



safeguarding supervision

Session 4

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Welcome Back

- Any questions that have arisen since the last session
- One thing that you feel you need to know more about?
- Learning styles – how did you get on?
-

Aims of this session

- Recap
- Consider how safeguarding supervision is *impacted* by the wider system and how to manage this within the *supervisory relationship*;
- *using supervision as a tool to manage performance; keeping outcomes at the core of discussion;*
- *find your inner coach and creator to drive future professional development*
-

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?

Recap

- Formal model on which to build
- Processes
- Drama and empowerment triangles
- Tools, techniques and questions to use when people are stuck in roles
- Skills for good supervision
- Learning styles
-



The importance of feedback

- In groups discuss a time when you have had to give challenging feedback to someone –

- How did you do this?
- How did you feel?
- What was the outcome?



Good Supervision provides feedback

- Tell someone their body odour is so offensive that other staff don't want to work with them, and the young people are making fun of them behind their back
- Tell people their clothes are inappropriate
- Tell someone they talk too much
- Tell someone they are too 'huggy' with people and invade their personal space
-



Elements of supervision – feedback

- Clear- try to be clear , being vague can increase anxiety and risk misunderstanding
- Owned- your perception and not an ultimate truth, 'when you....I feel' rather than 'You are....'
- Regular-more likely to be useful. If not regular grievances can be saved up –try to give feedback as close to the relevant event or issue as possible-early enough for person to do something about it
- Balanced-negative and positive feedback over time-doesn't have to be balanced on every occasion
- Specific-general feedback hard to learn from .'You are rude' will cause hurt and anger. I noticed Mina seemed hurt when you spoke to her in that way'.. Is more specific
- **And PLANNED!!!**



systems in **your** organisation

how we do things around here...

Infrastructure

- Policy which sets out the whys and links to values
- Standardised supervision contract or agreement
- Standardised agenda items that are consistent
- Template for supervision notes and actions



“Power dynamics between supervisors and supervisees are inherent as a result of the hierarchical structure of supervision. Failure to adequately attend to issues of power in supervision can result in ineffective or even harmful supervision.”

Cook, McKibben and Wind 2018

Helpful Organisational Dynamics

- Create flexible and responsive quality control standards, system standards, efficient processes and best practices for a organisation
- Resolve disputes with patience, empathy and respect
- Evaluate the existing culture of a company
- Develop business strategies to foster success and increase the quality of interpersonal relationships



Organisational Dynamics that hamper

- Strive for bureaucratic efficiency
- Watch your back
- Driven by crisis
- The addictive organisation
- Personality led

