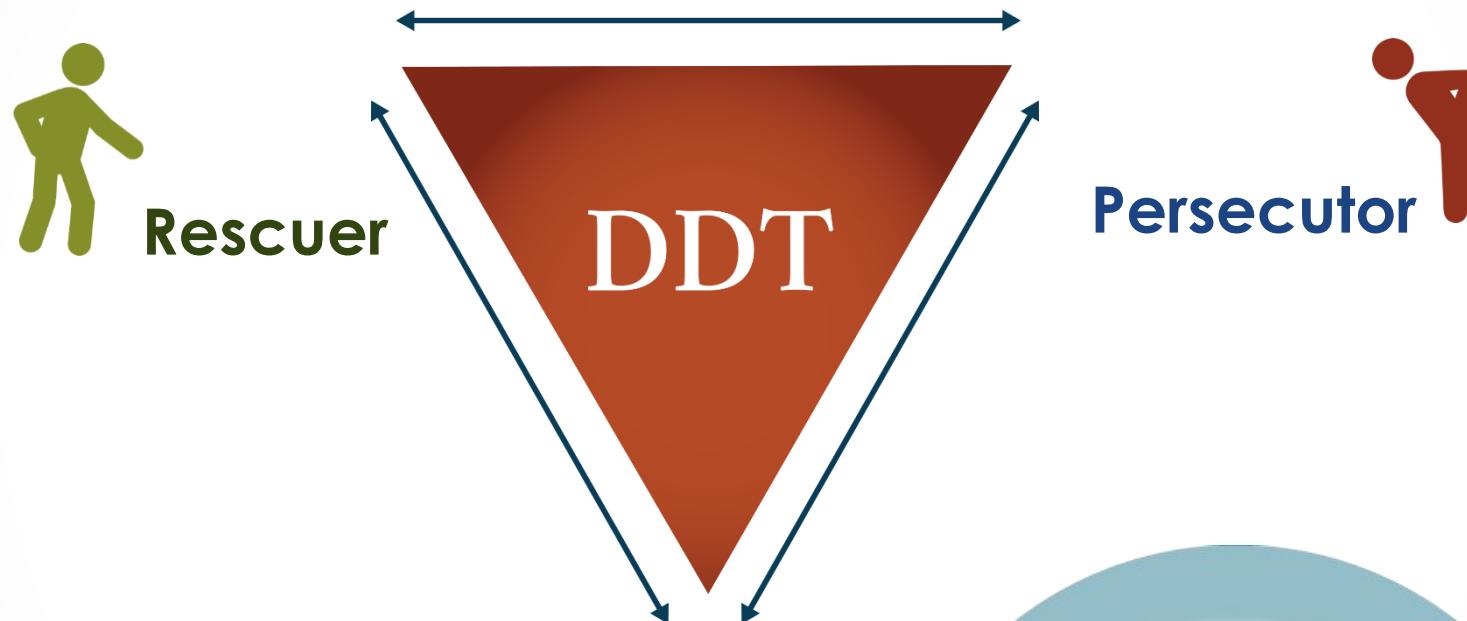


Aims of this session

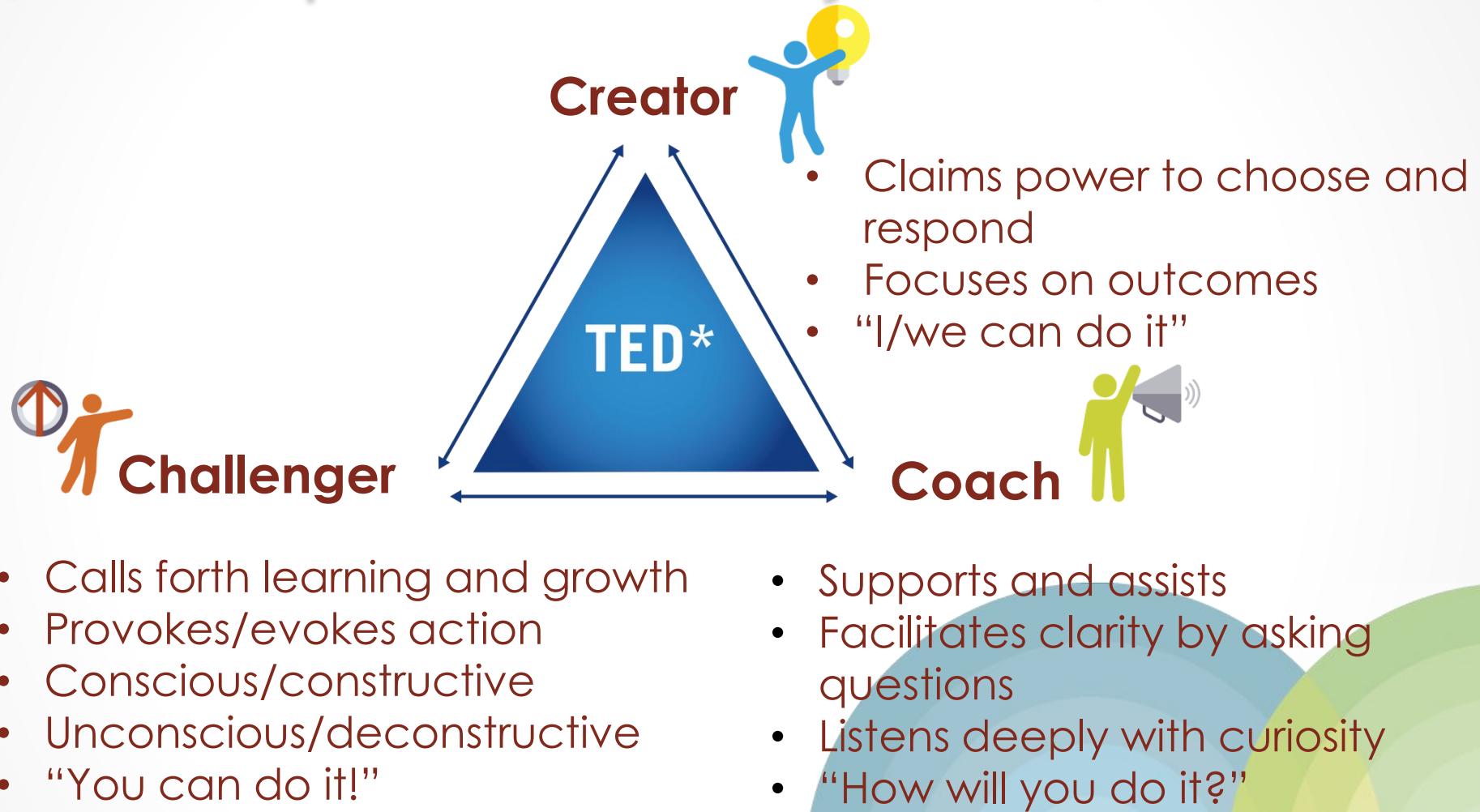
- Recap of the previous weeks
- Infrastructure
- Practical application
- Next steps



The DDT Within



TED* (The Empowerment Dynamic)®



TED* Pause Practice



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

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?



Case study

- Phil is a new, enthusiastic member of staff.
- His boundaries are poor. As a result, he offered support to a child who was very distressed about issues at home, by giving them his phone number. This was explored and addressed. However, he struggles to understand the safeguarding implications and still lets his boundaries slip. He sees himself as the children's friend.
- During supervision when addressing this issue, he becomes defensive and tries to convince you of his opinions and the flaws in the system as he sees them.

Case study

- Jess has reluctantly moved from another department/team. Her hours and duties have changed, and she now has more responsibility.
- A child for whom she is responsible went missing due to some poor planning decisions that were made on her watch.
- Although the child is safe, the events that led to the incident have to be explored.
- Jess is angry. She believes that she was put in an unreasonable situation. She thinks that management are to blame. She refuses to move on from this viewpoint and discuss her part in the situation.

