

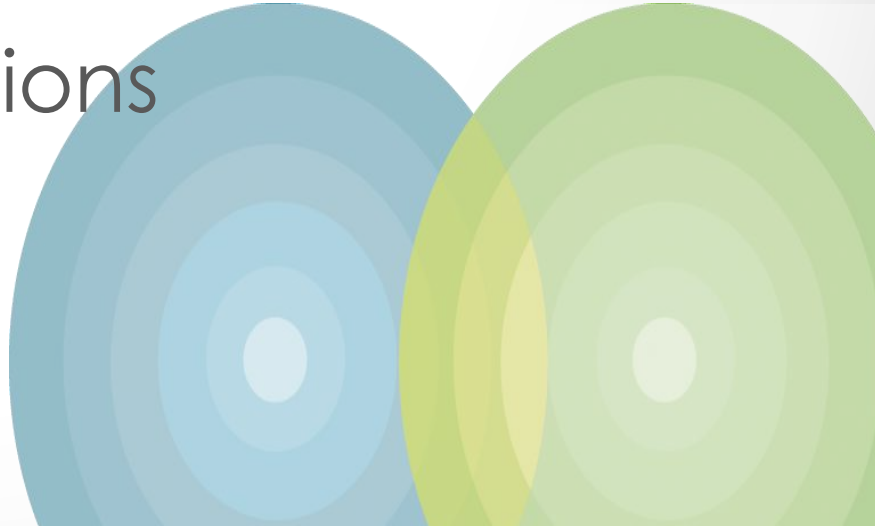
Safeguarding Supervision
Day 1 of 2 day course

Kat Aukett

October 2026

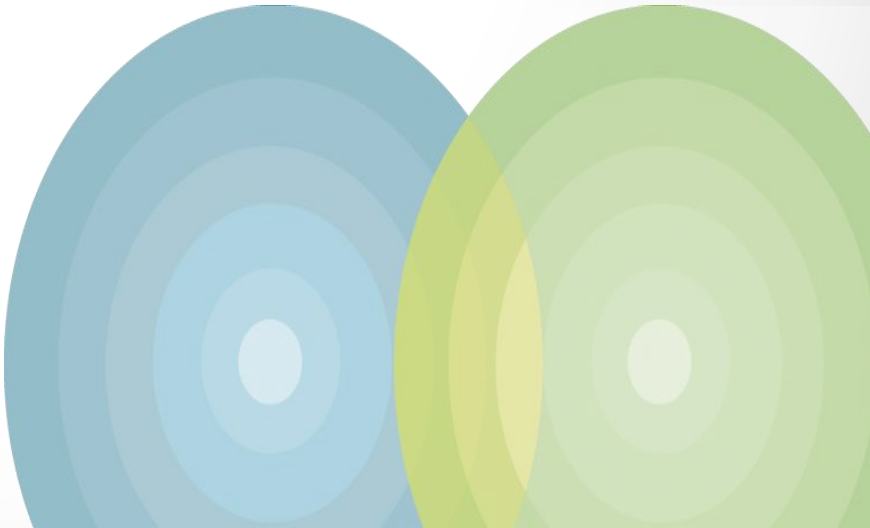
Intro

- The session is recorded
- Please have your cameras on if possible
- Confidentiality
- The course is interactive please interrupt at any point and be involved
- Please enjoy the sessions
-



Introductions

- Name and Role
- What would you like to get from the course
-



Aims of the course:

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



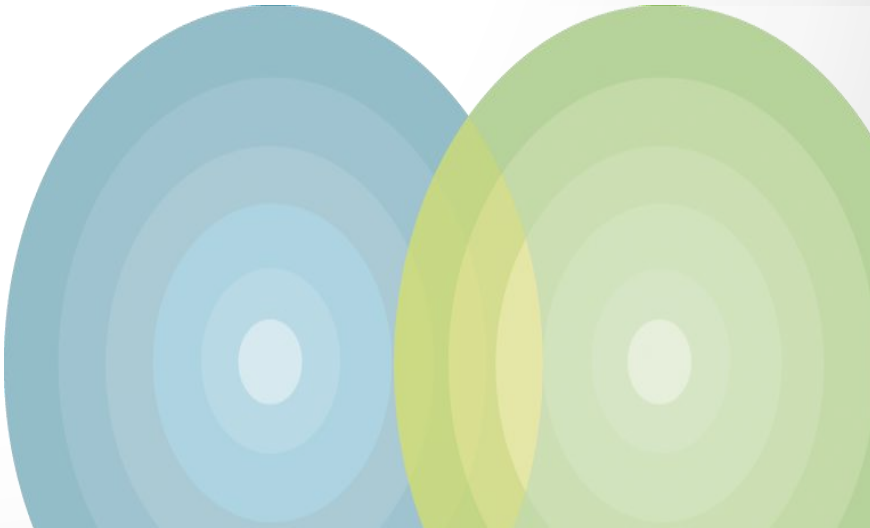
Some positive assumptions

- 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



Supervision is

- *"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"*

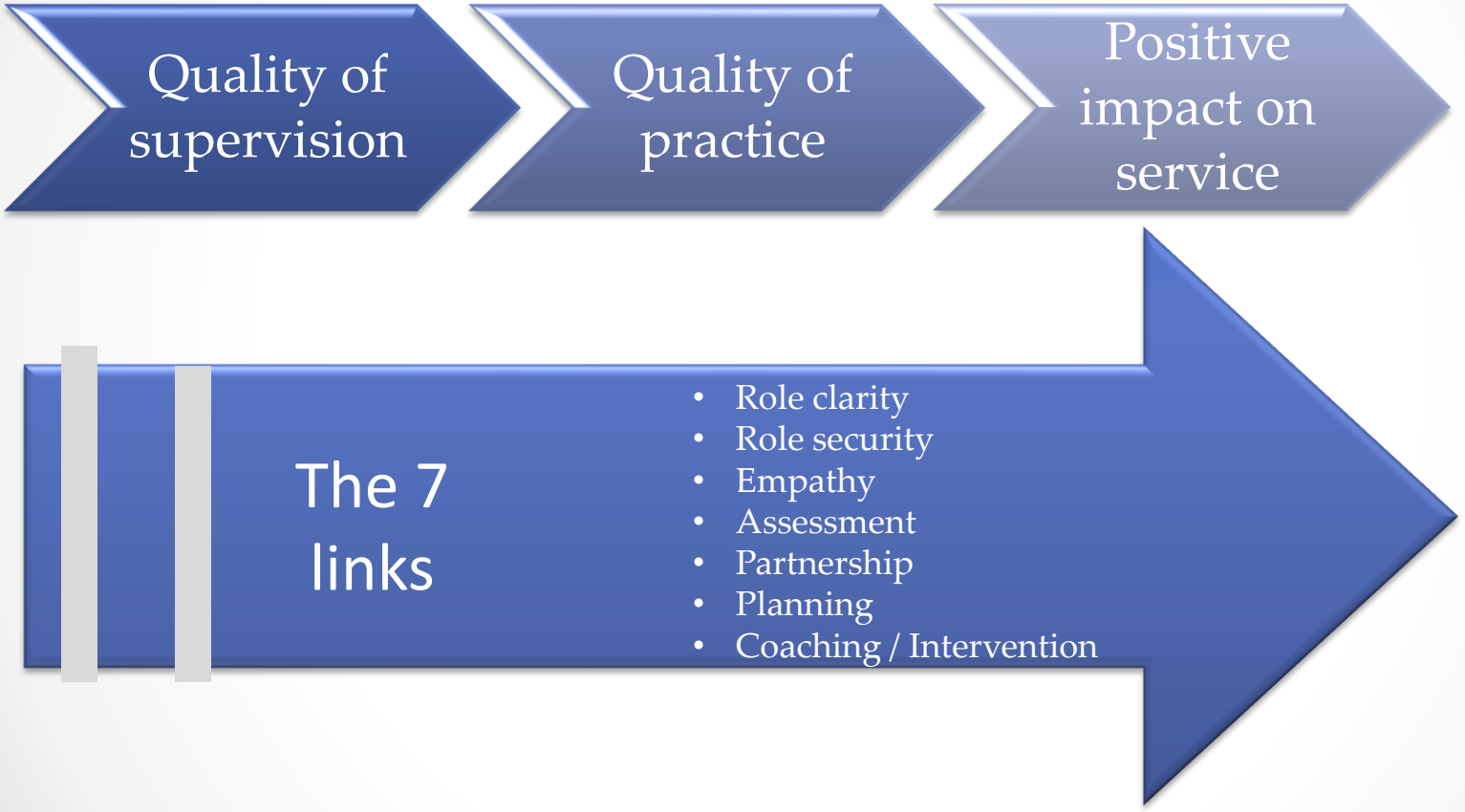


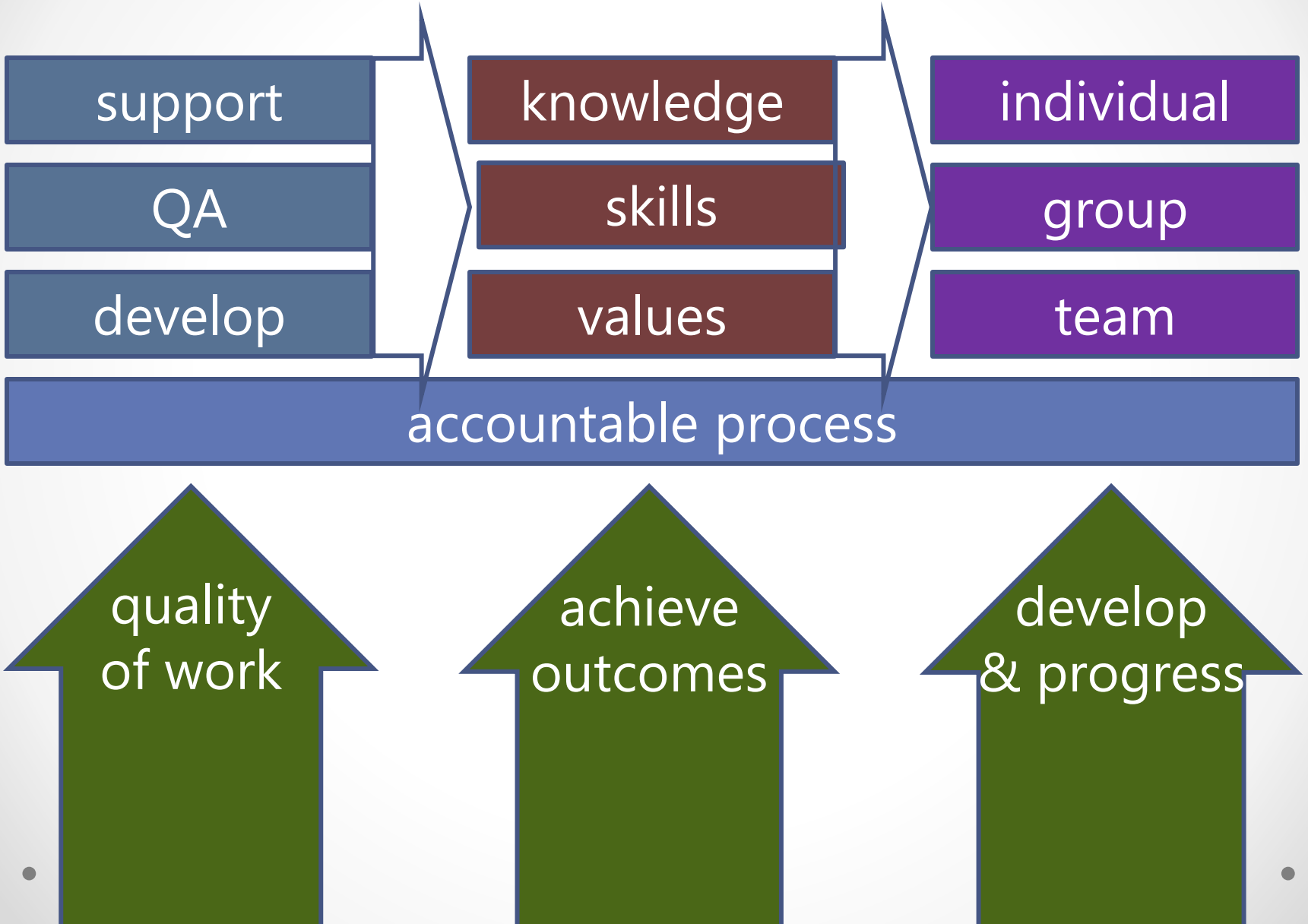
Supportive Infrastructure

- Organisational supervision policy
- Clear process re. expectations
- Supervision contract/agreement
- Consistent agenda
- Consistent recording templates

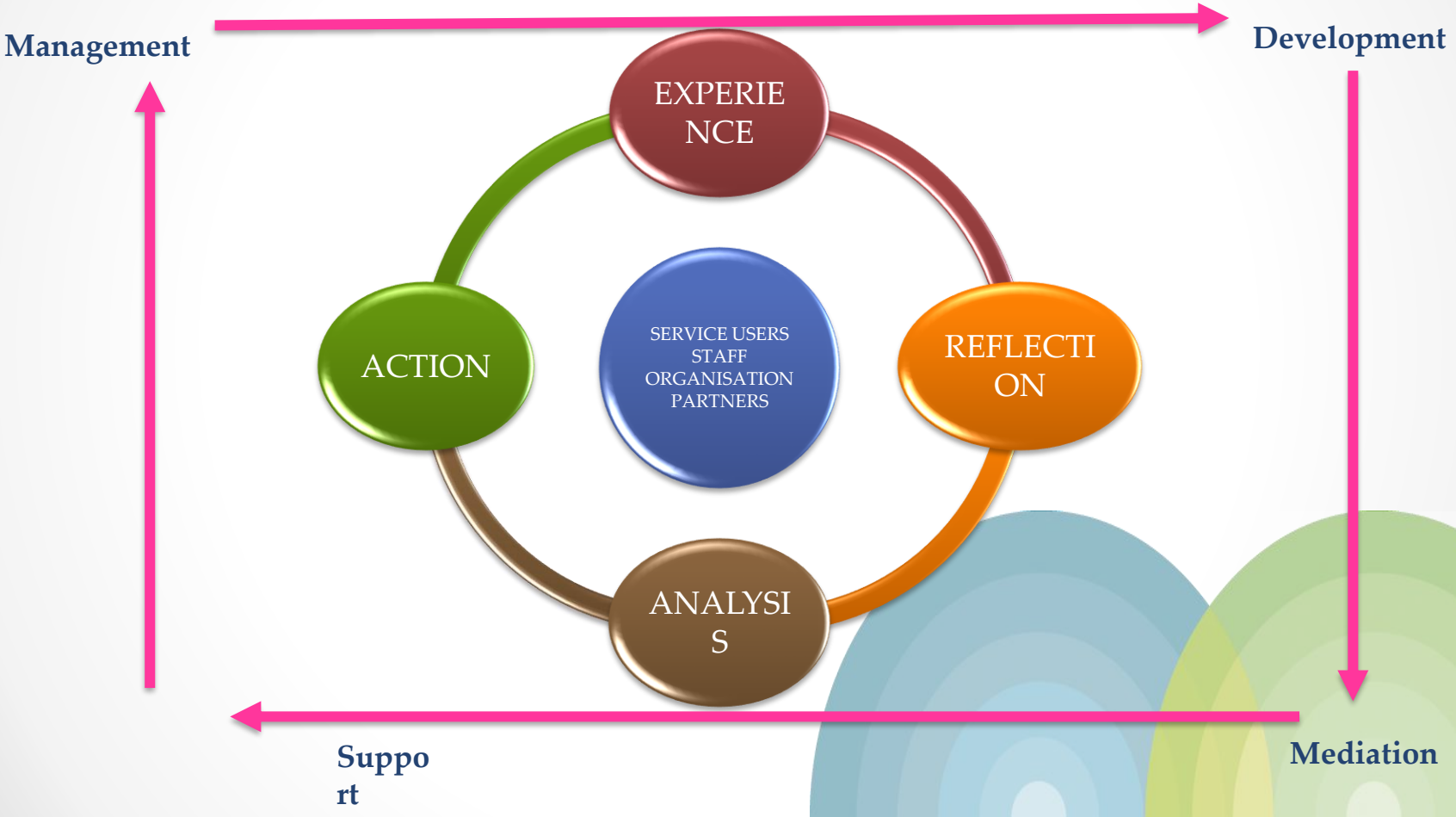


The **supervision outcome** chain..

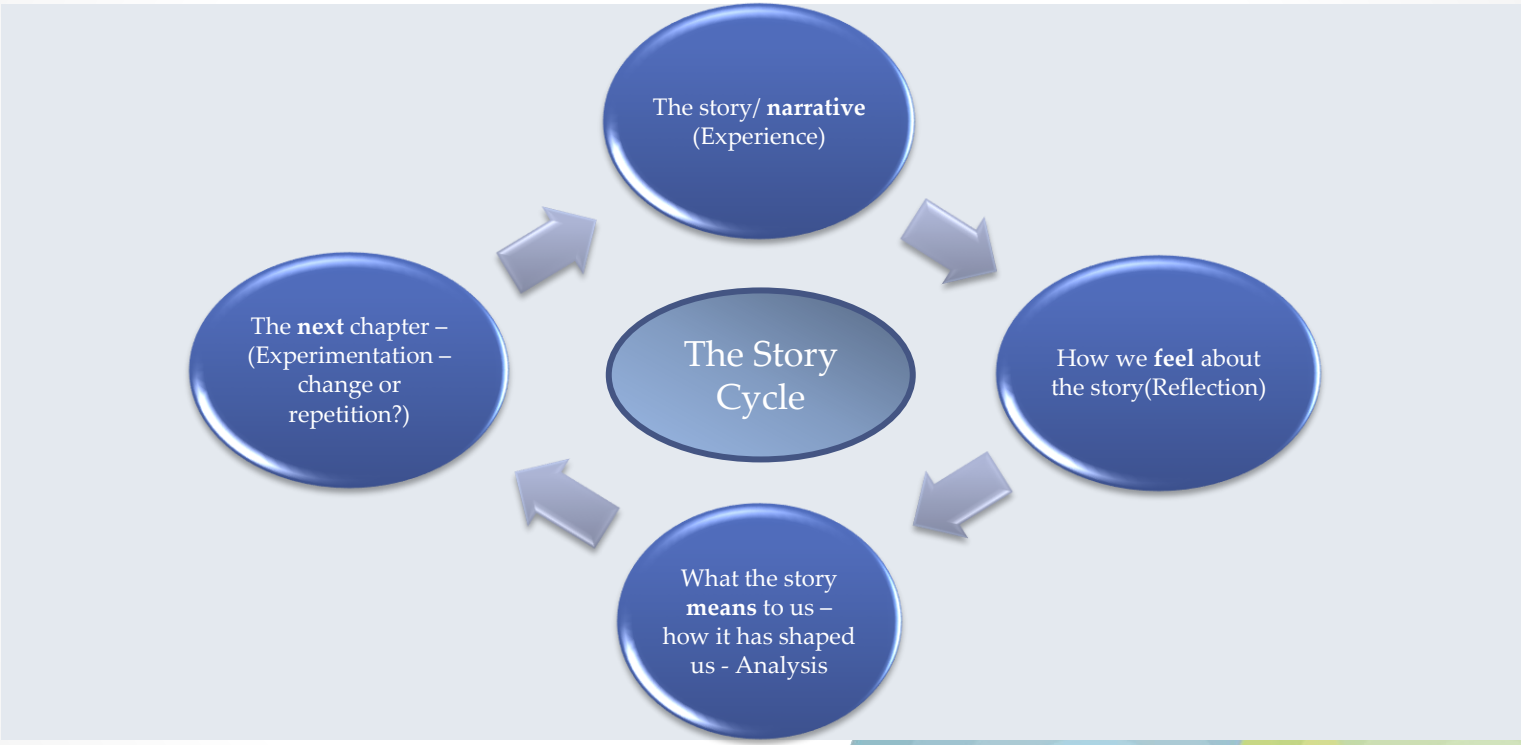



support
QA
develop
knowledge
skills
values
individual
group
team
accountable process
quality of work
achieve outcomes
develop & progress