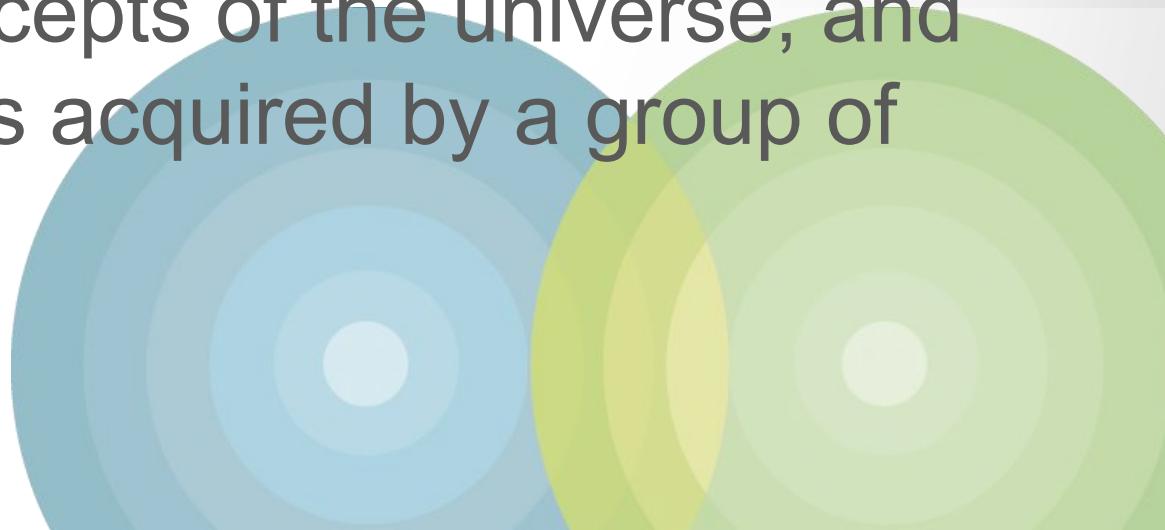


What is workplace culture

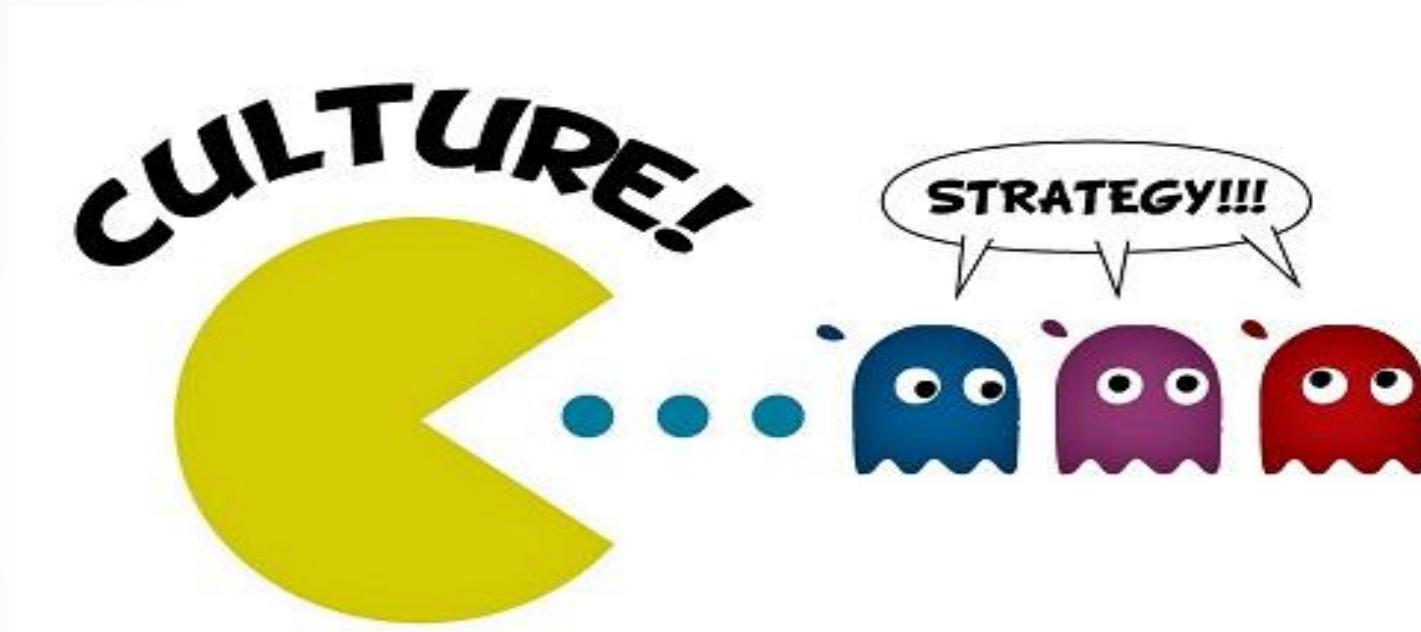
- Research evidence highlights that the attitudes and behaviours of leaders, managers and staff in a residential setting are essential for creating an organisational culture in which good quality care and effective safeguarding flourish. A range of studies characterise that culture as reflective and progressive, with opportunities for staff to develop and learn. Managers lead by example and treat staff and the children with warmth, respect and value. Staff take opportunities to share good practice with colleagues. They are open in their interactions with children and young people and responsive to their needs.

Ways of Seeing – organisation - Culture

- the ideas, customs, and social behaviour of a particular group of people.
- the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people.



Consider.....



