Safeguarding Supervision
Day two

Kat Aukett

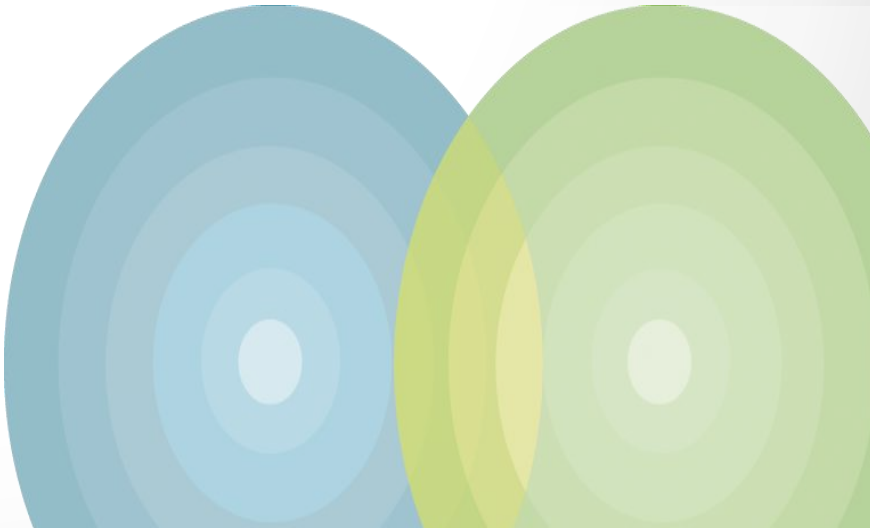
October 2026

Important info

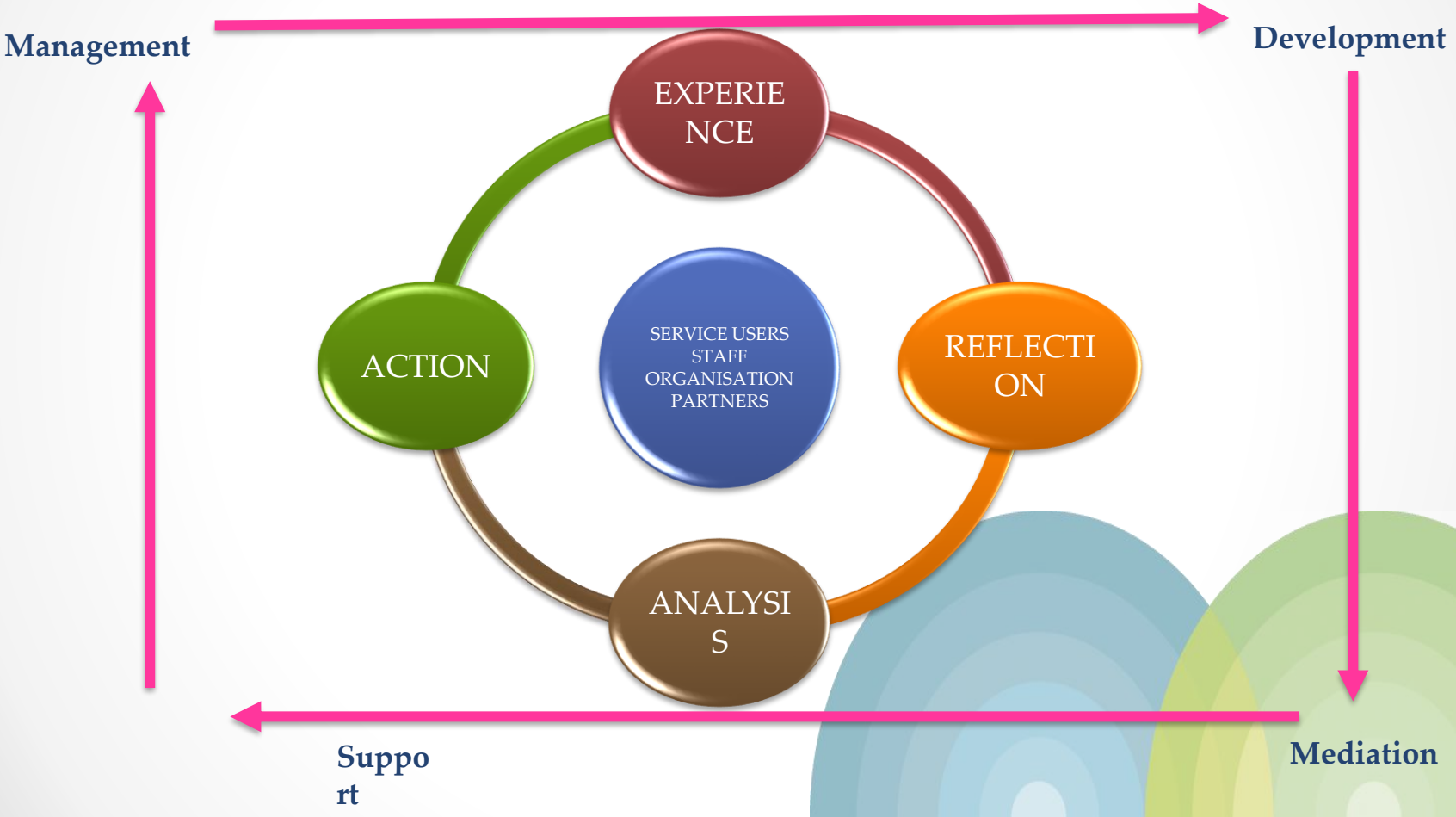
- Please if possible have your camera on so we can engage fully with each other
- Please do engage in the training. We all have so much to share
- Remember confidentiality
-