Morrison's 4 x 4 x 4 Framework

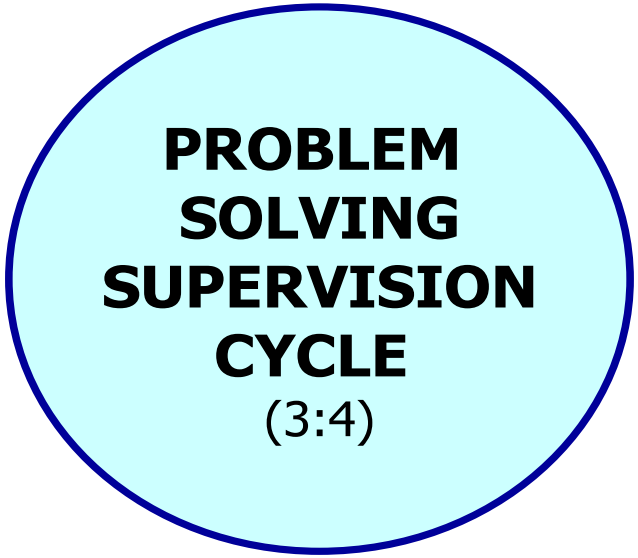


KOLB'S LEARNING CYCLE AND MORRISON'S STORY CYCLE – GAMES AND DRAMA IN ACTION – GETTING 'STUCK'



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'?



2.REFLECTION
Feelings about the story
Previous stories

3.ANALYSIS:
What does the 'story' mean?
Understanding the impact of the situation on the child

©T.Morrison/J.Wonnacott 2009

Experience

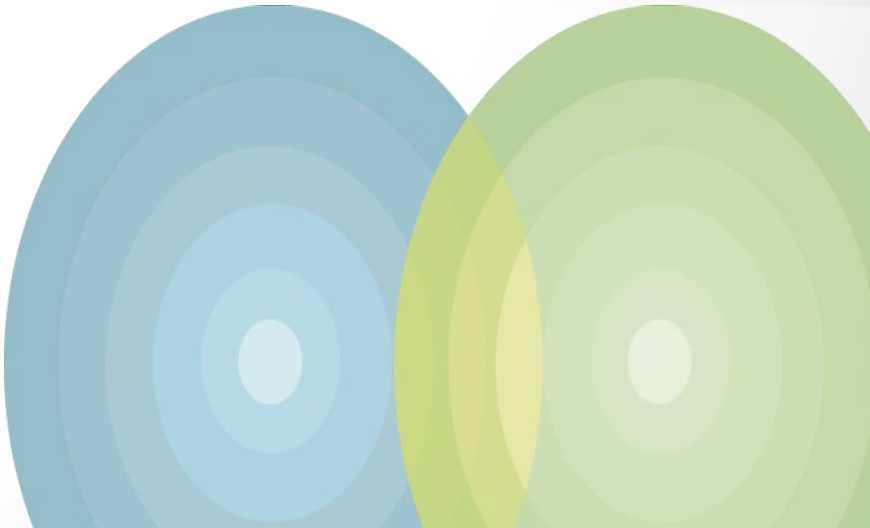
- Engagement in the experience 'being there'
- Accurate observations of what happened
- Engagement with the child/young person
- Open ended questions by supervisor important to establish quality of practitioners ability to be in the experience – recognise Drama triangle dynamics and address them
-

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
-

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



A trusting professional relationship

- Psychological safe space
- Doing with not to
- Proactive ways build trust
- Setting the scene
- Role modelling
- Challenges are learning opportunities



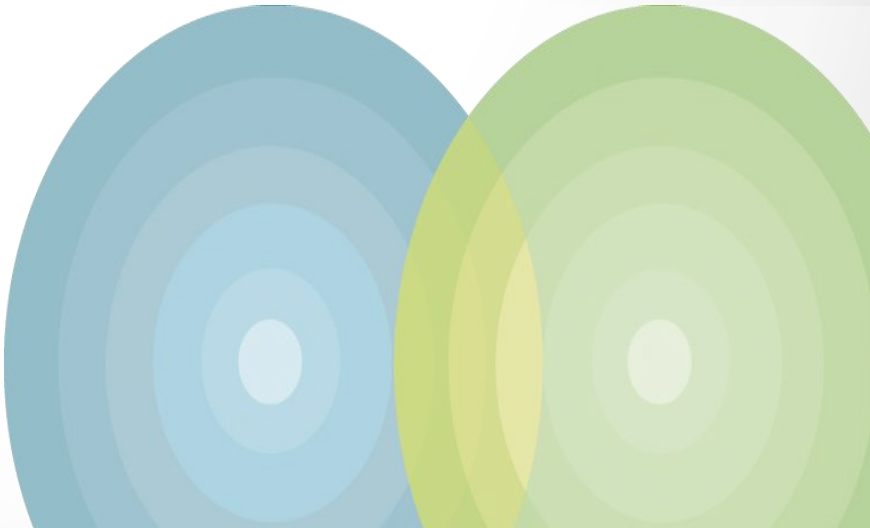
In groups

- In groups take ten mins to consider your own experiences of supervision

What has been good?

What has been challenging?

Choose someone to feedback for your group.



Histories

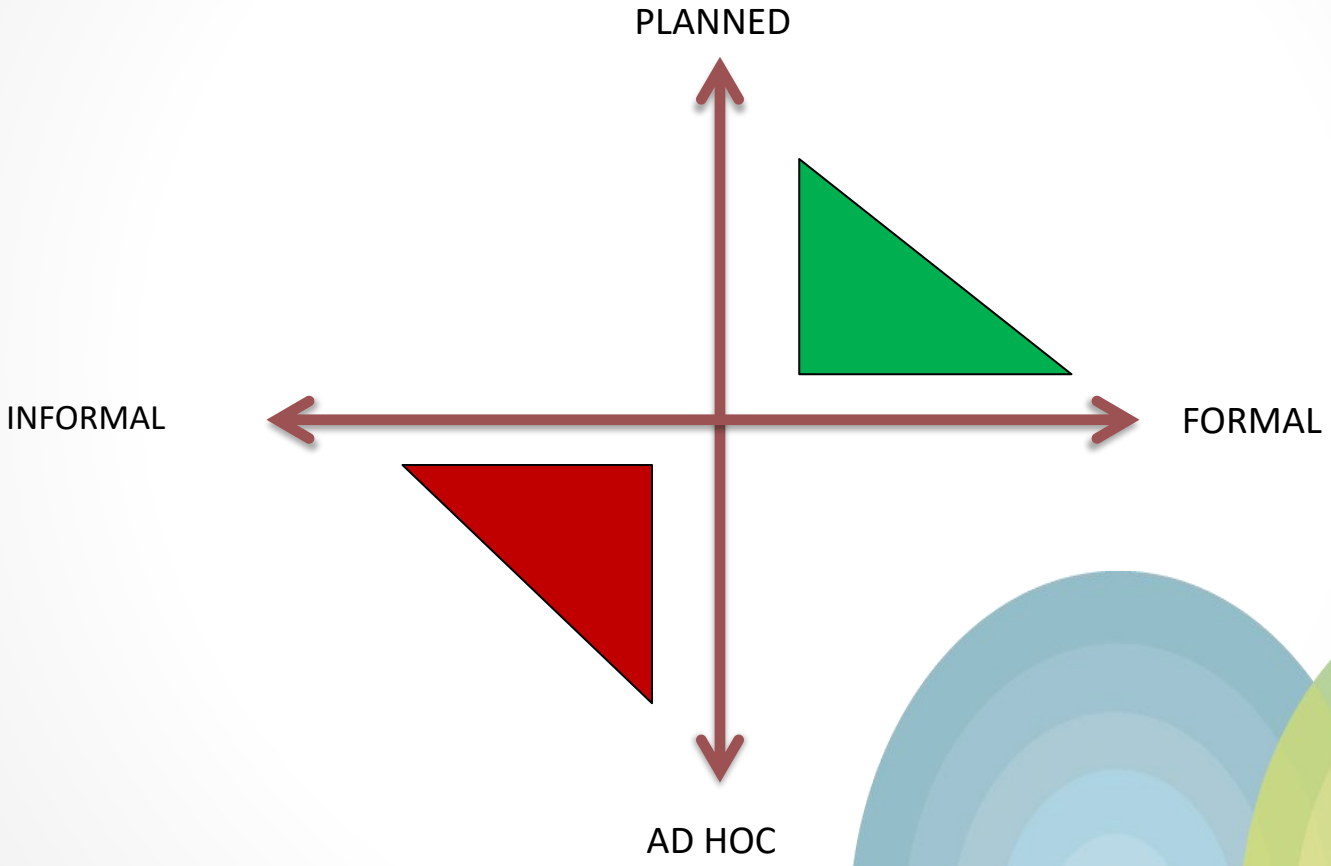
- Can be used as a foundational tool for your sessions
- Understanding previous experience/concerns helps set the tone of the sessions
- Identifies where trust may need to be developed
- Identifies where development may need to happen
-