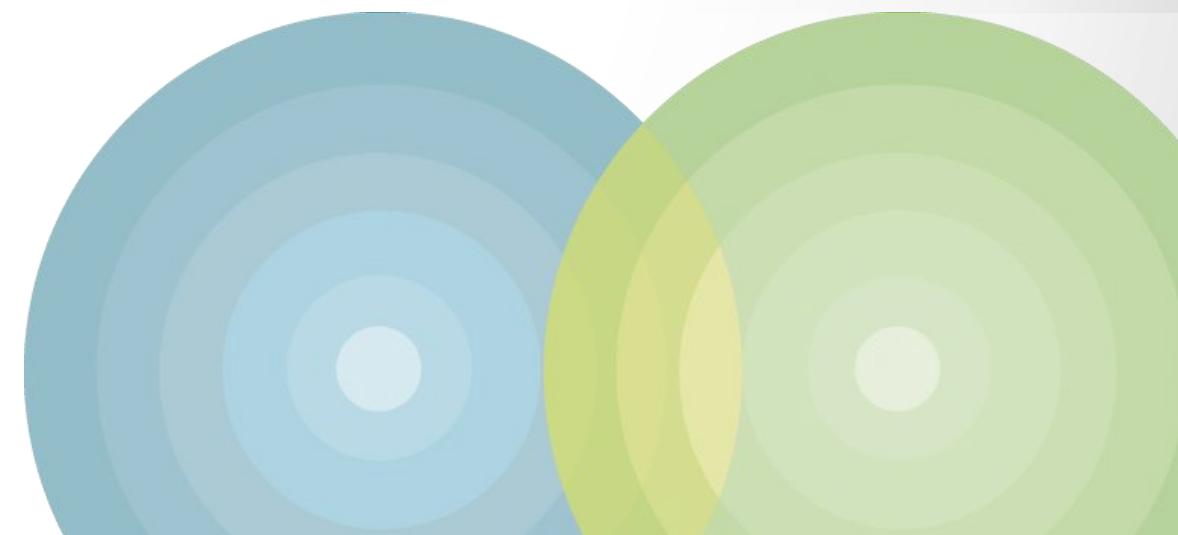
The importance of agendas

- Why is setting an agenda so important?



Taking back authority: 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
-



General rules

- Develop a strategy to interrupt
- Acknowledge space for feelings.
- Use appropriate authority.
- Different types of questions-
closed, open, funnel etc.
- Use of good clear contracts.
- Take time to reflect on what is
going on



A large, abstract graphic of a blue wave, composed of numerous small, translucent blue squares, occupies the bottom half of the slide. The wave starts on the left as a low, textured mound and rises to a high, smooth peak on the right.

*“What you focus on can be called an orientation.
An orientation works like a compass—one that’s
inside you. Your inner orientation—your mental
standpoint—has a lot to do with the direction you
take in life.”*

—David Emerald

The 3 Vital Questions

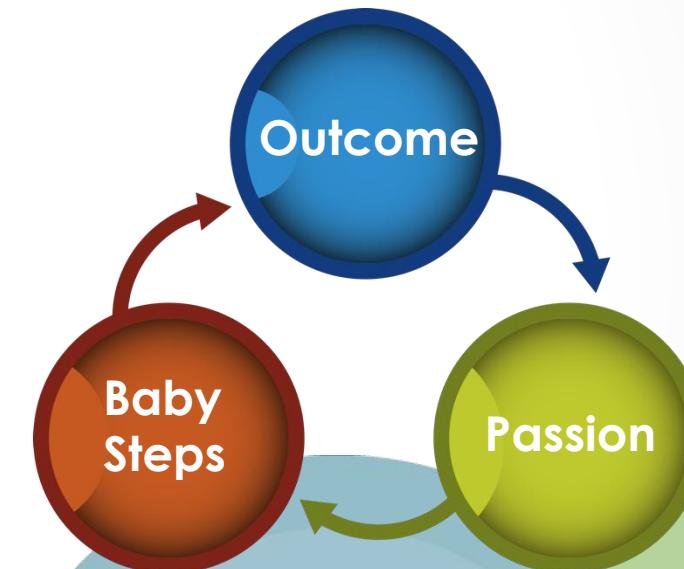
1. Where are you putting your *focus*?
 - Are you focused on problems or outcomes?
2. How are you *relating*?
 - How are relating to others, your experience, and yourself?
 - Are you producing or perpetuating drama or empowering others and yourself to be more resourceful, resilient and innovative?
3. 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?

Primary Orientations

Problem



Outcome



Adapted from Bob Anderson—*The Leadership Circle*. www.theleadershipcircle.com Used with permission.