Welcome Back

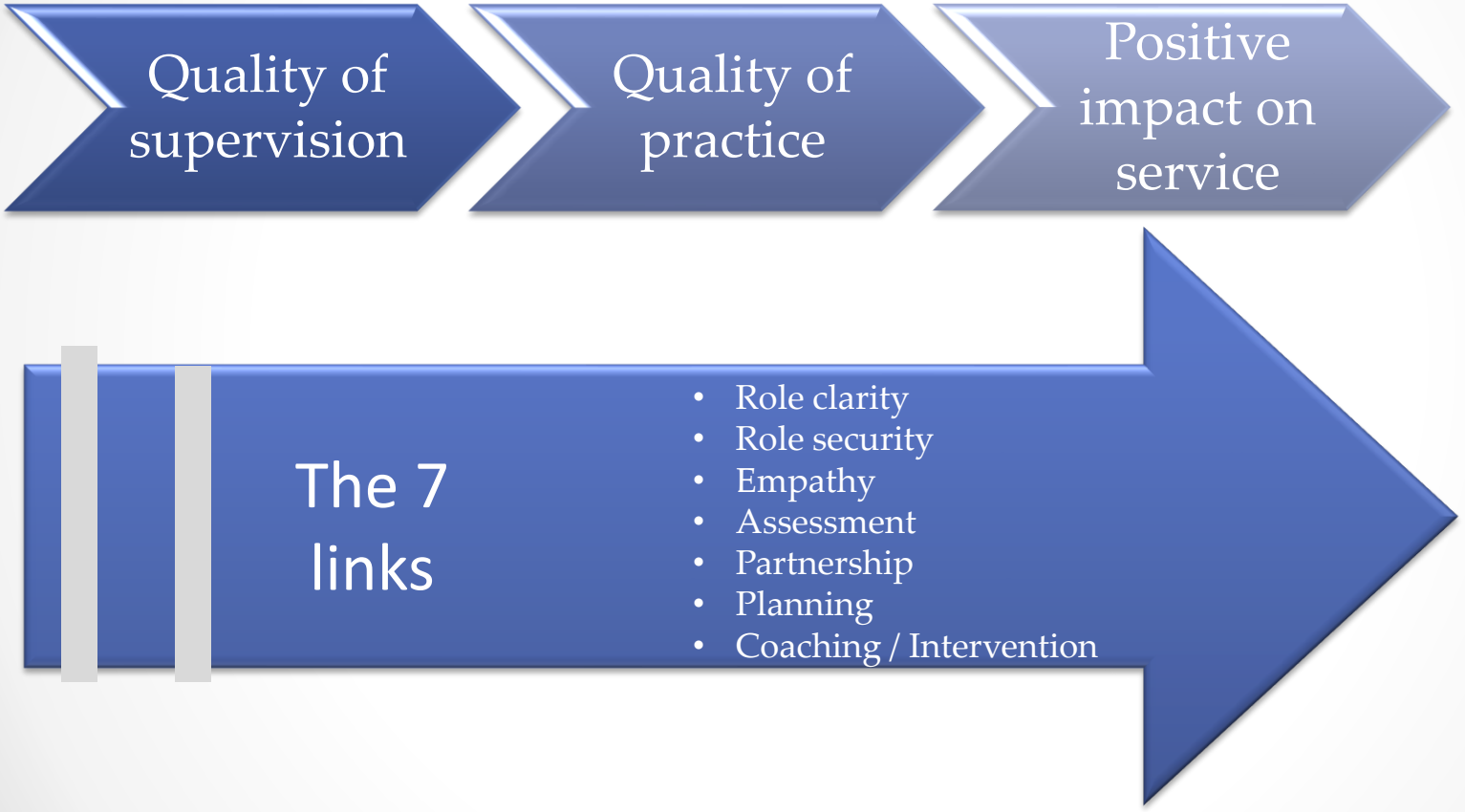
- Any questions or comments from yesterday?



Morrison's 4 x 4 x 4 Framework



The **supervision outcome** chain..



Getting the balance right:

- Safeguarding Supervision - One-to-ones • Case discussions • Work reviews
- Safeguarding supervision uses the supervisory relationship to promote positive outcomes for children and families through creating a safe contained environment where the practitioner has the capacity to think and reflect
- Safeguarding supervision should be provided within a structured process
-

Safeguarding Supervision:

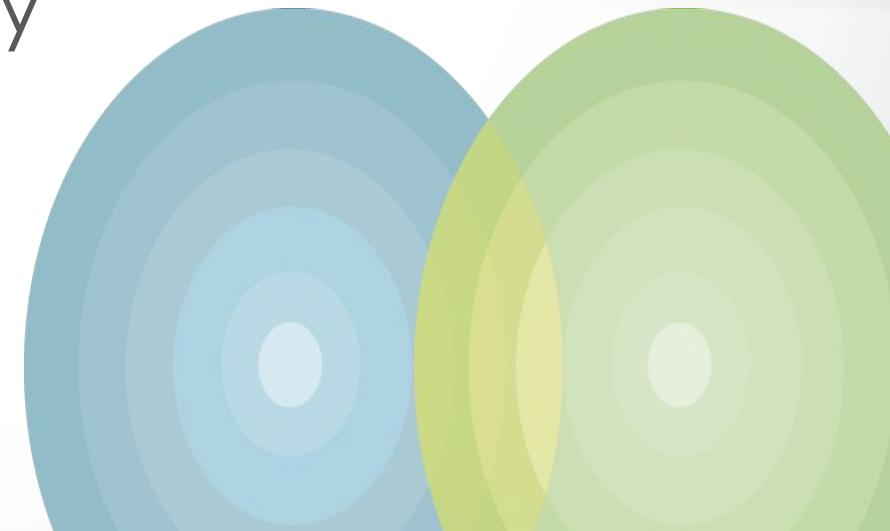
- Planned 1:1 safeguarding supervision
- Responsive safeguarding supervision
- Group safeguarding supervision

Unplanned face-to-face contact in the working environment is not supervision, but can be important. Issues discussed should be noted and actions written down



SG supervision

- Prevention
- Paramountcy – child's welfare first
- Protection
- Partnership
- Parental responsibility



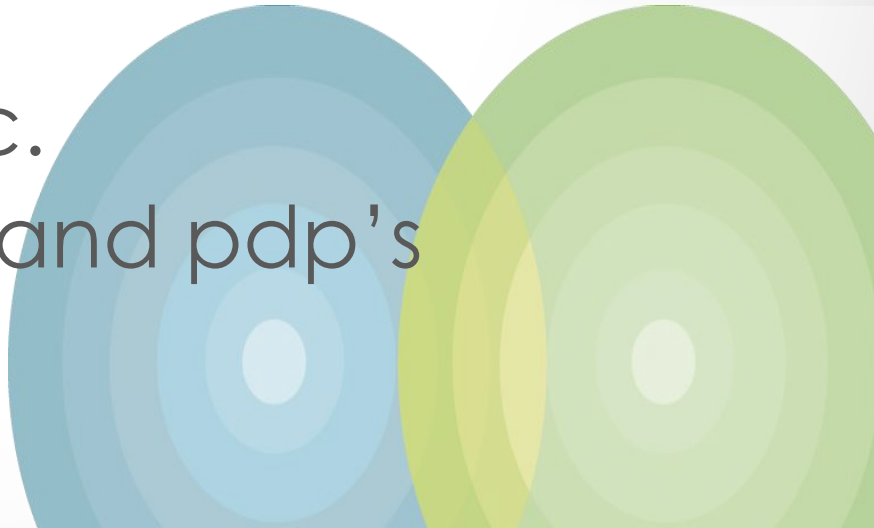
Effective SG supervision

- Promote and Develop competence and skills in SG practice
- Maintain a child focus
- Avoid drift and delay
- Provide and opportunity to explore practice differences and challenge views or decisions
- Review agreed actions
- Address emotional impact of the work
-

Management supervision:

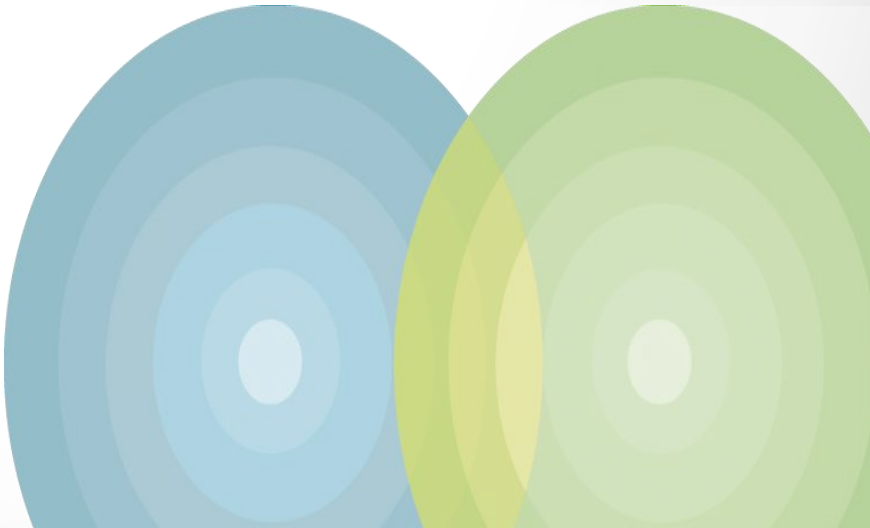
Elements include:

- General welfare
- Training and development needs
- Ensuring policies and procedures are understood
- Communicating organisational messages
- Annual leave, toil etc.
- Linking to appraisals and pdp's

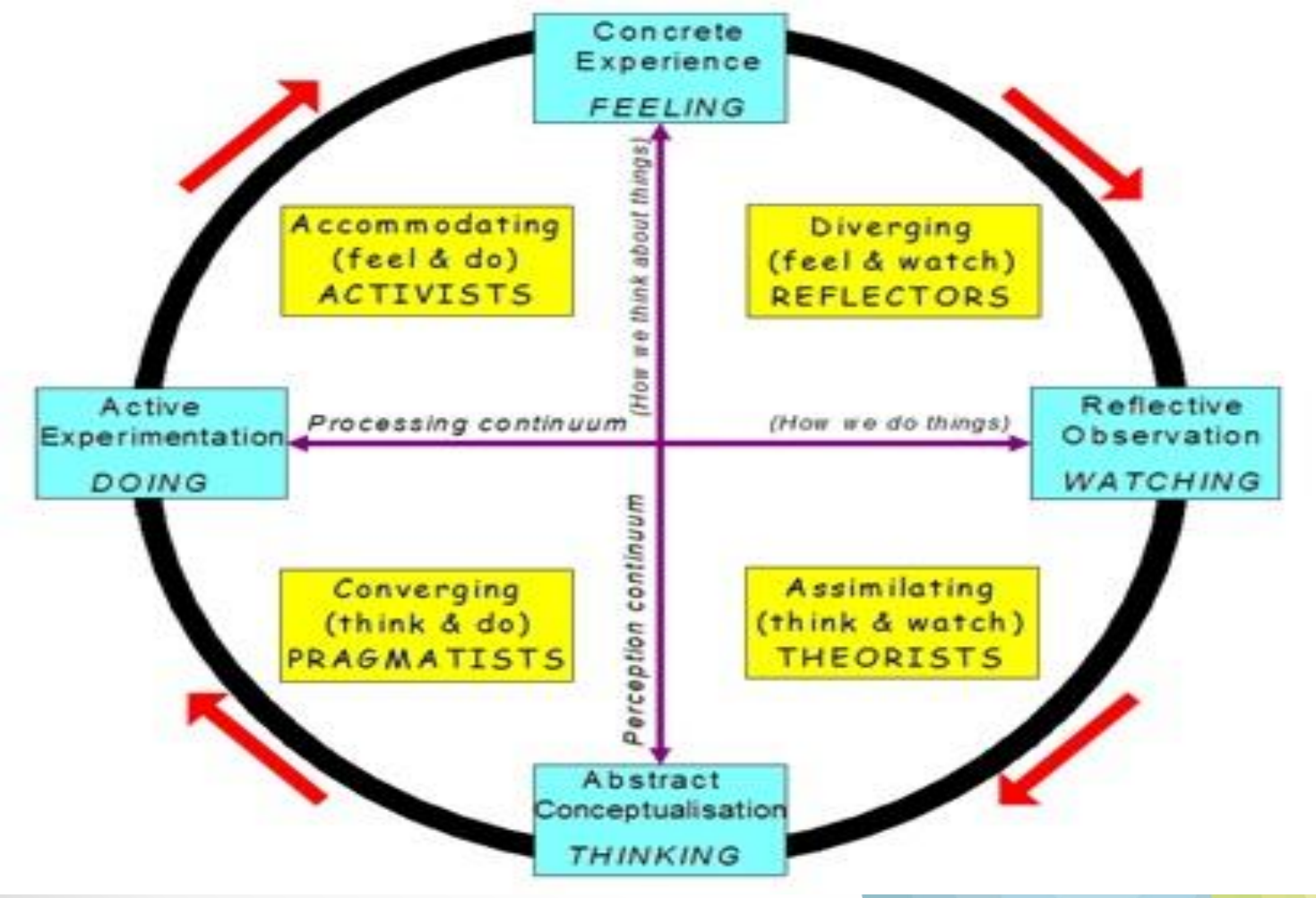


What is your learning style?

https://www.mint-hr.com/mumford.html.

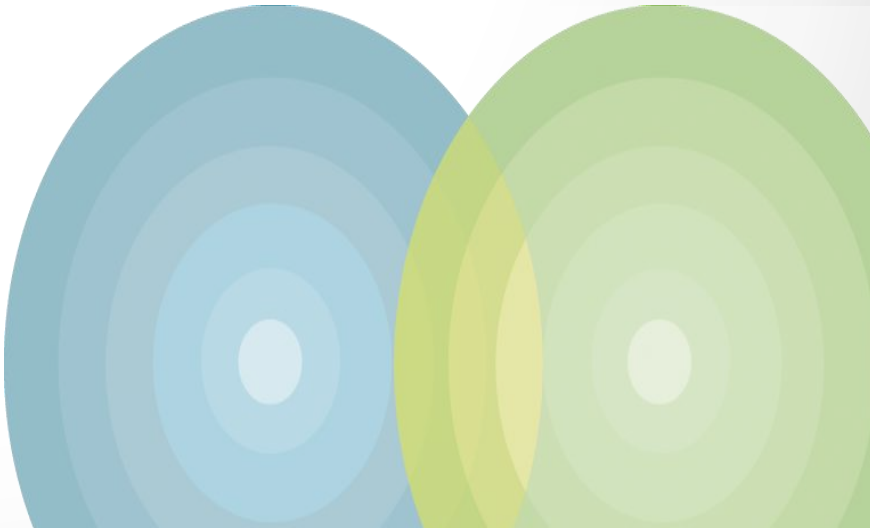


Honey and Mumford's learning styles



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 best your supervisee learns
- Understand your learning style so you can understand similarities and differences
- Playing to people strengths within teams
- Shows interest and investment in your supervisees
- Assists people to understand their own preferred learning style so they can take control of their own development
-

Small Group Exercise



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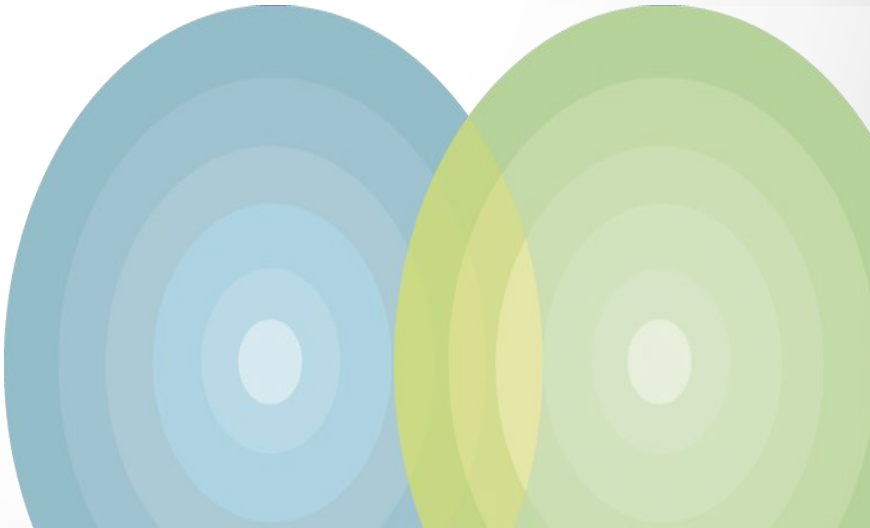
Sienna

Sienna is 5 months old. She is the younger sister of a Taylor. Sienna is with her mum who is collecting Taylor. The practitioner needs to speak to mum and notices two bruises to Sienna's face. The practitioner is aware of mum having a history of being involved in a domestically abusive relationship and suffering from depression.