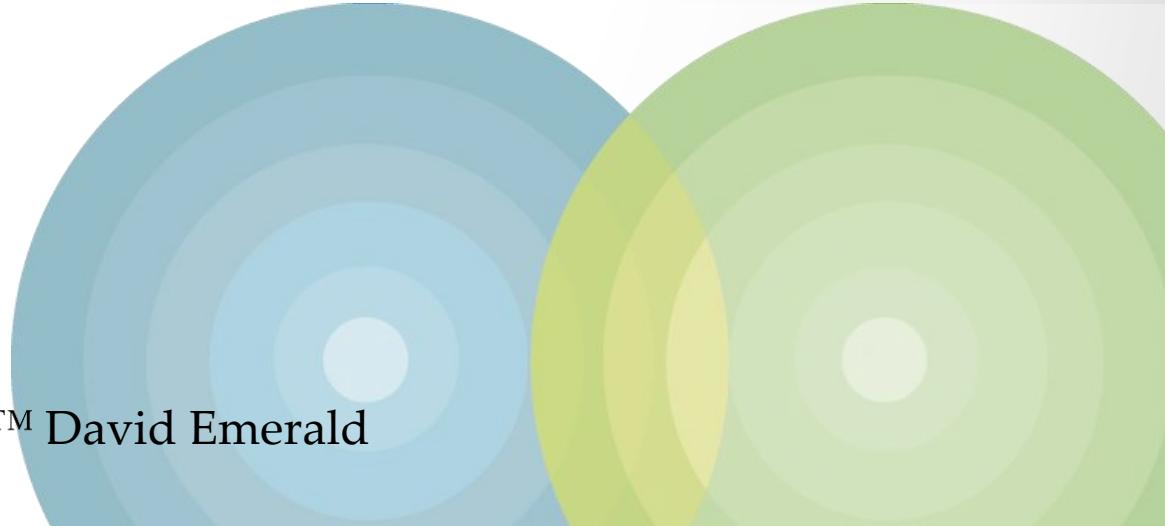
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Culture eats strategy for breakfast!

Harnessing Dynamic Tension*

Dynamic Tension is both a concept that describes the forward moving energy of TED, and a planning structure that supports taking generative action steps.

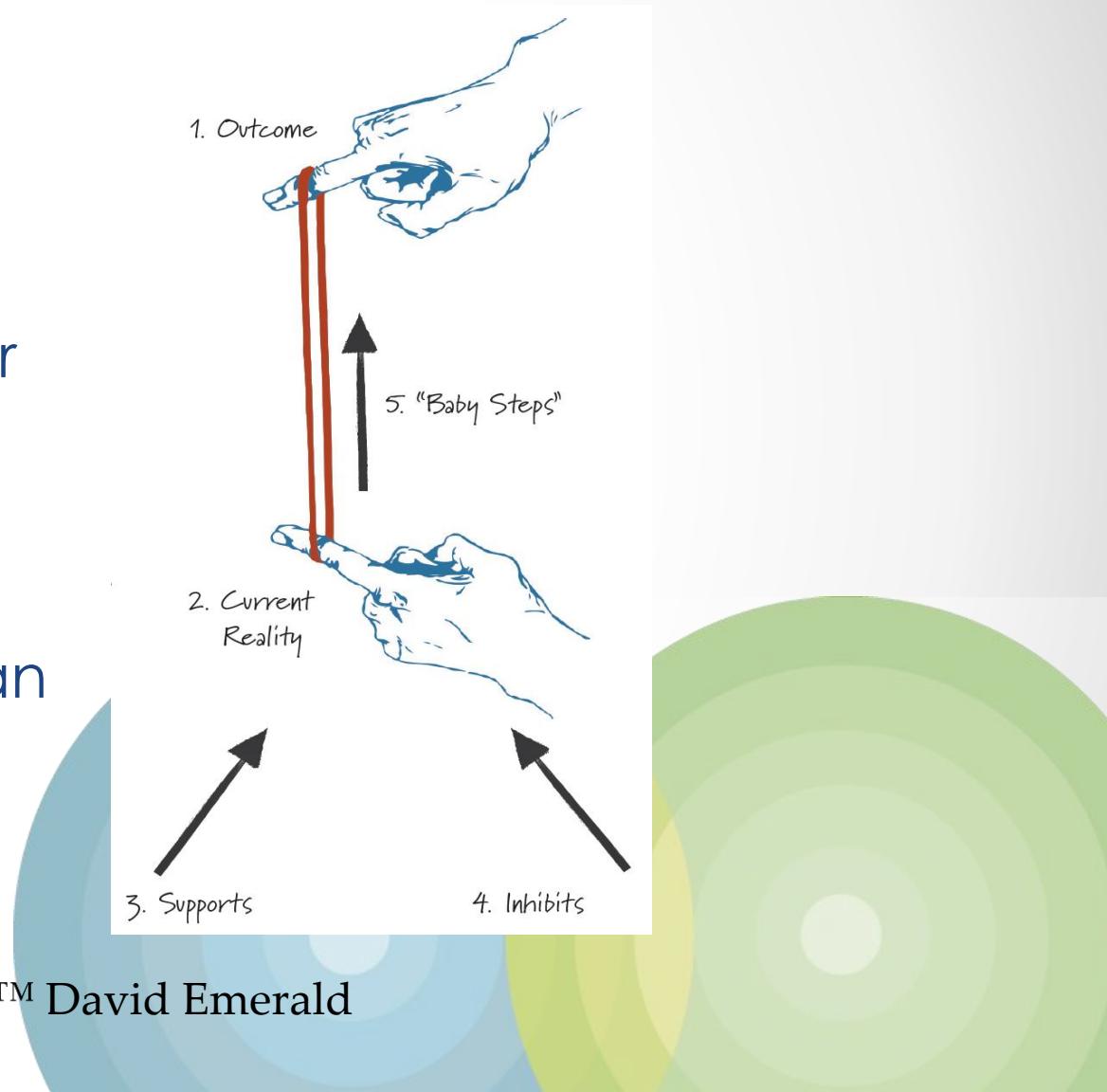
- What do you want?
- What do you have?
- What's next?