Problem

- What we don't want
- Get rid of or away from the problem produced anxiety; take out of being

DISTINCTIONS



Outcome

- What we do want
- Move toward outcome; bring into being

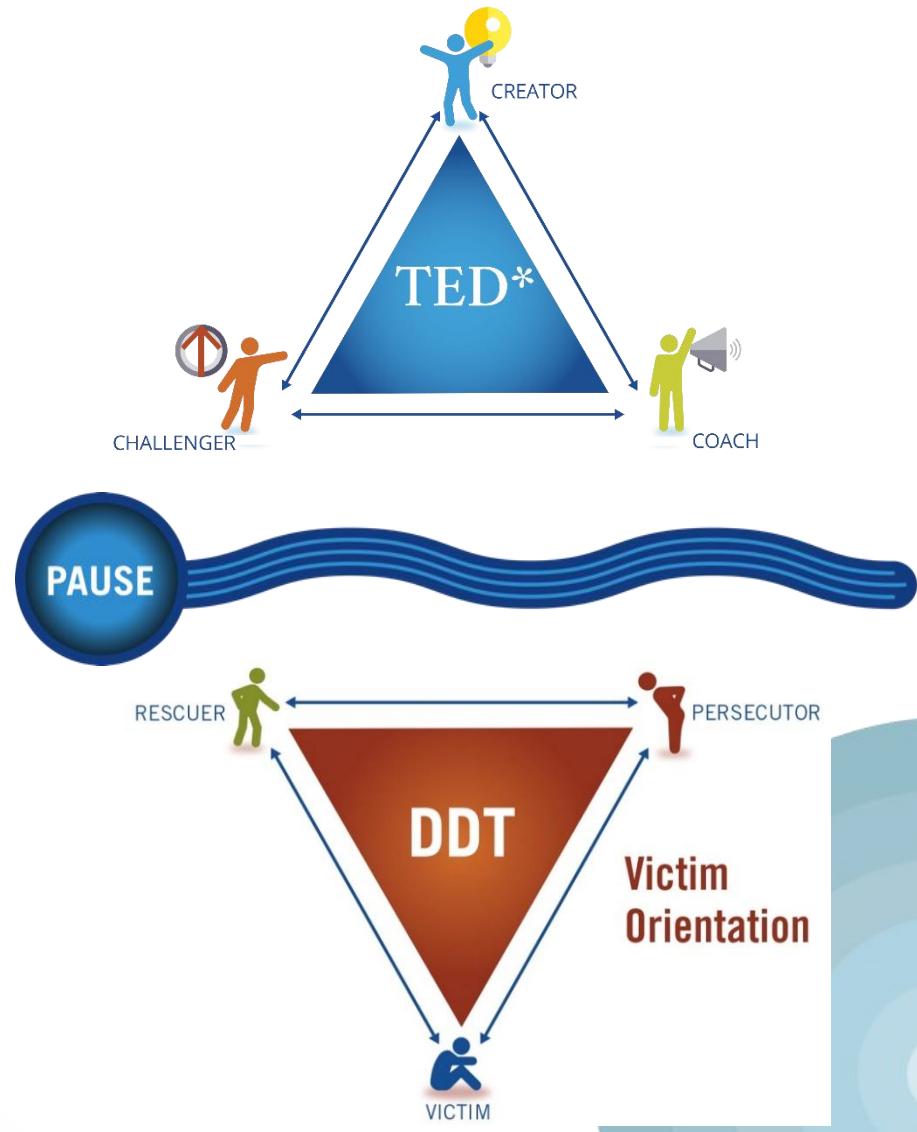


Examples of skills and behaviour

- Listening, Questioning and Reflection skills
- Ability to be honest and give feedback
- Ability to challenge positively
- Attentive behaviour
- Organisational and coaching skills
- Empowerment behaviour and skills
- Ability to use silence
-