Sienna's mum is quite young. When the worker mentions the bruises to mum , she responds with , "Oooh, I don't know where have they come from". She then thought for a moment and said "maybe it happened when her sister was playing with her this morning". The worker comes to supervision the next day and is asking for advice.

Risk assessment - Sienna

- What is the level of risk (scale of 1 to 5)
- How do you judge the level of information
- What might bias's may come up
- Your own history/experience/expertise how is it influencing
- Your values/preconceptions/beliefs how is that influencing



Time for a break



Harnessing Dynamic Tension*

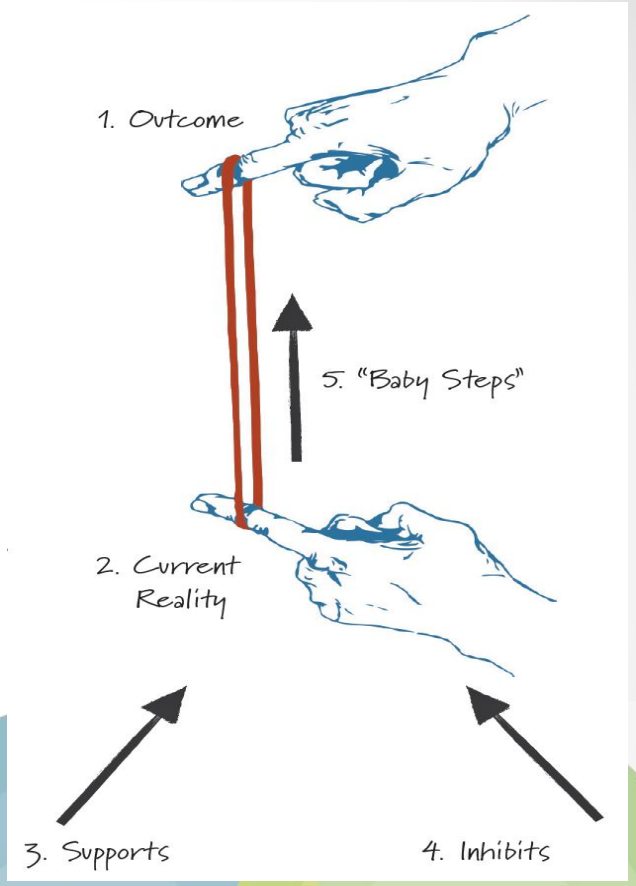
Dynamic Tension is both a concept that describes the forward moving energy of TED, and a planning structure that supports taking generative action steps.

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

*The 3VQ™ David Emerald

The 5-Step Action Planning Process*

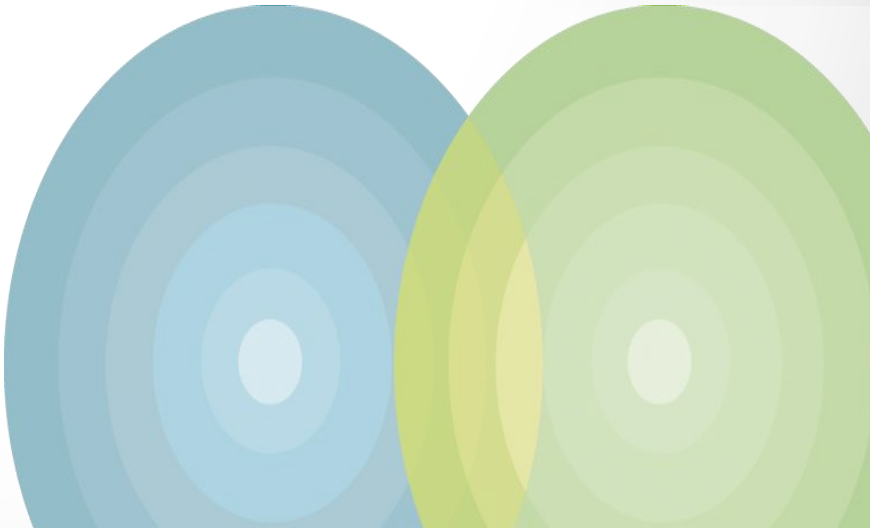
1. Create your **Outcome**.
2. Assess your **Current Reality**.
3. Recognize what **Supports** your outcome.(protective factors)
4. Recognize what **Inhibits** your outcome.(adverse factors)
5. Identify **Baby Steps**. – what can you START STOP CHANGE



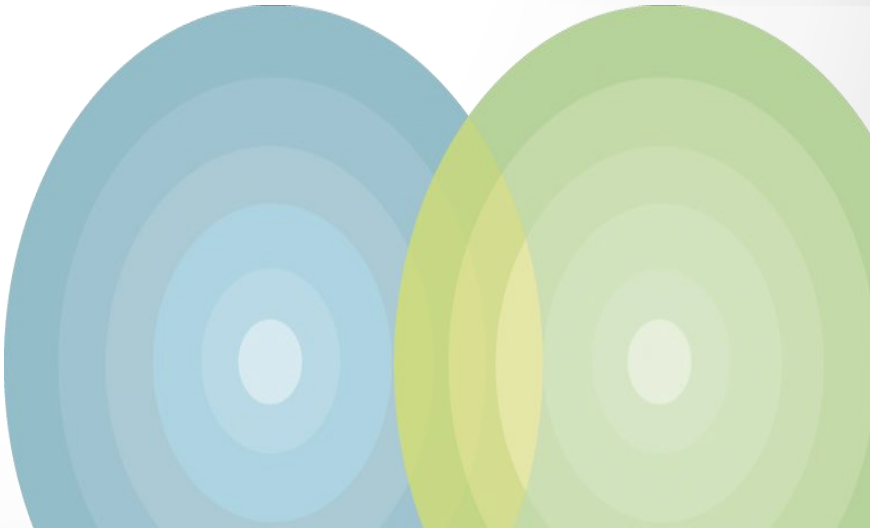
*The 3VQ™ David Emerald

In groups

- One member of the group bring a "case" to discuss.
- The other members of the group use the tool to facilitate the conversation
- Feedback to the group