*The 3VQ™ David Emerald

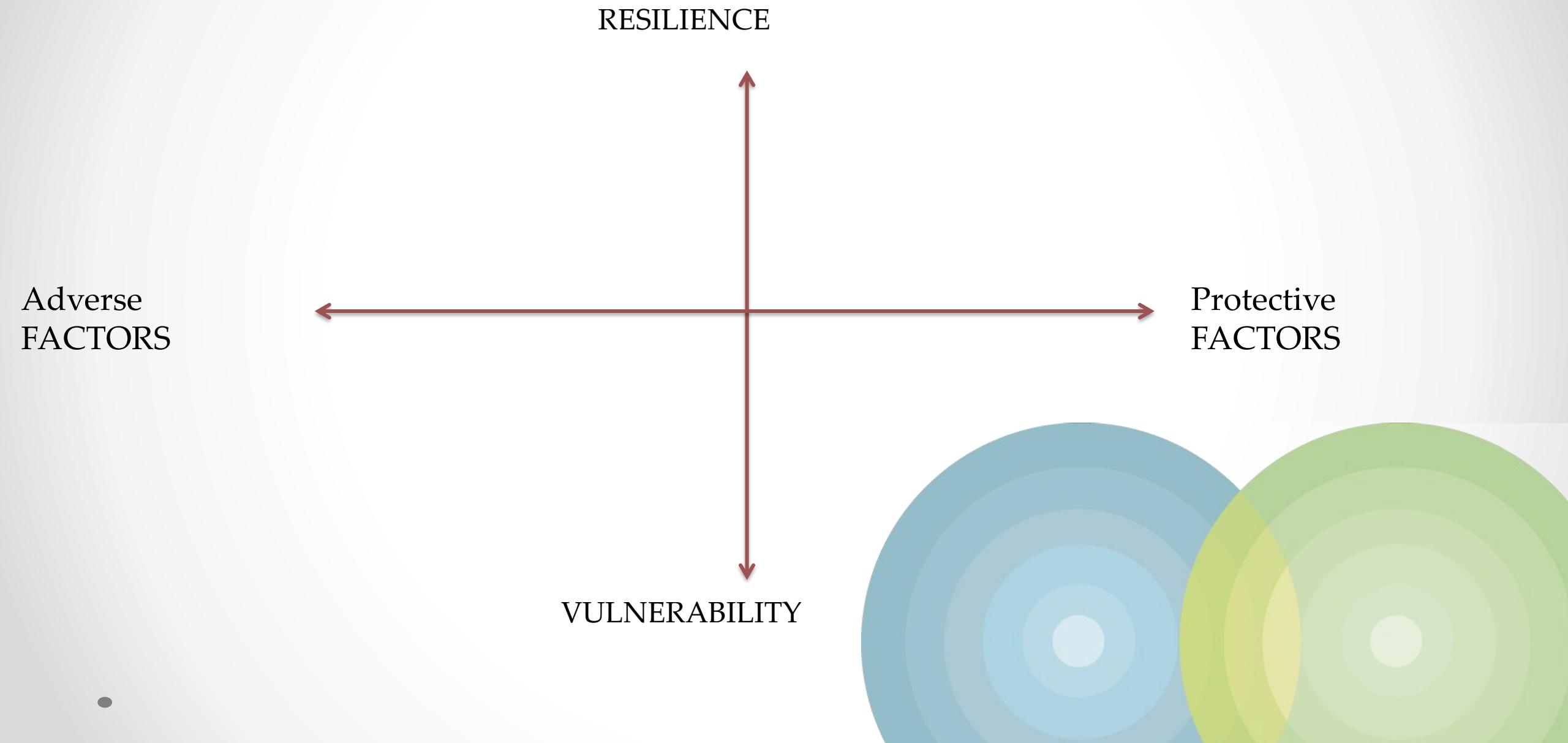
The 5-Step Action Planning Process*

1. Create your **Outcome**.
2. Assess your **Current Reality**.
3. Recognize what **Supports** your outcome.(protective factors)
4. Recognize what **Inhibits** your outcome.(adverse factors)
5. Identify **Baby Steps**. – what can you START STOP CHANGE