Supervision History Form

Previous supervision	What was good for you	What was not so helpful	Influence on you now

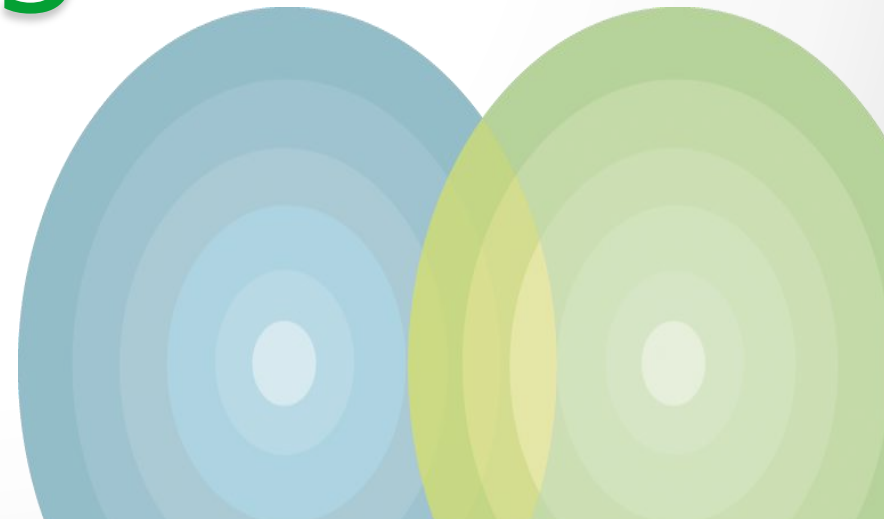
Where are you putting your focus?



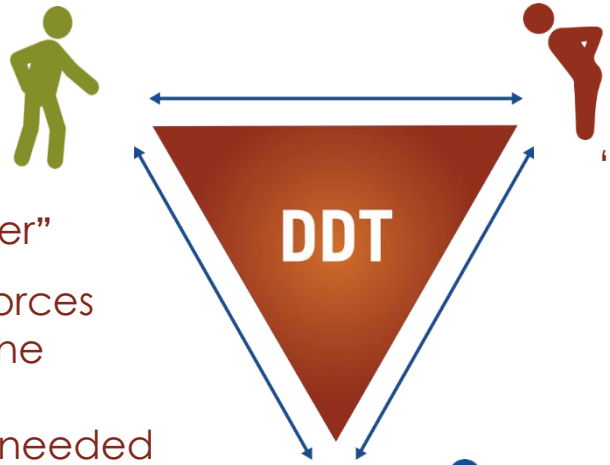
Time for a break



The Drama Triangle



HOW ARE YOU RELATING?



Rescuer

"Pain reliever"

Unwittingly reinforces helplessness of the Victim
Fears not being needed
"Poor you"

Persecutor

"The Problem"

Dominates
Blames, tears down
Fears own victimhood
"You poor #*!"

Victim

Feels powerless/hopeless
Dream denied/thwarted
"Poor me"

Victimization	= Situation
Victimhood	= Identity

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

GAMES PEOPLE PLAY

Reducing the power disparity

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

Controlling the situation

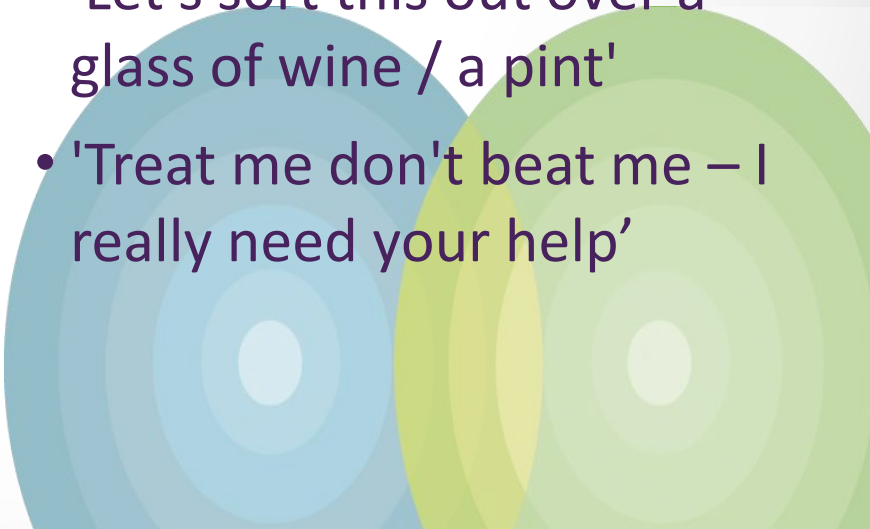
- 'I have a little list'
- 'Yes, but...'
-

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'

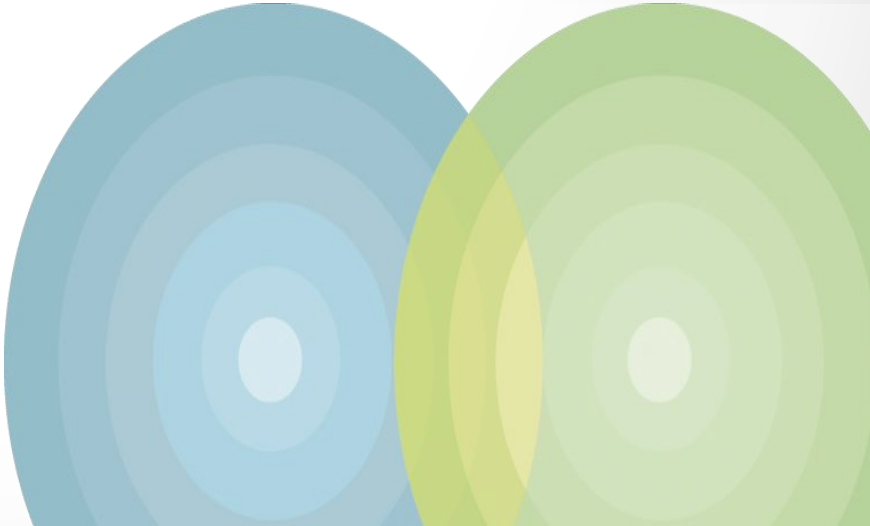
Redefining the relationship

- 'Let's sort this out over a glass of wine / a pint'
- 'Treat me don't beat me – I really need your help'



Understanding Drama in safeguarding supervision

- IDENTIFY AS MANY PHRASES OR WORDS AS YOU CAN THAT EXEMPLIFY EACH OF THE 3 ROLES in a supervision session:
  - VICTIM
  - RESCUER
  - PERSECUTOR



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.

Tony Morrison: Staff Supervision in Social Care. 2008

Exercise

- In small groups – consider examples of behaviour from the drama triangle either from others or from yourself.

(Be aware of confidentiality)

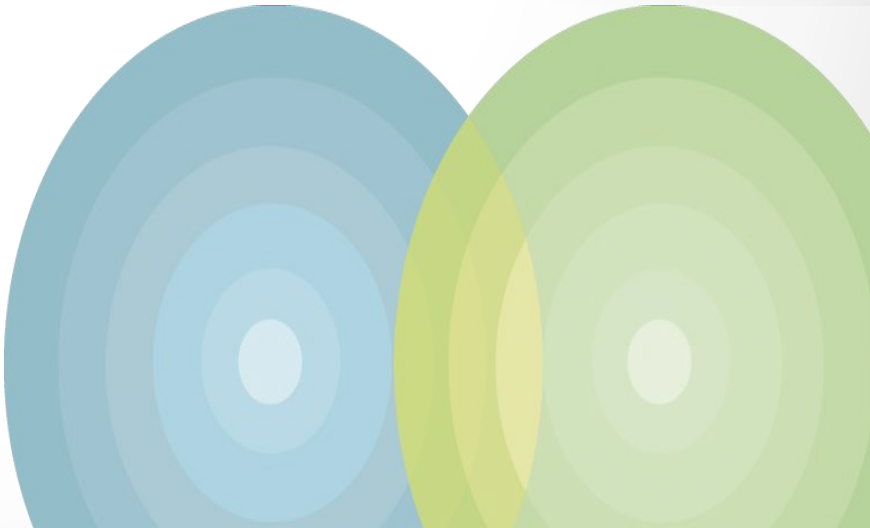
Consider how you might challenge that behaviour in a positive way.



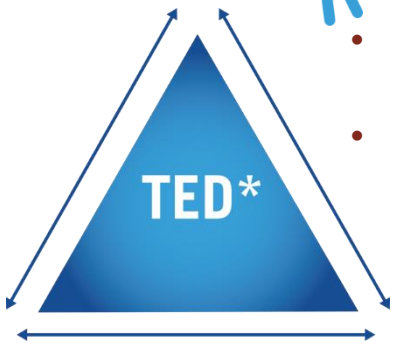
WHAT IS DRAMA TELLING YOU??

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.