The power of the right questions

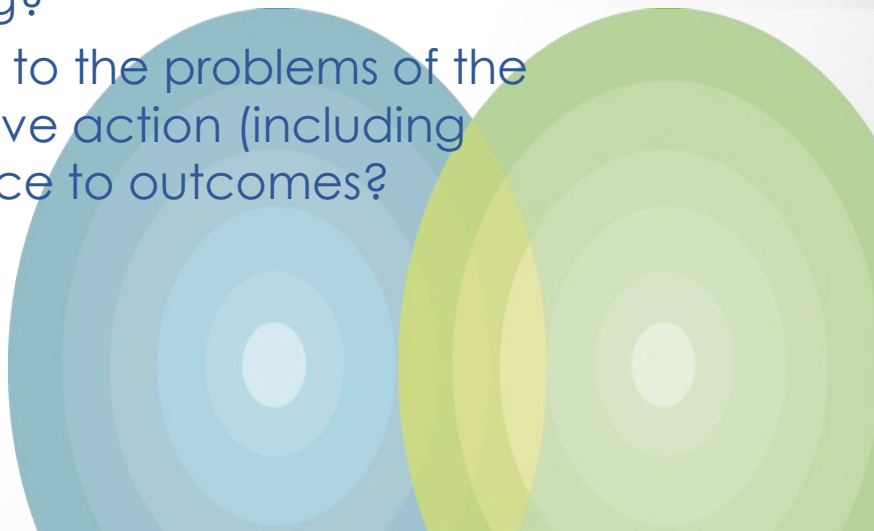


The 3 Vital Questions

1. Where are you putting your *focus*?
   - Are you focused on problems or outcomes?

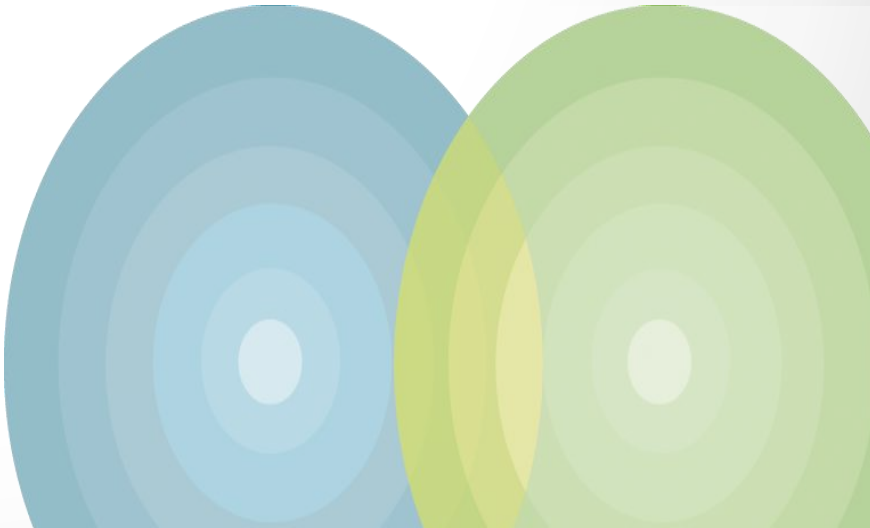
2. How are you *relating*?
   - How are relating to others, your experience, and yourself?
   - Are you producing or perpetuating drama or empowering others and yourself?

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?



The power of questions

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

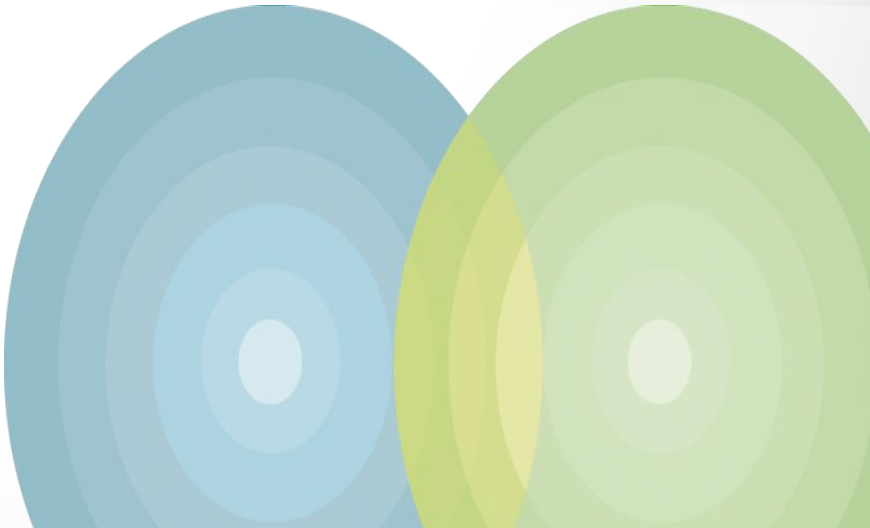


The power of questions

- What information do you need before proceeding?
- What is urgent?
- What does the child/young person need from us?
- What is your overall desired outcome?
- In the light of our reflection what is your overall summary of where we are?
- What do we need to do next?
-

The Power of Questions

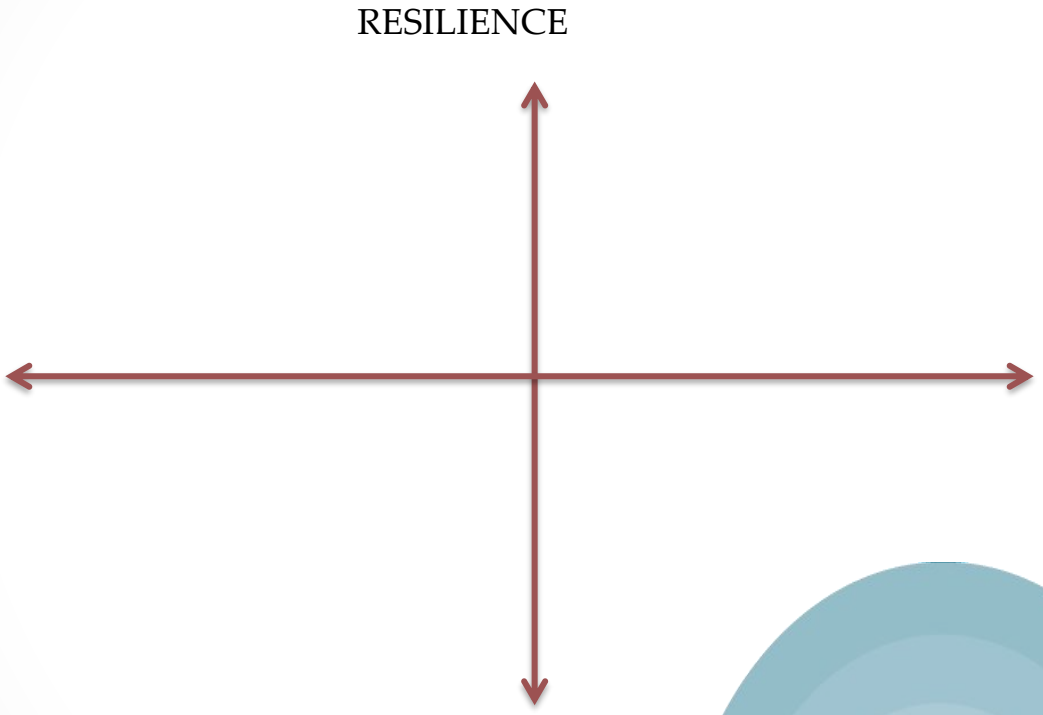
- What contingency plans do you need?
- Who else needs to be involved and what do you want from them?
- How well equipped do you feel to undertake this?
- What can I do as your supervisor that would be helpful?