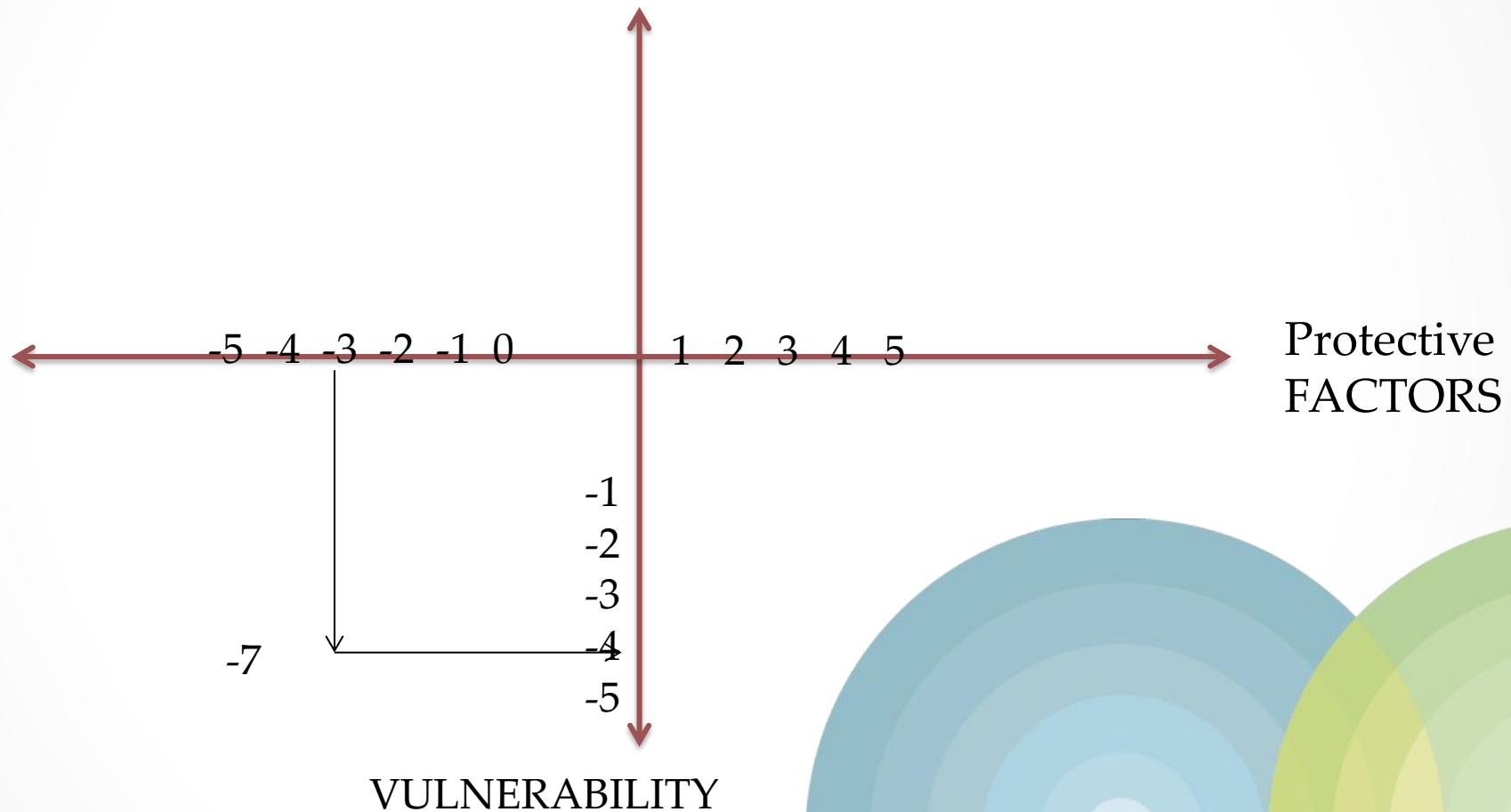
*The 3VQ™ David Emerald

Resilience and Vulnerability Matrix

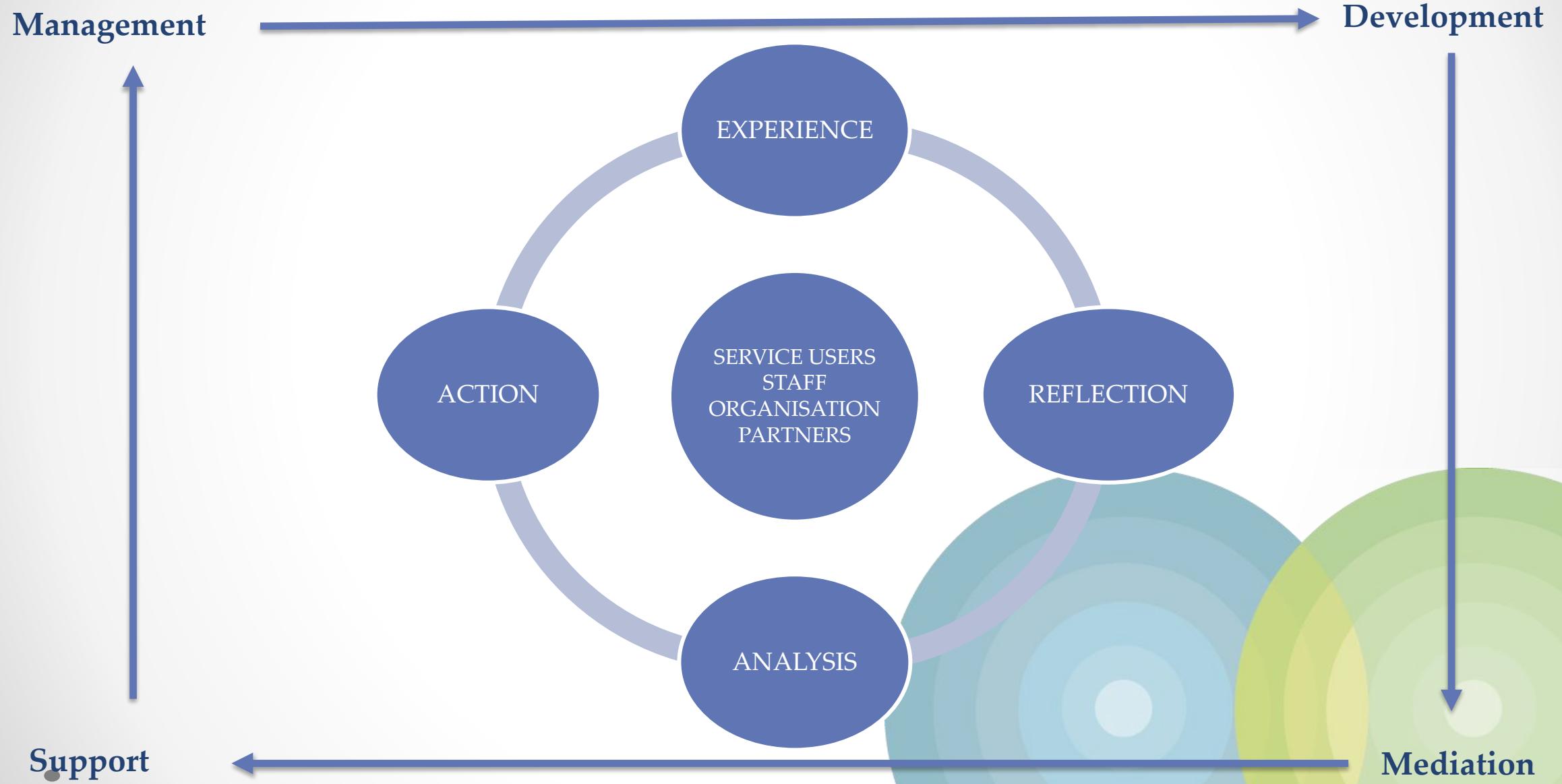


Adverse
FACTORS

RESILIENCE



Morrison's 4 x 4 x 4 model



Good open questions to ask during supervision

- What is happening now that is working well with this child
- What is happening now that tells you there is a problem
- Where do you want this to be by.....
- How will you measure your success
- Who else may be able to help
- How can we ensure that the child/young person is informed/involved
-

Practice

Using the case study or a case that you have:

- One person present the incident as though in supervision
- The other person or small group use the 4x4x4 model to structure the discussion – remember key questions and where you are putting your focus
- Try to come out with an action plan



Case Study

- All urgent actions have been undertaken. This is a reflection and opportunity to support the young person to move towards positive outcomes.
- Kayden is 14, they have been excluded from school for aggression towards staff. Staff have commented that other young people are avoiding him in the home and he seems quite isolated. On Tuesday when he returned from being out in the community, he became heightened and began moving furniture and threatening other young people. You were able to keep everyone safe, but you are concerned about how to manage the current situation and support Kayden in the future.