Victor Frankl



TED* (THE EMPOWERMENT DYNAMIC)®



Creator

- Claims power to choose and respond
- Focuses on outcomes

Challenger

- Calls forth learning and growth
- Provokes/evokes action
- Conscious/constructive
- Unconscious/deconstructive

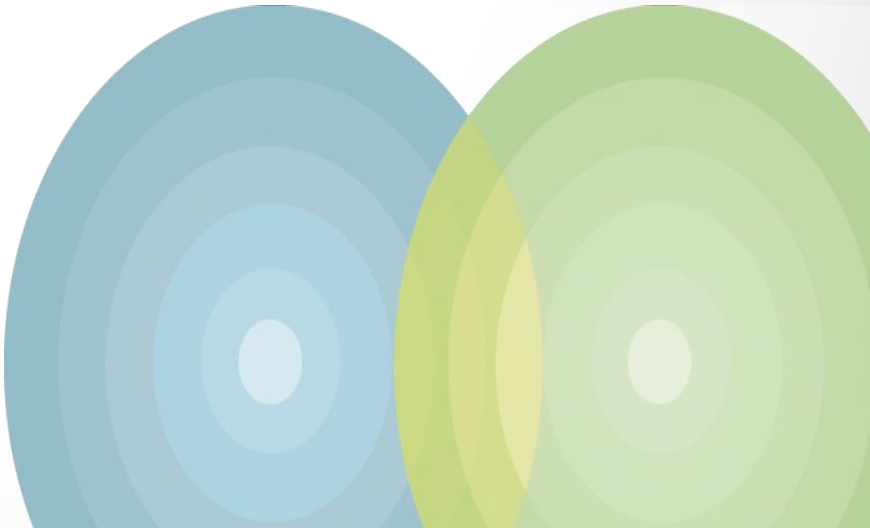
Coach

- Supports and assists
- Facilitates clarity by asking questions
- Listens deeply with curiosity

WHERE ARE YOU PUTTING YOUR FOCUS?

"Everything can be taken from a man but one thing: the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way."

VICTOR FRANKL: MANS SEARCH FOR MEANING



Case Study

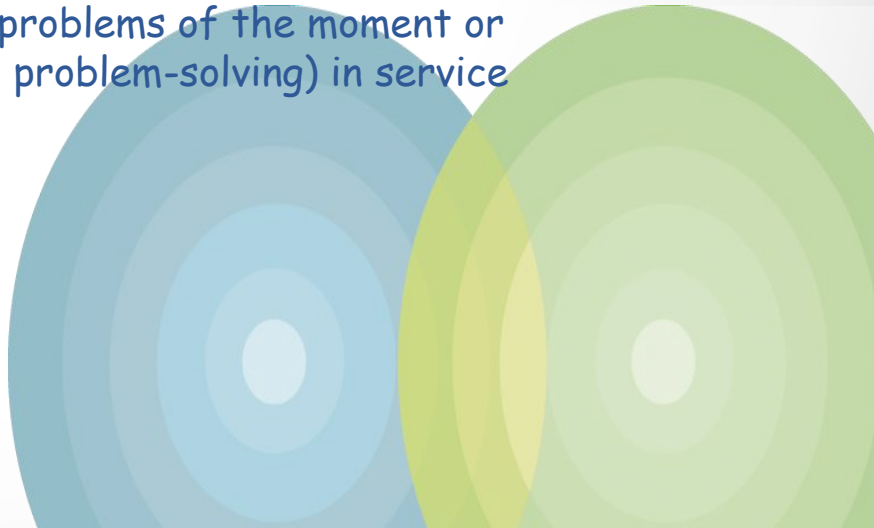
- Using the case study – identify what is going on here in terms of
  - safeguarding
  - Drama
- What do you need to do first? How will you address the drama?
-

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.
-

The 3 Vital Questions – TED™

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?

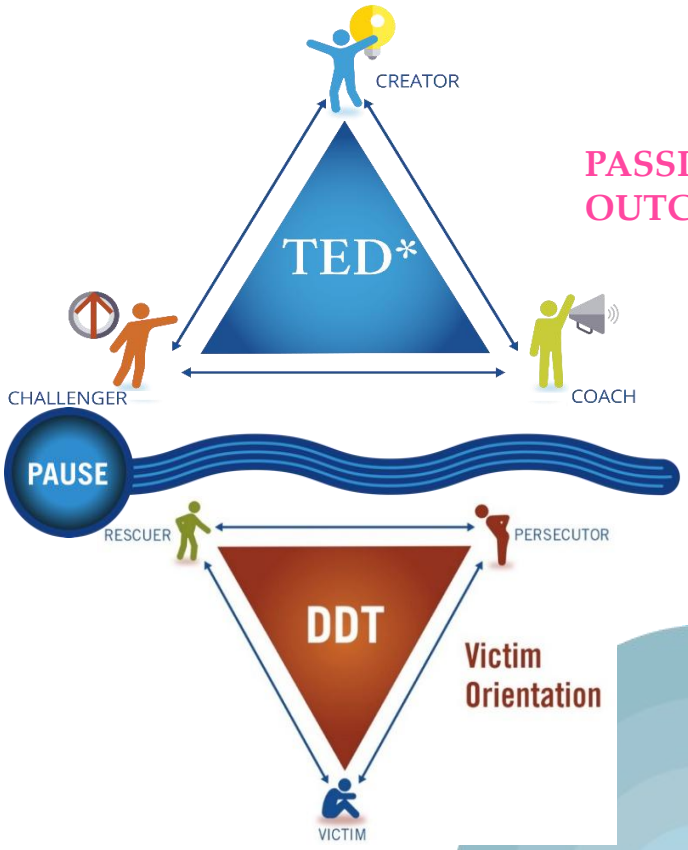


TED "PAUSE PRACTICE" - WHAT IS YOUR FOCUS?



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

ABOVE THE WATERLINE

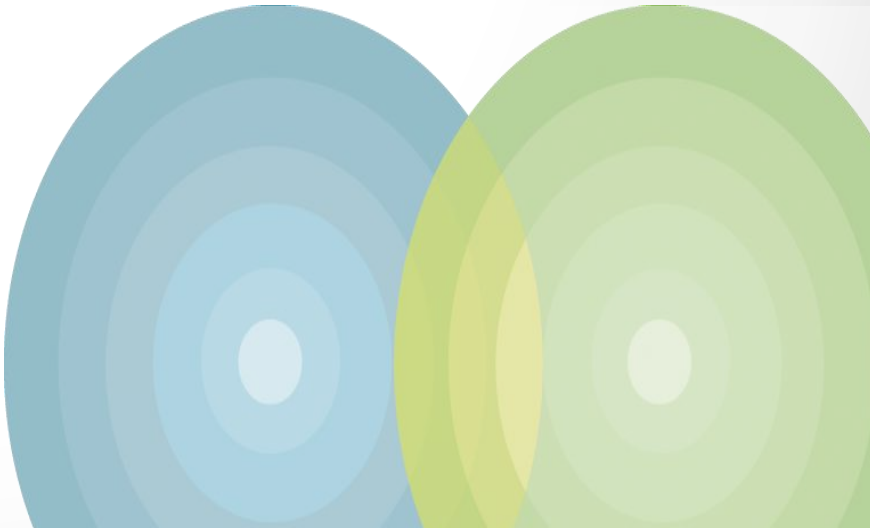


PASSION DRIVEN-
OUTCOMES

ANXIETY DRIVEN –
PROBLEMS

Drama and The Empowerment Dynamic

Notice when you are being pulled into the DDT – try to pause and think about how TED can help you to change the dynamic



Good Supervision

In groups consider:

1. What do you think is needed within an organization for a robust supervision infrastructure

2. What do you think needs to be included in a robust safeguarding supervision session what are the red lines that must be included

•

Elements of good supervision - processes:

- An organisational policy
- A supervision contract between the supervisor and the supervisee
- A standardised agenda that can be added to by either party
- A standardised template for recording supervision discussions
- Regularity and booked in advance
-

Included in robust safeguarding supervision:

- Mins of last time – check on actions
- Welfare
- Case discussions including elements re. safeguarding
- Training and Development
- Ensuring the next supervision date is booked



ELEMENTS OF GOOD SUPERVISION –

SUPERVISOR

1. Flexibility of approach -right time – right approach
2. Multi perspectival view
3. A working map of the discipline in which they supervise
4. The ability to work transculturally
5. The capacity to manage and contain anxiety
6. Openness to learning
7. Sensitivity to wider contextual issues
8. Can handle power appropriately
9. Humour ,humility and patience
10. Resilience and Persistence

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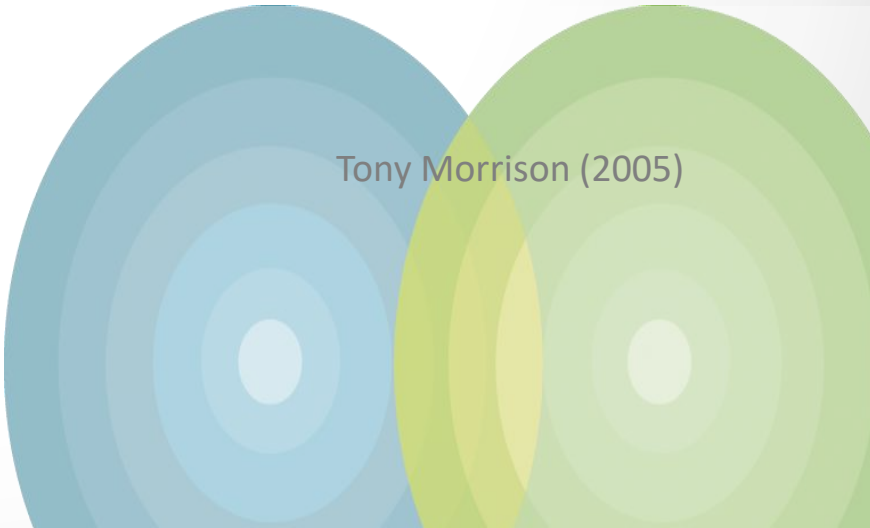
ELEMENTS OF GOOD SUPERVISION - DEVELOPMENT