Above the Waterline



Your Focus as a Listener

Level One—Listening for Problems

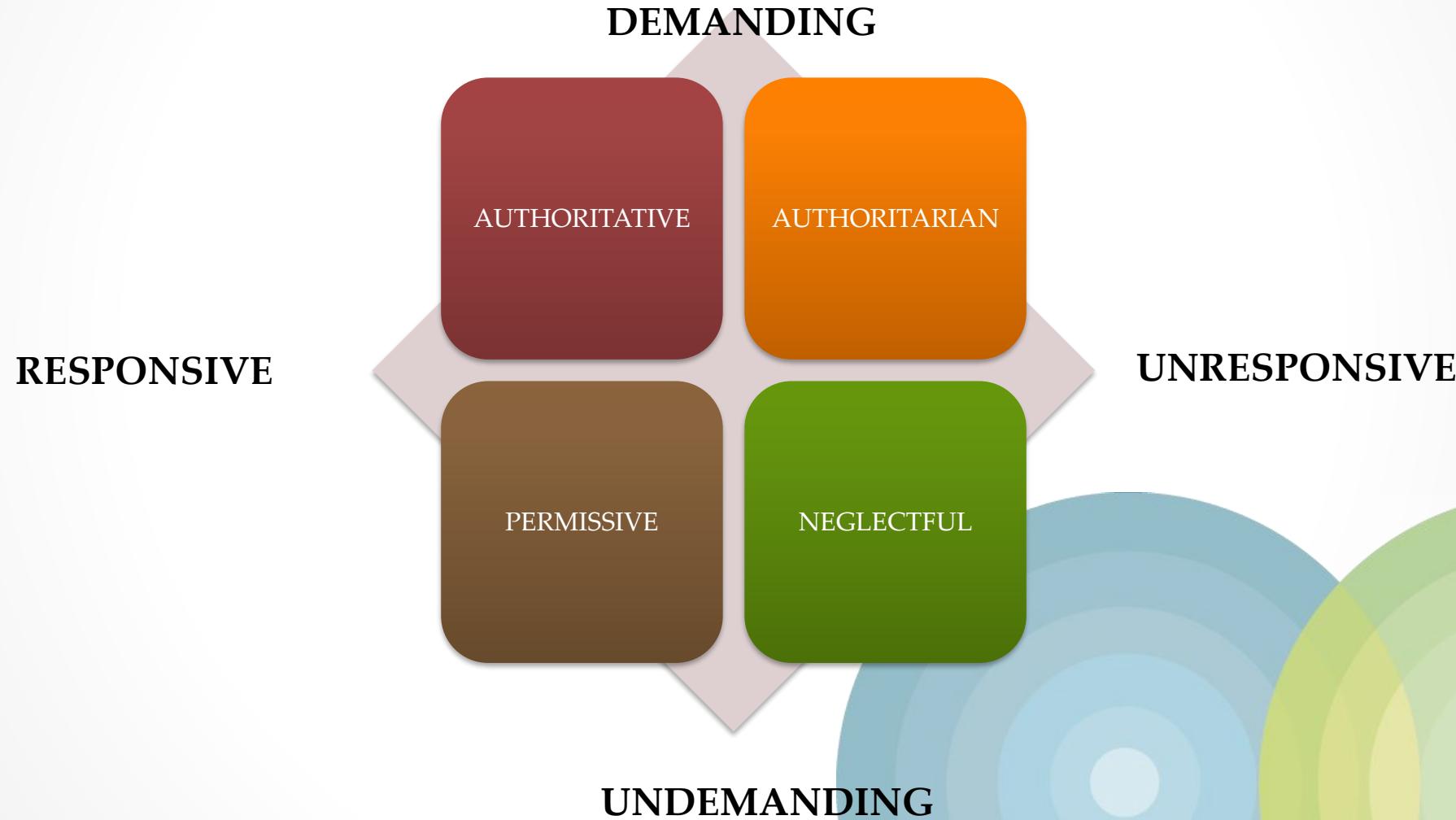
Level Two—Listening for Possibility and Desired Outcomes