Disguised Compliance

- When a person or group of people attempt to maintain the appearance of complying with plans but do not follow this through with meaningful action.



Unconscious Bias

- When a person makes judgements or decisions on the basis of our prior experience, own personal deep-seated thought patterns, assumptions or interpretations, and are not aware they are doing it.



Question

- How might unconscious bias impact on safeguarding?



Disguised Compliance / unconscious bias

Also applies to professionals!

Good safeguarding supervision should enable workers to trust.....but also identify when they are out of their depth and game playing as a result...

- Risks may actually be increased
- Workers fail to recognise and report significant issues of concern (DV, drug/alcohol misuse), misinterpret vital information and lose inter-agency communication.

The child remains in a high risk unprotected environment.

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Recording

- Records of all supervisions must be kept
- Keep to the subject at hand
- Note any disagreement
- Note advice given and direct instructions
- They do not need to be verbatim-clear and concise but relevant
- Make sure you agree the content with the supervisee
- Specify and agree action to be taken-and how/when that will be reviewed
- Ensure they have a copy
- Use initials when documenting about others.
-

Supervision Record

- **WHAT?**
 - Discussion/ reflection and action record
- **WHAT FOR?**
 - Record/audit trail for the Setting and for safeguarding review
 - Source of reflection for the supervisor and supervisee
 - Means of ensuring actions are followed through
- **HOW:**
 - Complete at the time or very shortly afterwards, agreed by both parties
-

Confidentiality

- Confidentiality may be breached if the Supervisee has:
- Performance issues
- Acted illegally
- Acted in such a manner which clearly constitutes a risk to service users and/or staff
- Clearly and seriously breached either organisational policy and procedure or any professional and governing bodies' codes of conduct.
- Identified safeguarding issues
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Sharing and storing records

- Make sure your **Supervision Policy** states when and if information can be shared.
- Supervision is part of the management of the organisation therefore the records belong to the organisation. However, if you split the 'personal' and 'professional' you can more easily differentiate in the permissions. However, if a person's personal issues impact on the organisation or people within it, you should share with their line managers.
- If information is to be disclosed, then staff should be informed but they cannot block its usage. They can object, but if you have valid reasons, you should be able to share on a need-to-know basis.
- Always store securely. Limited access to the records-supervisor and someone with delegated authority.

Group Supervision

“Group supervision is facilitator-led via a formal, prearranged process that is agreed by the supervisor and supervisees. The makeup of the group depends on the goals of the supervision. Group supervision is a complement to, rather than substitute for, one-to-one supervision, though it may reduce the frequency with which one-to-one supervision is needed”