- 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 everything can be a priority)

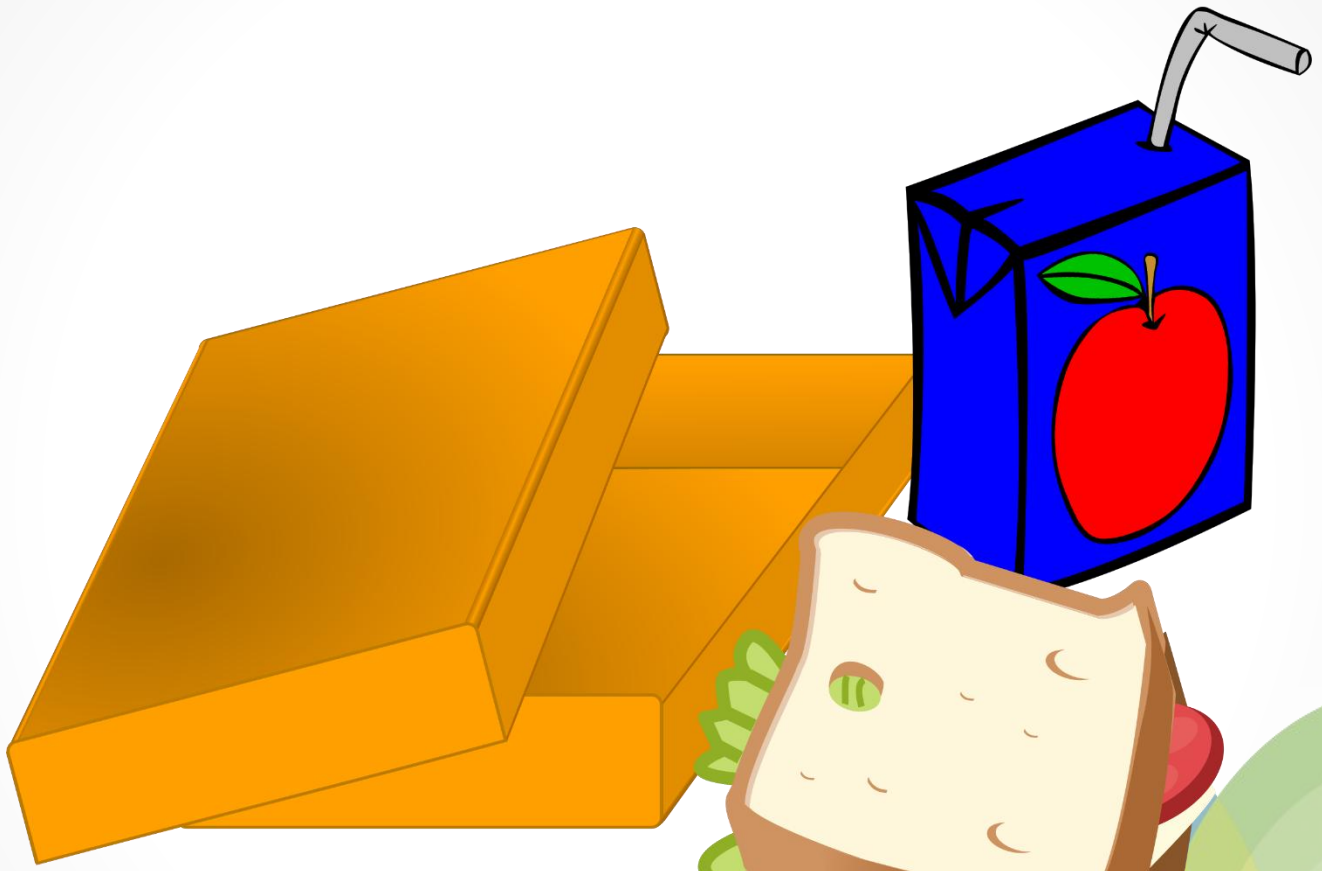
ELEMENTS OF GOOD SUPERVISION - EMOTIONAL HOLDING

"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)



Enjoy your lunch



Groups

- Consider what you think are the key skills of a good supervisor

- As you make the list consider your individual strengths and areas that are more challenging for you (you don't have to share these but do reflect)



Key Skills:

- An understanding of risk mitigation not elimination
- A comprehensive knowledge of and the skill to ask probing open questions
- Patience and ability to not jump in with answers or to fill silence
- Confidence to ask for honest feedback
- Active listening
- An open mind
- Ability to reflect fully and to help others do so
- Coaching skills

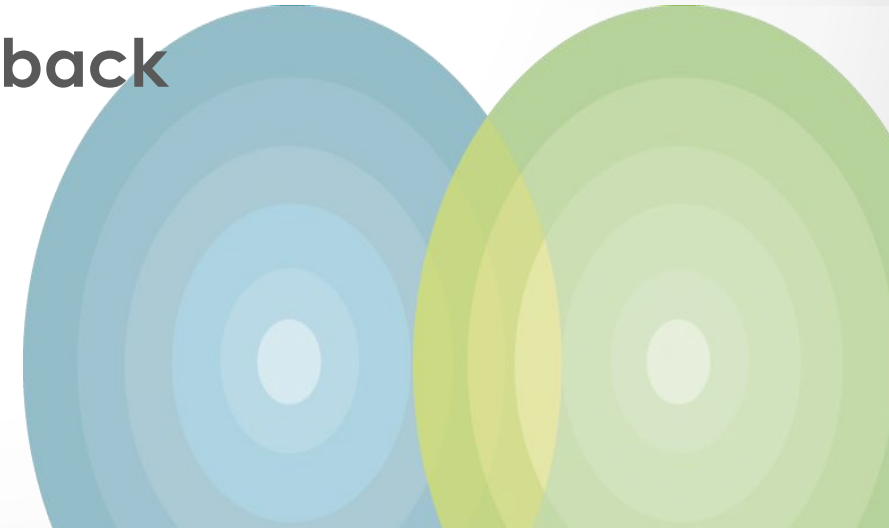


Key skills

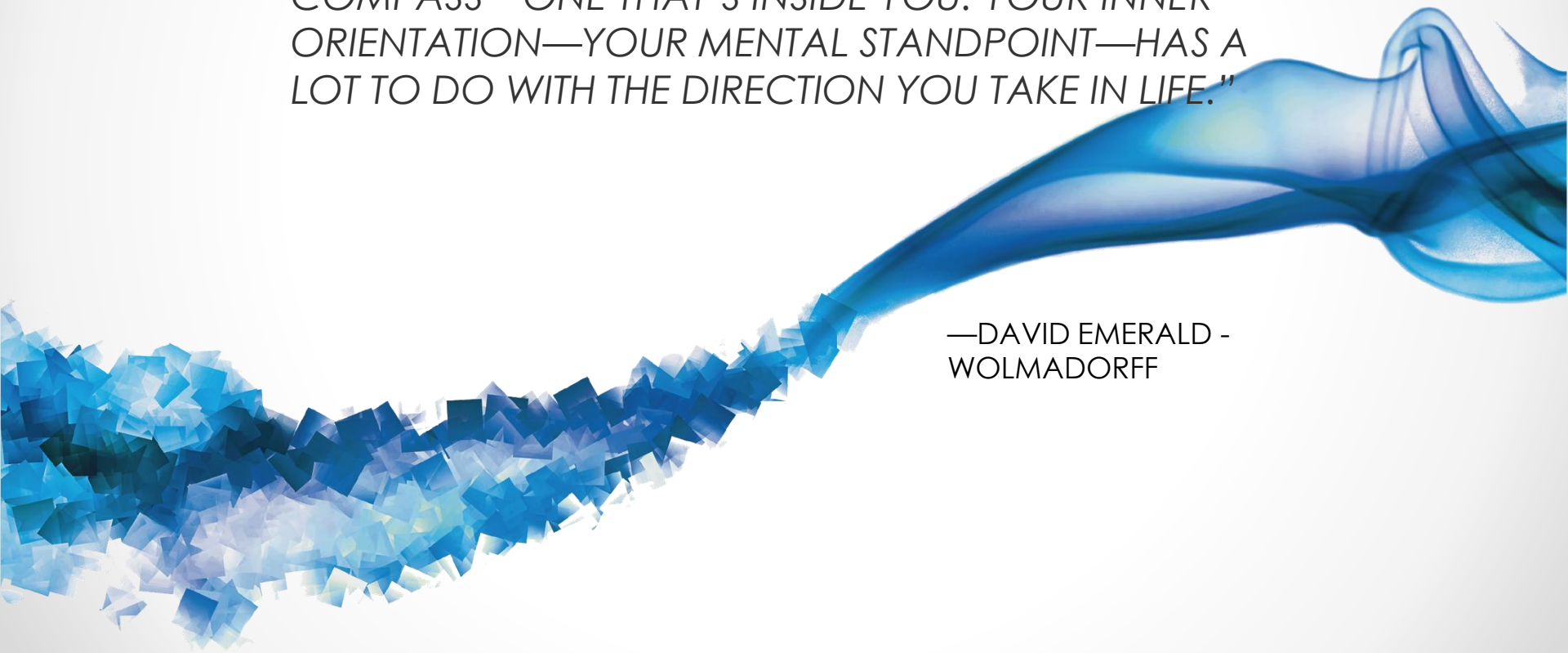
- Empathy
- Ability to give constructive and clear feedback
- Ability to be honest when it is difficult
- Flexibility – an ability to understand what may be going on within the scenario for yourself, your supervisee and the child/family
- Ability to motivate others
- Determination to keep trying when people may not respond
- Knowledge of the system and partners around safeguarding and our professional boundaries
-