Level Three—Listening for Innovation and Creativity

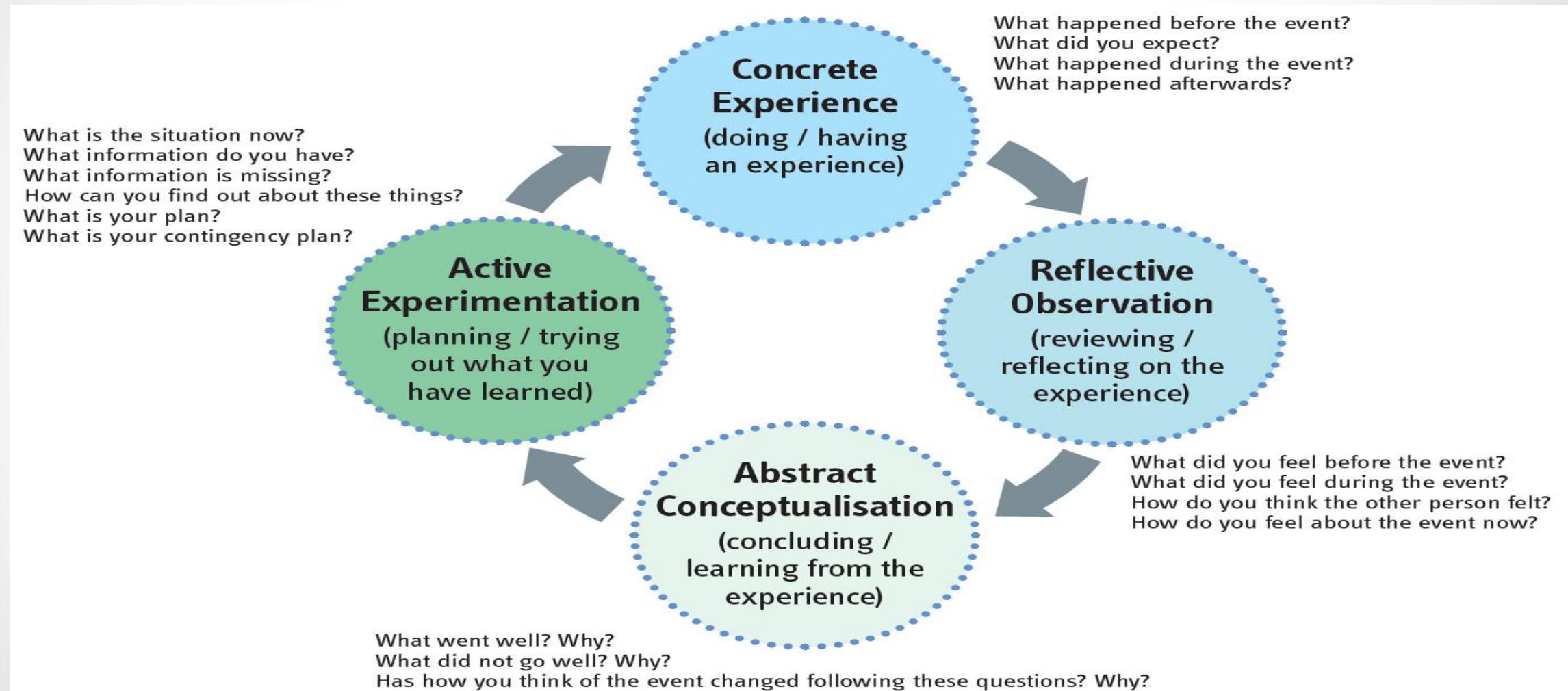
Exercise

- In pairs consider a child or young person that you are working with or have worked with.
- Firstly, one person speak about the young person and the other act as supervisor taking them through the 4x4x4 model.
- Feedback to the wider group afterwards.

Styles of Supervision



Kolb's Learning Cycle



What are the key elements of a good supervision agreement?

your definitions

Supervision **Agreement / Contract**

Six main areas :

- Practicalities-when etc.
- Boundaries- distractions
- Two way process- expectations
- The session format – inc welfare
- Taking notes
- Confidentiality
- Development



In Groups -What are the benefits

- How many of you have or have had in the past a supervision contract?
- What can you identify as the benefits of having a contract with your supervisee?



Benefits of a contract

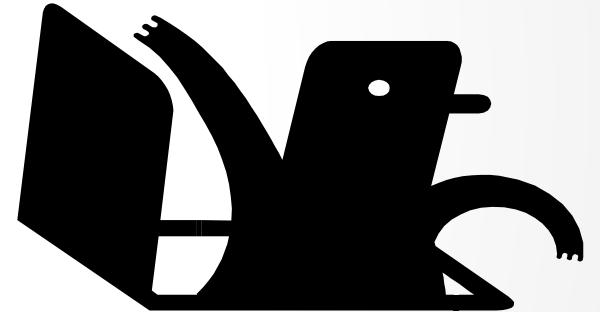
- Ensures people understand the importance of supervision
- Helps to build that phycological safety needed for safeguarding discussions
- Something to hold people to account to
- Provides structure and an understanding of roles and responsibilities



AVOID THE TRAP!

Worker is stuck in analysis.....

avoid entanglement in or competition over intellectual debates!