Good open questions to ask during supervision

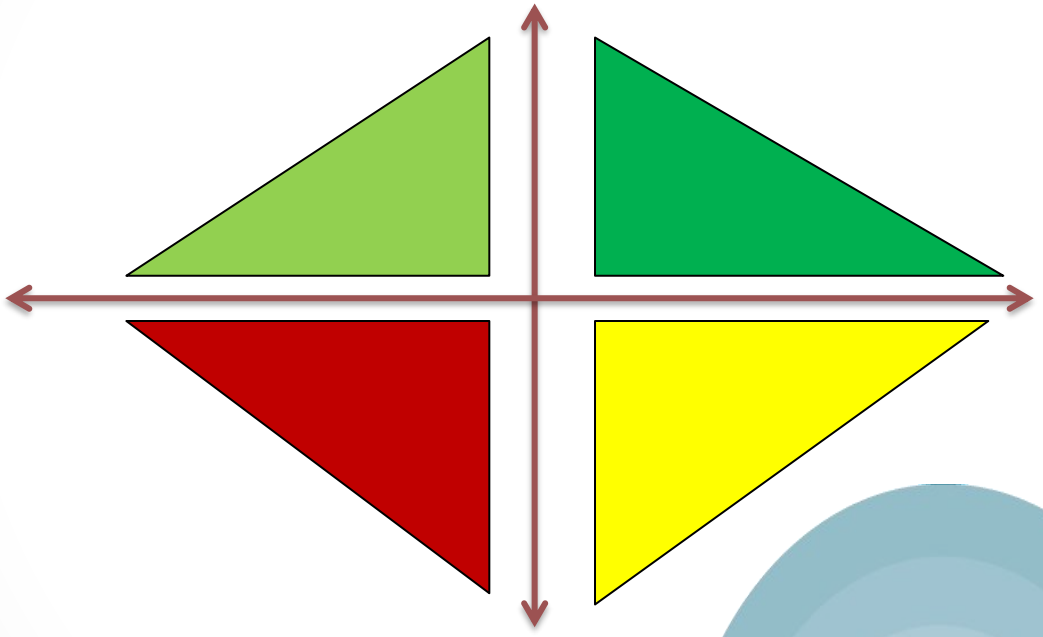
- What is happening now that is working well with this child
- What is happening now that tells you there is a problem
- Where do you want this to be by…..
- How will you measure your success
- Who else may be able to help
- How can we ensure that the child/young person is informed/involved
-

Resilience and Vulnerability Matrix



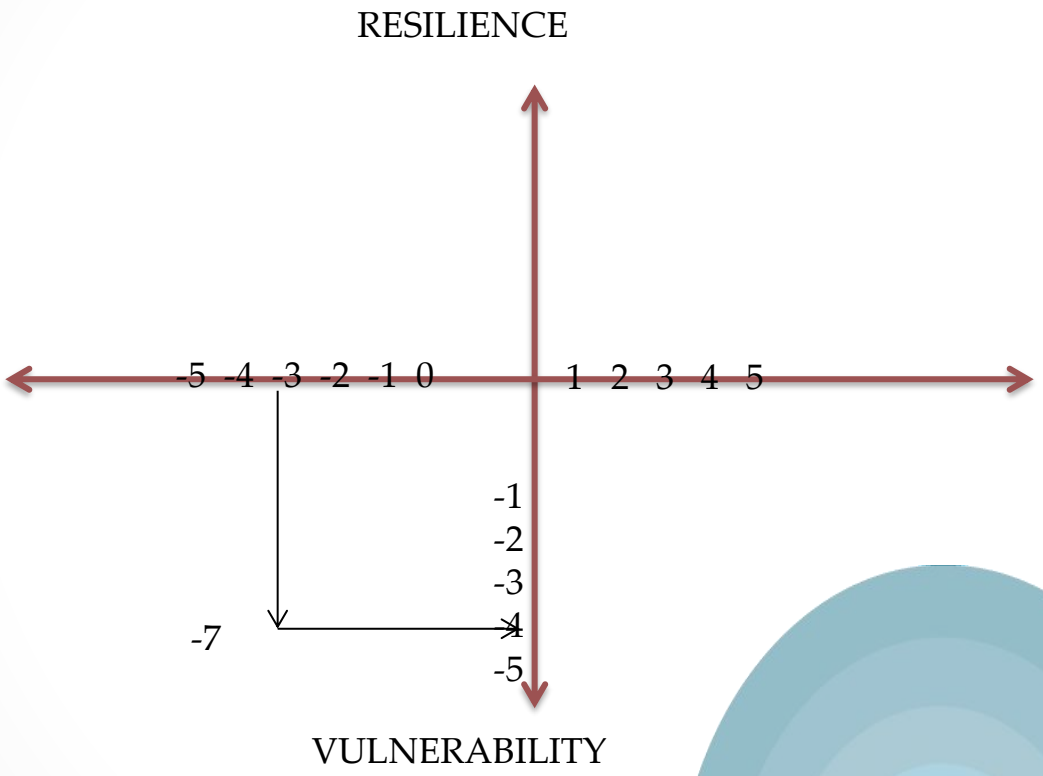
RESILIENCE

Adverse
FACTORS



Protective
FACTORS

VULNERABILITY


RESILIENCE
Adverse FACTORS
-5 -4 -3 -2 -1 0
1 2 3 4 5
Protective FACTORS
-1
-2
-3
-4
-5
-7
VULNERABILITY