ELEMENTS OF GOOD SUPERVISION - REFLECTION

- 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**

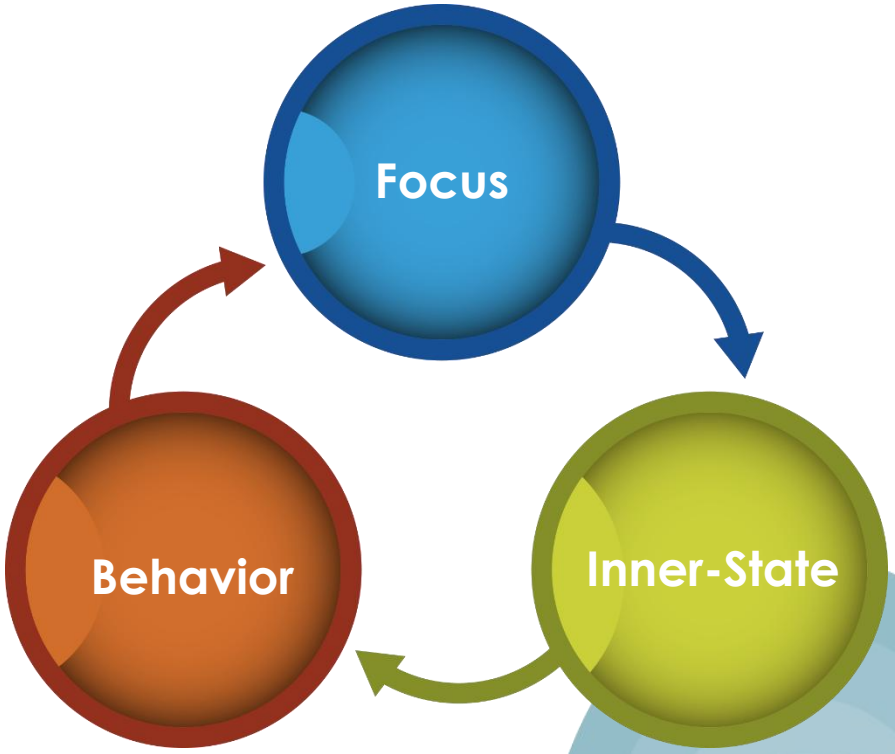


"WHAT YOU FOCUS ON CAN BE CALLED AN ORIENTATION. AN ORIENTATION WORKS LIKE A COMPASS—ONE THAT'S INSIDE YOU. YOUR INNER ORIENTATION—YOUR MENTAL STANDPOINT—HAS A LOT TO DO WITH THE DIRECTION YOU TAKE IN LIFE."

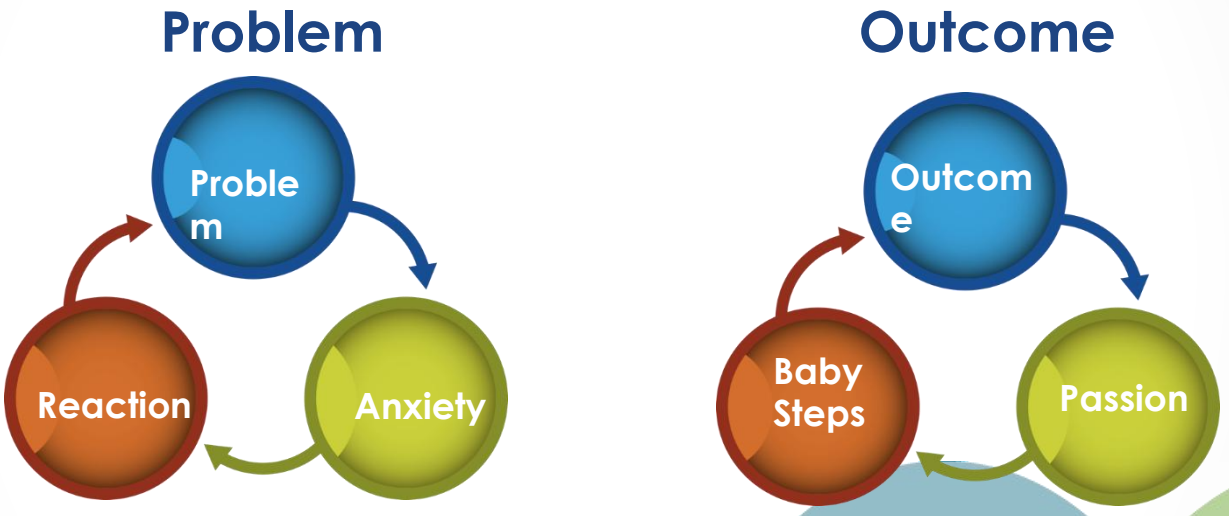


—DAVID EMERALD - WOLMADORFF

The FISBE Mental Model



Primary Orientations



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

The Difference

Problem

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

DISTINCTIONS



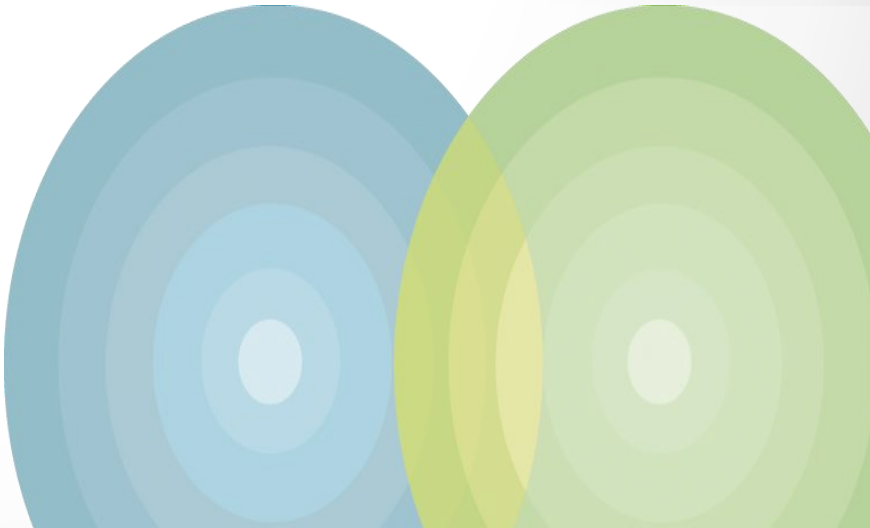
Outcome

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

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 is needed.

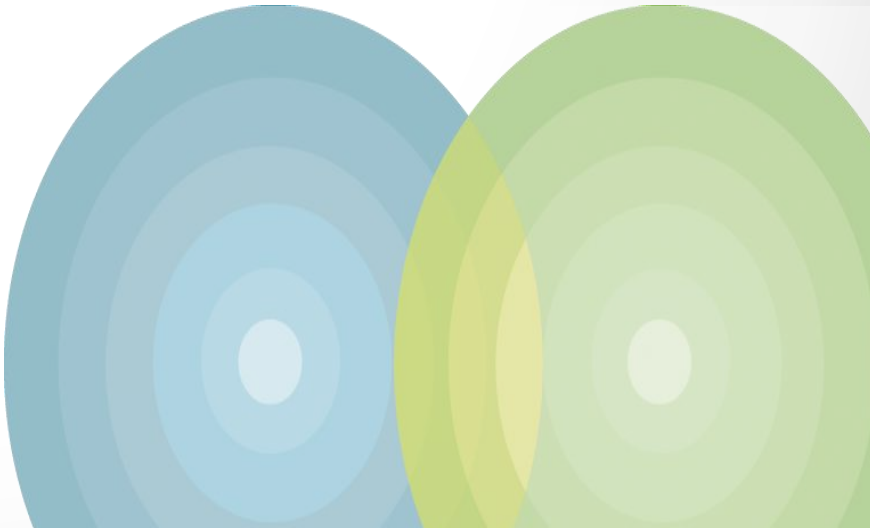


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Group Supervision

- Has anyone had experience of group supervision?

- What might be the benefits?
- What might be the drawbacks?
- Could this fit within your environment?