Worker is stuck in action.....

whilst being sensitive, ensure that you maintain a clear boundary as supervisor and do not get drawn into being friend, rescuer or counsellor

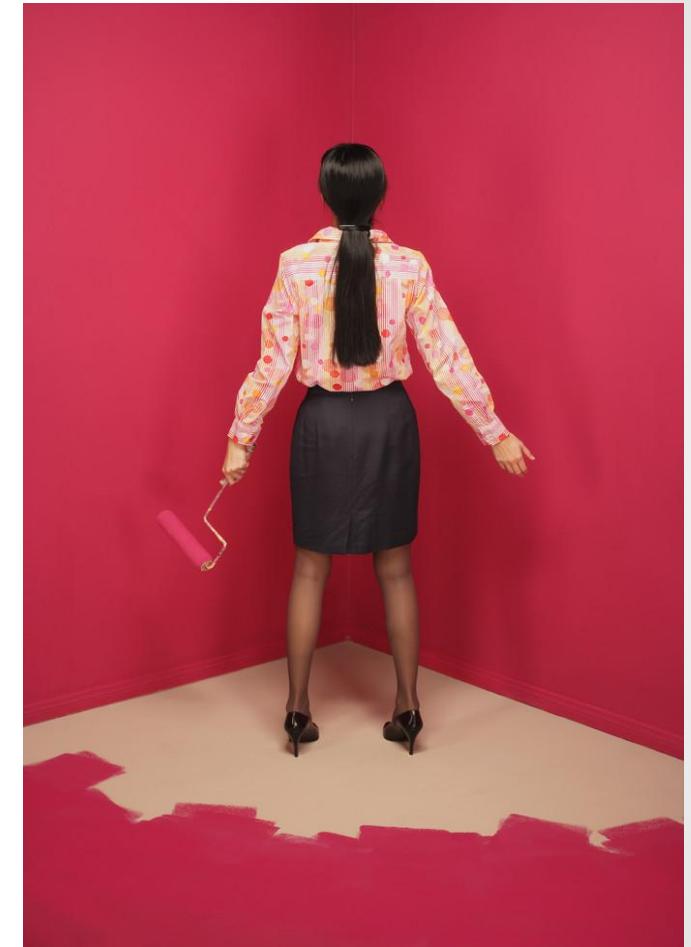
AVOID THE TRAP!!

Worker is stuck in experiencing....

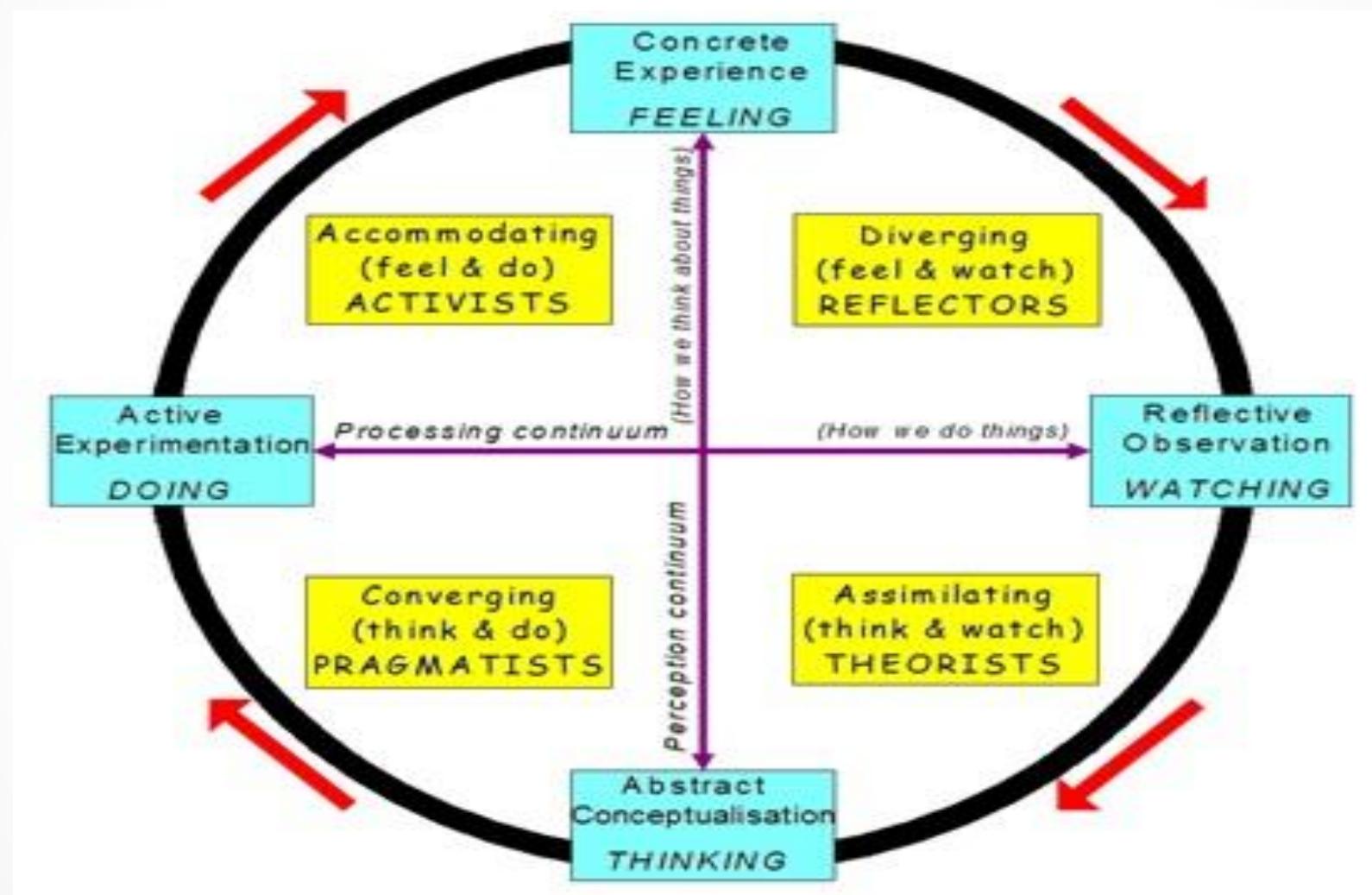
.....don't get so drawn into staff care that accountability for the child is forgotten