May 2012

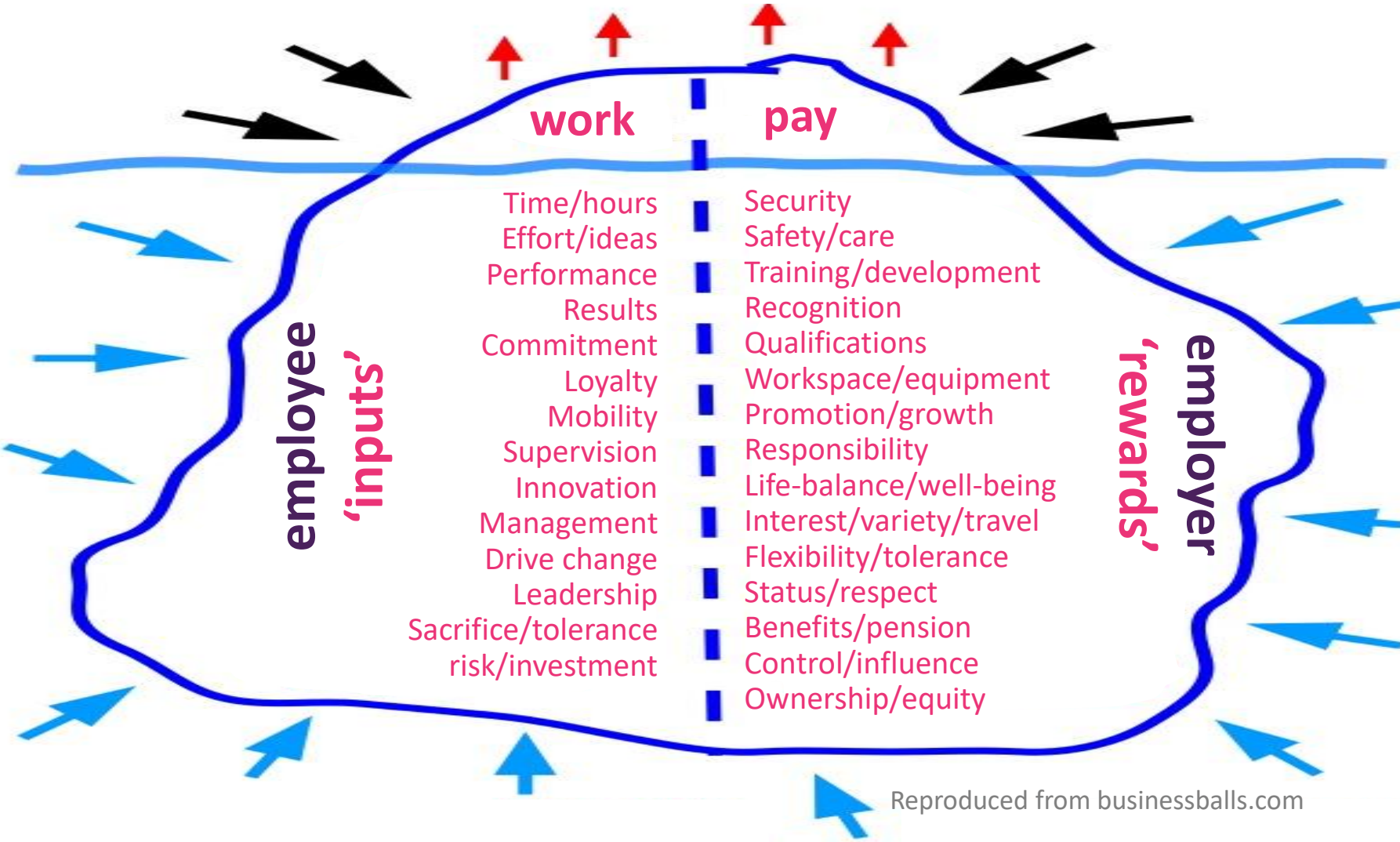
The psychological contract

The Fifth Link … Partnership

The psychological contract

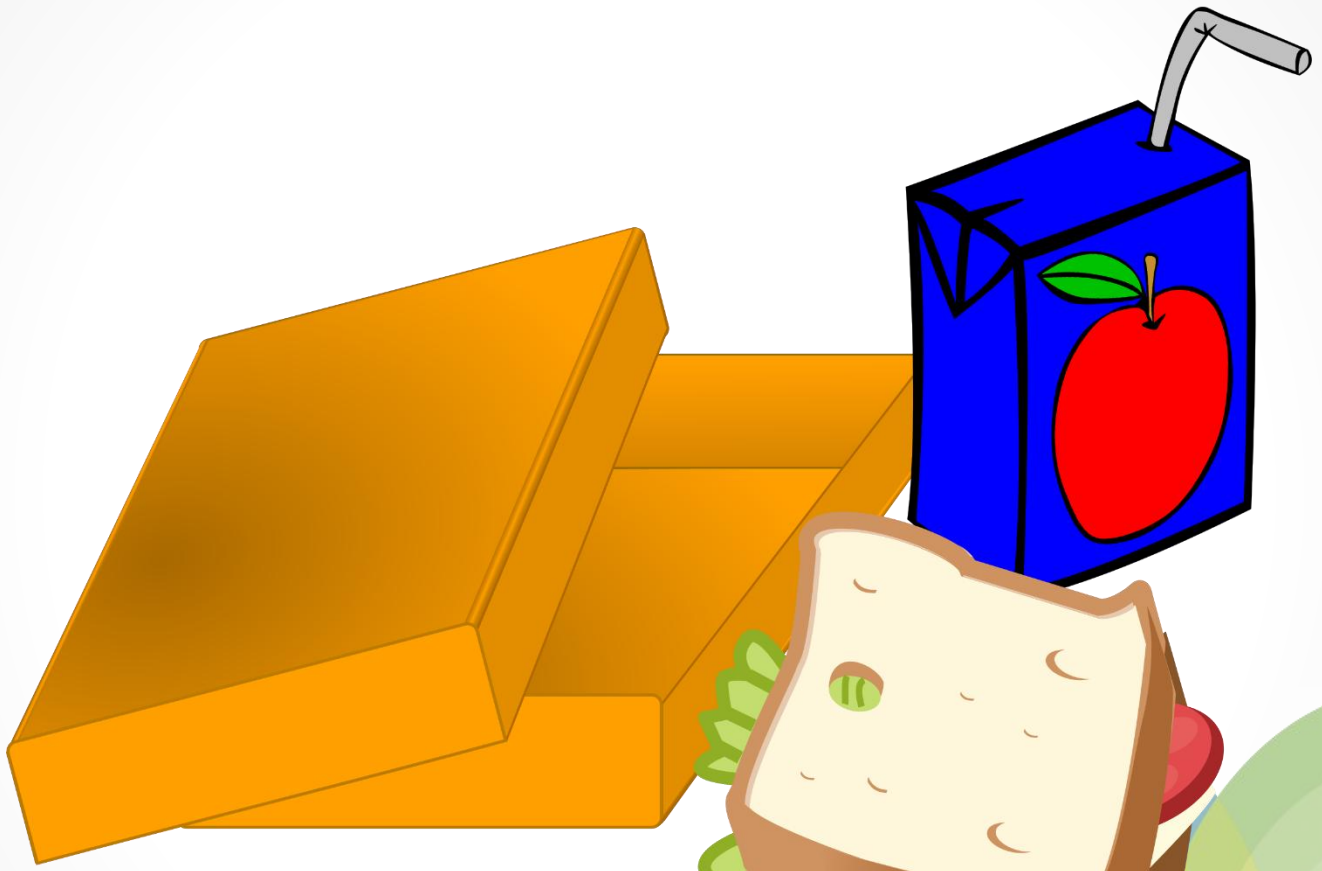
The Psychological Contract has been defined as '…the perceptions of the two parties, employee and employer, of what their mutual obligations are towards each other.'

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.



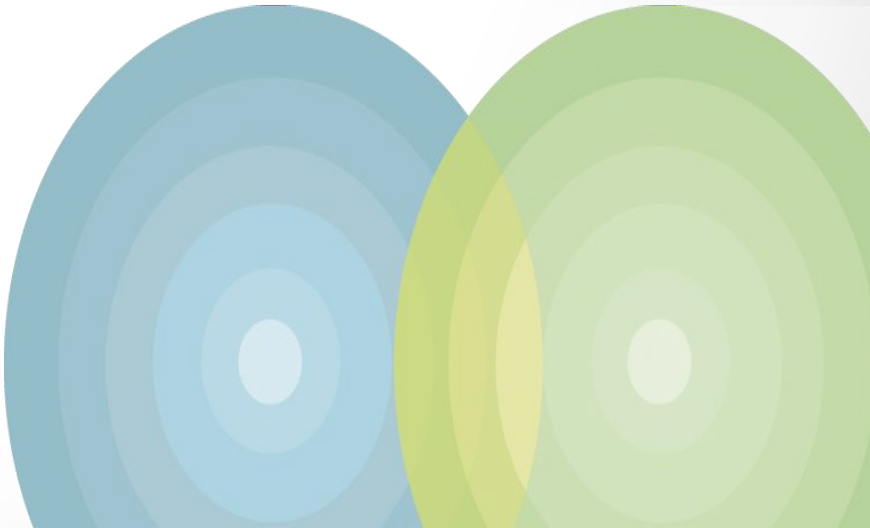
Reproduced from businessballs.com

Enjoy your lunch



Exercise

In groups consider the following scenarios and how you would deal with them



Scenarios

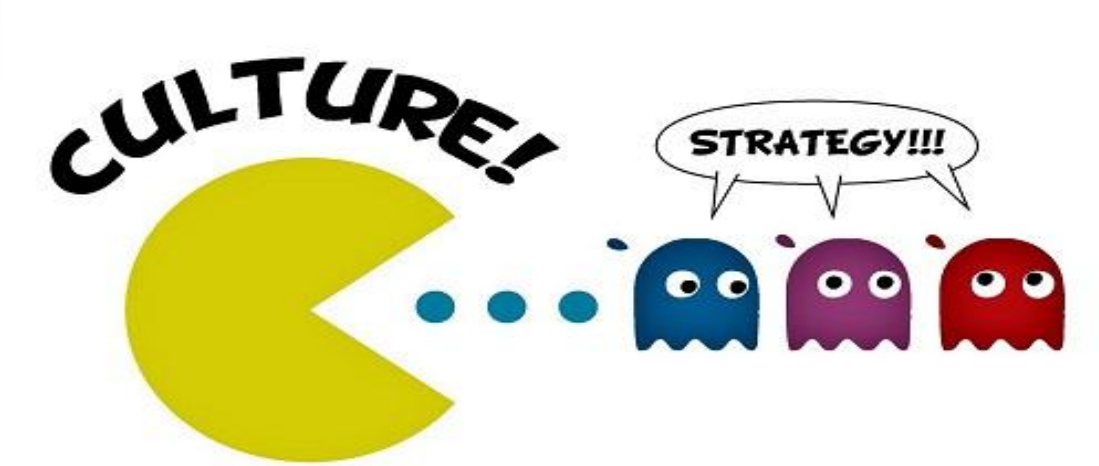
1. A supervisee comes to supervision and asks for advice re. whether to raise with a parent concerns about the neglect of their child and making a referral to Social Care
2. A supervisee states that they have had a disagreement with a colleague about how concerns about a child