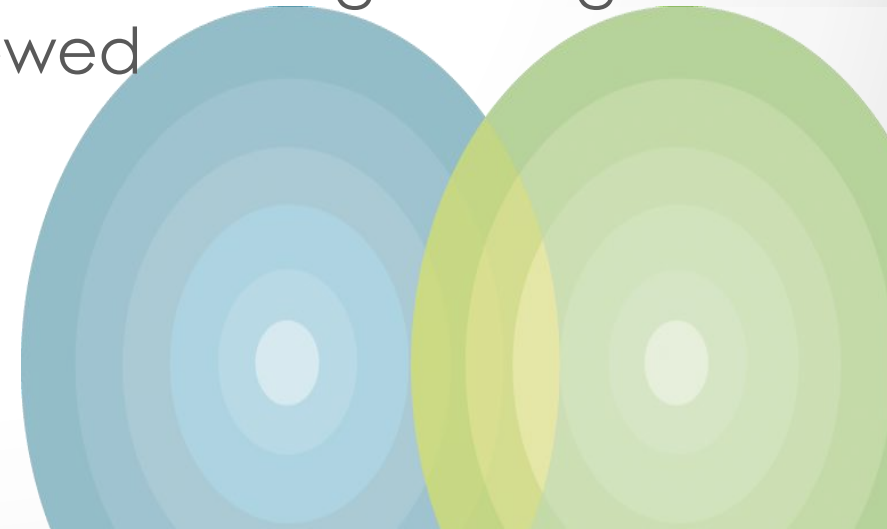


Benefits

- Can give people an increased sense of support by realising others have similar concerns
- Allows supervisees to explore different ideas, about problem solving by obtaining a range of feedback from others about issues or concerns
- Can be a shared opportunity for development and growth
- Some individuals may find that they are more confident talking about concerns in a group rather than one to one
-

Drawbacks

- Some people are less likely to speak in a group setting
- There may be some personal dynamics within a group that affect how it goes (remember psychological safe space)
- Can be hard to keep the group focused
- May not be time to discuss all the safeguarding issues that need to be reviewed

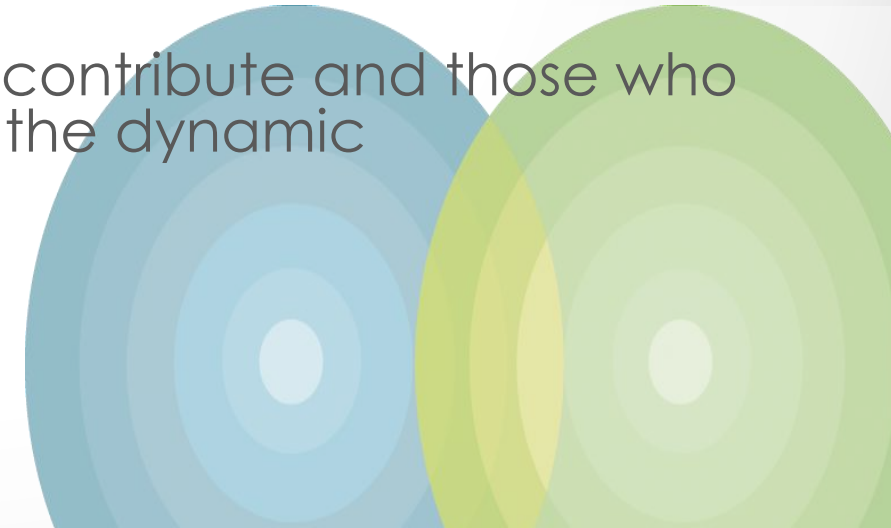


Facilitator role

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

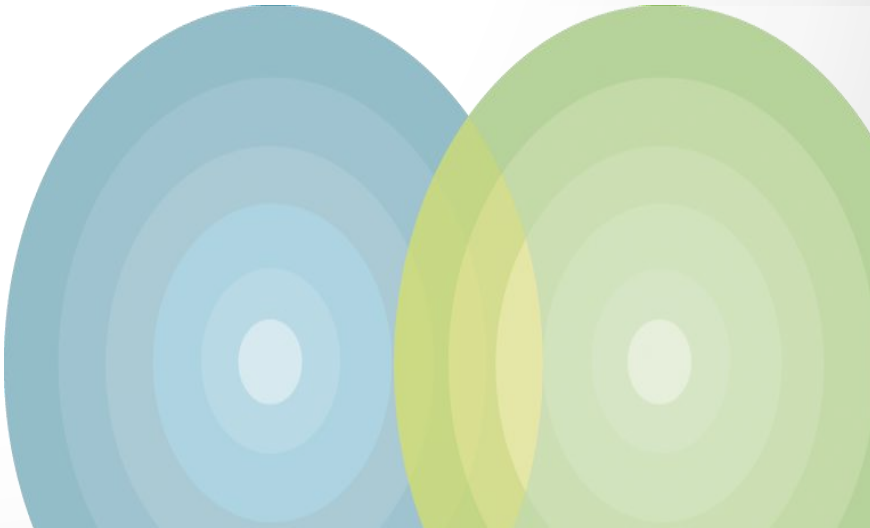
The facilitator must have:

- Sufficient authority and knowledge but be able to adopt a neutral role
- Challenge appropriately
- Use silence
- Make records
- Keep the group focused
- Be aware of those who don't contribute and those who over contribute and balance the dynamic



Feedback and Challenge

- Good supervision includes providing feedback or challenge if necessary
- This can feel uncomfortable but is imperative to ensuring that safeguarding and practice is of a high standard



Not nice - Kind

- Being nice means telling people what they want to hear, whereas kind means telling them what they need to hear. (Allcott 2018)
- The quiet power of kindness sets the tone for a culture of high performance.
- Kindness helps create a sense of psychological safety



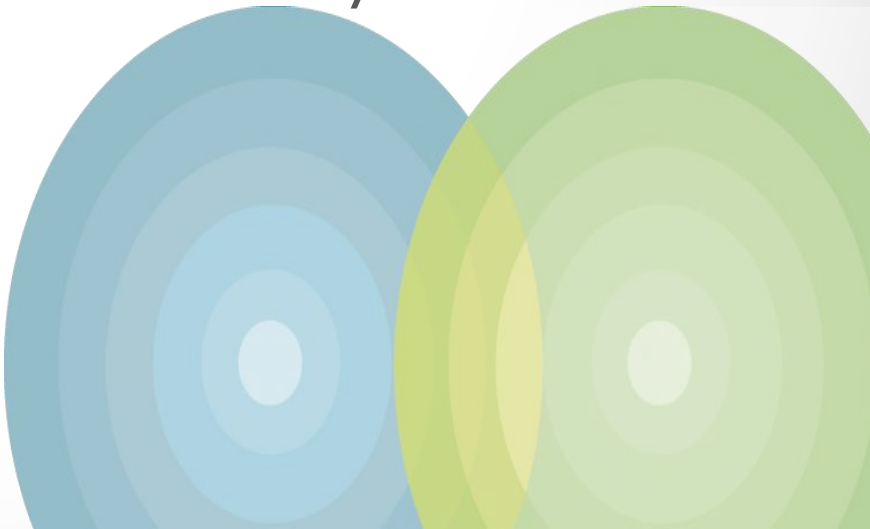
Principles of Kindness

- Setting clear expectations
- Being humble
- Seeing the complete person
- Slow down – busy-ness can be a source of accidental unkindness. Counterintuitively its often when we slowdown that we get more done
- Leaders set the tone
-



In groups

- Discuss a time when you have had to give or received challenging feedback
- What happened?
- How did you feel?
- What would you do differently next time



Examples

- Body odour
- Clothing
- Personal space
- Practice issues – relationships, judgements, recording
- Disclosures
- Creating over dependence



What stops us having difficult conversations

- Not knowing how to start
- Fear of response
- Anxiety about the ongoing relationship
- Unconfident in skills to hold the discussion
- Worried about the timing
- Don't agree with the message
-

Reasons for having a difficult conversation

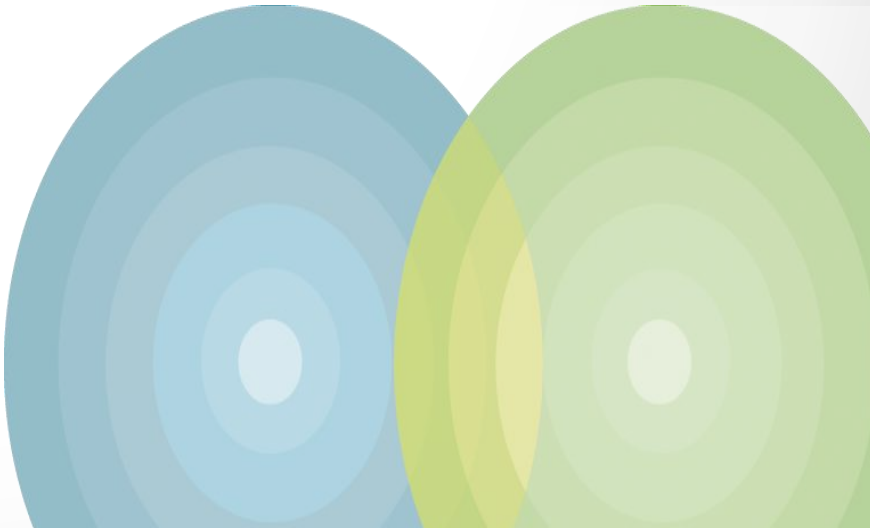
- Poor performance
- Absence
- Time keeping
- Resolving conflict
- Complaint received
- Inappropriate behaviour
- Communicating a difficult change or message
-

Holding Difficult Conversations

- Prepare
- Define the purpose
- Manage your emotions
- Rehearse
- Chose the time and place
- Start constructively – "I have something I need to discuss……"
- Be specific – "I notice when…."
- Set boundaries and don't interupt
-

Consider issues that arise in supervision

- In groups consider the challenges that you or your supervisees might find in participating in supervision?



Possible challenges:

- Feeling like a tick box exercise
- Feeling stressed due to workload and not able to concentrate
- Supervisee feeling stuck in terms of how to support a child/young person
- Time
- Repetition – people becoming bored
-

Solutions

- Preparation for the session
- Use of case studies
- Discussions re. new issues in terms of safeguarding
- Using tools to explore issues of feeling "stuck"
- Reflection exercises
- Minimising distractions
- Rearranging if needed
- Thinking of development in a wider context



Questions and Roundup

Thank you for engagement today.

?

One thing from today that has resonated with you and any actions you will take away from today?