Worker is stuck in reflection.....

.....don't assume that your positive encouragement that they can do the job is necessarily correct!!!

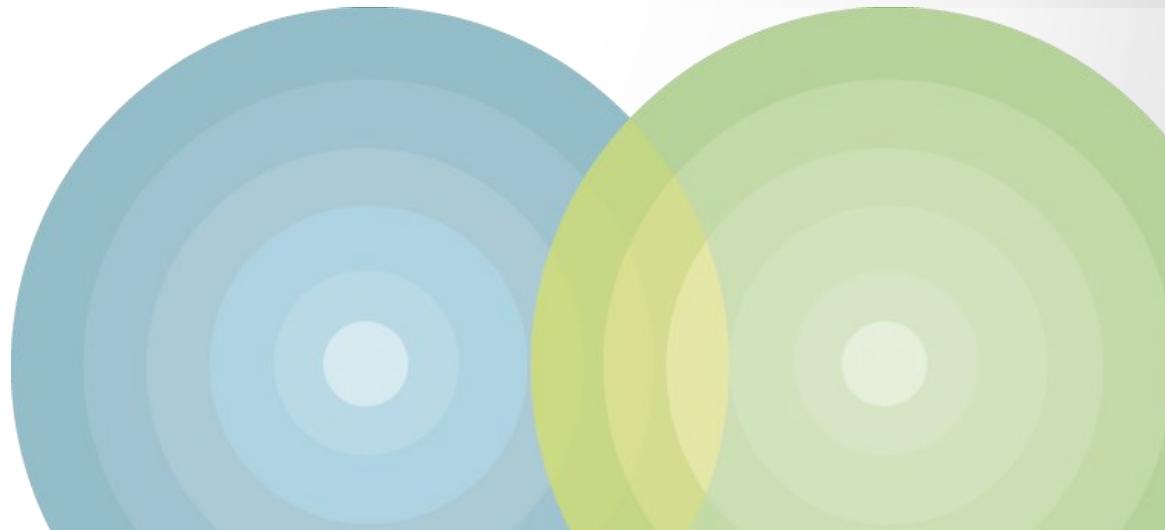


Honey and Mumford's learning styles



What is your learning style?

[https://www.mint-hr.com/mumford.html.](https://www.mint-hr.com/mumford.html)



Benefits of understanding

What might be the benefits of understanding peoples learning styles?



Why learning styles are important!

- Ensuring that any developmental opportunity is suited to how they best your supervisee learns
- Understand your learning style so you can understand similarities and differences
- Playing to people strengths within teams



The supervision outcome chain..



Thank you for today

Any outstanding questions from today?

One thing that will stick with you?