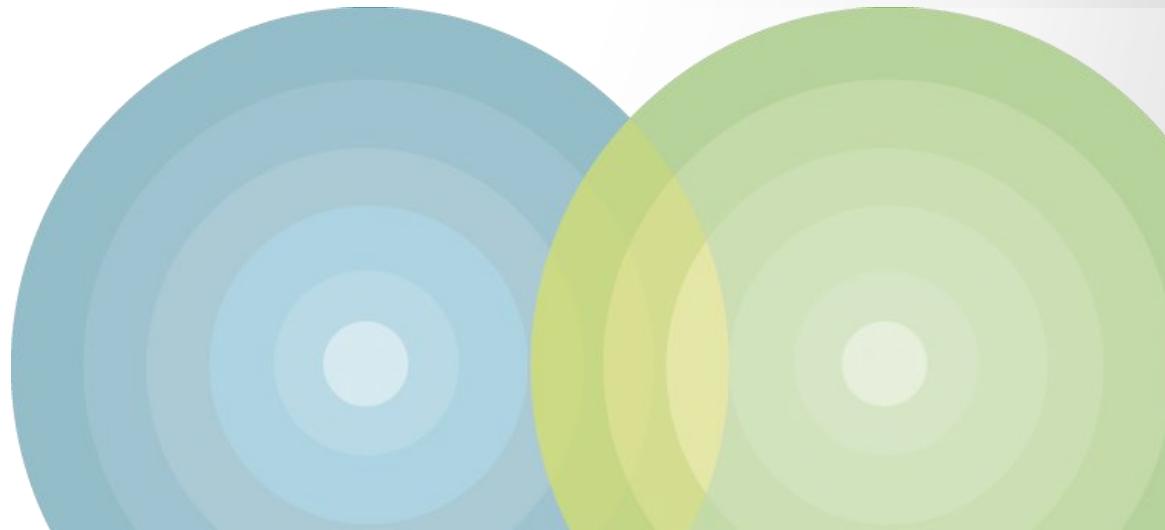


Exercise

- In groups please:

ID the possible benefits of group supervision

The possible drawbacks of group supervision



Benefits

- Sharing in a group setting:
- can give supervisees an increased sense of support by realising others have similar concerns
- allows supervisees to find new and better ways of dealing with their own situations by listening to others
- can allow supervisees to explore different ideas about how they will solve problems by obtaining a range of feedback from others about issues or concerns
- provides a safe environment where individuals can discuss their limitations and problems without criticism – some individuals may find that they are more confident about opening up in a group situation than in a one-to-one situation.

Running a group session

- Plan!!!
- Agree the terms-time, place, purpose, respectful challenging, confidentiality, one speaker at a time
- Set the agenda-keep it manageable-possibly one focus?
- Facilitate-the role is different to 1:1
- Agree actions and apportion
- Record as a whole and individually if appropriate
- Reflect-what went well, what should/shouldn't be brought to this forum
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Facilitator role

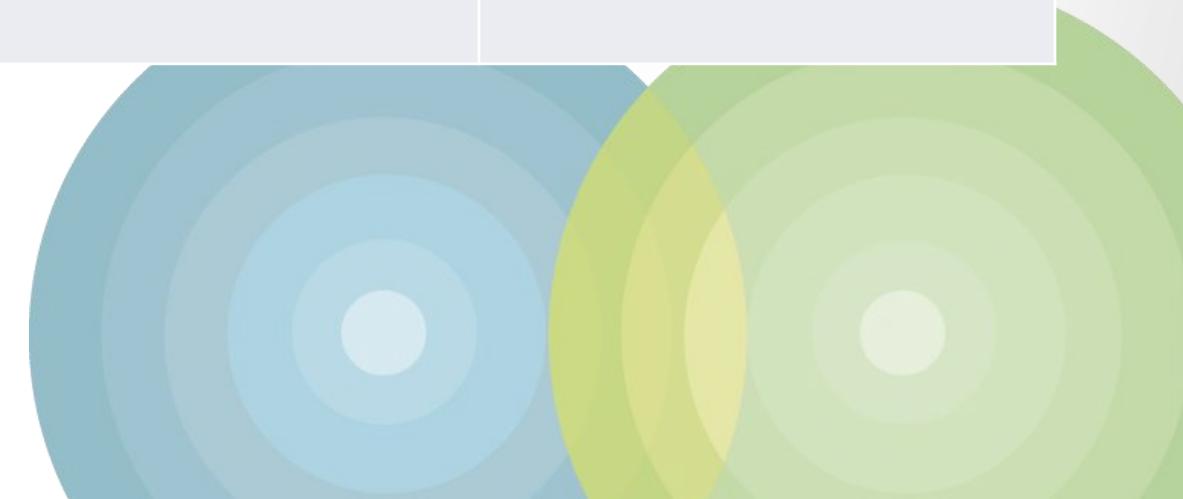
The role of the facilitator is to guide the group towards openly sharing ideas, opinions, expertise and experience with a view to achieving an agreed set of goals, and then to gain commitment to follow-up action

- Must hold sufficient authority and knowledge but be able to adopt a neutral role as appropriate
- Challenge appropriately
- Use silence
- Include-be aware of those who don't contribute/those who over-contribute
- Make records?
- Keep the group focussed
- Apportion and hold to account-can be personally, can be at next group if appropriate



Plan template for group supervision

time	activity	purpose	resources
1 p.m.	Warm up exercise – details groundrules	To break the ice and ensure the group starts off positively	Whatever needed for the exercise



The supervision outcome chain..



Groups

- Please take some time to create an action plan from the training you have attended.
- Share in your groups



UBUNTU...



- Thank you for your engagement over the last four weeks.
- Good luck with all your future endeavours.





FINISH

Carry on reading please...