Scenarios

- A supervisee talks about working one to one with a child where they became dysregulated and threw things at them
- A supervisee discusses issues that are going on privately for them which is impacting on how they cope with work i.e. a close family member being involved with social care re. the care of their own child
-

Remember



- *Culture eats strategy for breakfast!*
-

Organisational Culture

- Research evidence highlights that the attitudes and behaviors of leaders, managers and staff are essential for creating an organizational culture in which good quality care and effective safeguarding flourish. A range of studies characterize 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.

How can we support Culture

- Start dialogue where needed
- Start your own consistent deliver
- Emphasise the benefits
- Role model positive attitude towards supervision
- Be proactive in ensuring that each session is worthwhile



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.

- Can you think of a time where you have experienced this, either with a family or with staff?

-



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.

- Can you think of an example of when you have witnessed/experienced this?

-

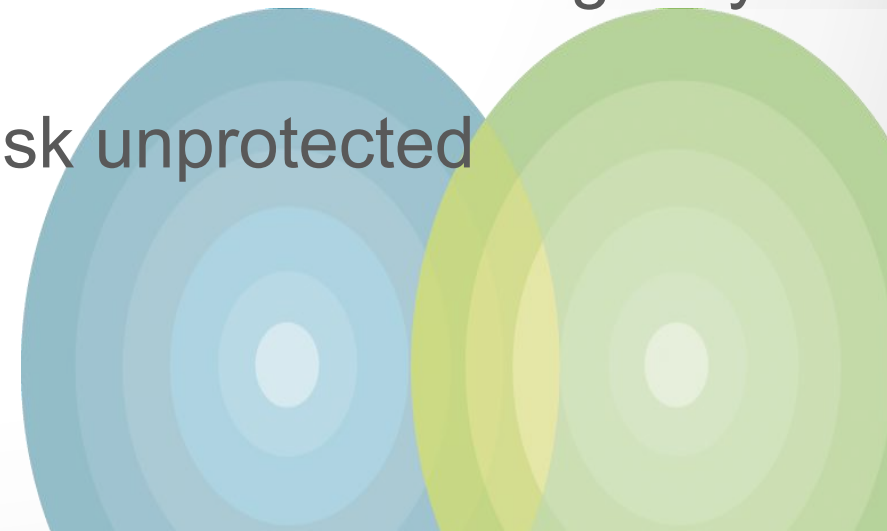
Disguised Compliance / unconscious bias

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…

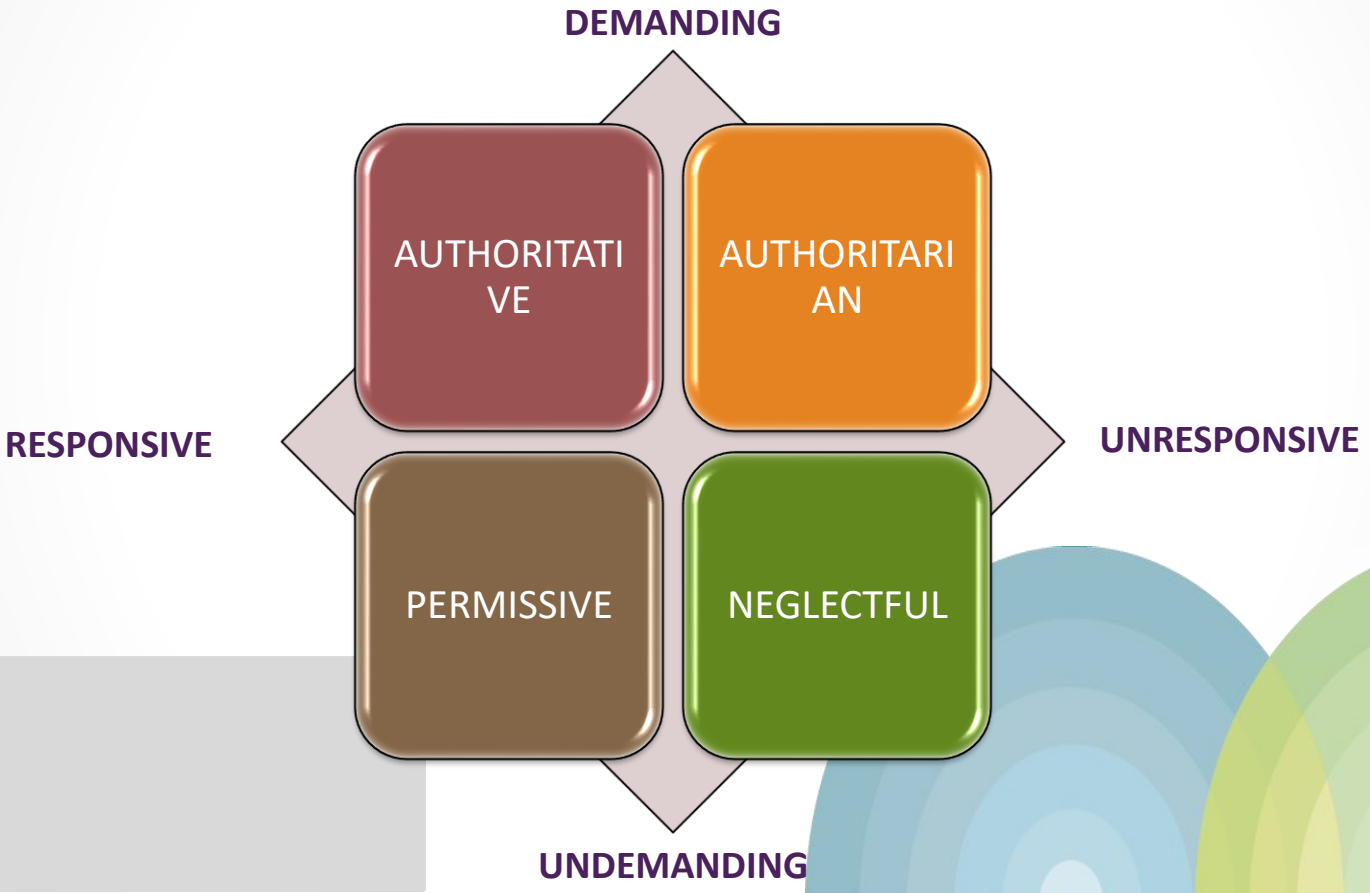
- Risks may actually be increased
- Workers fail to recognise and report significant issues of concern (DV, drug/alcohol misuse), misinterpret vital information and lose inter-agency communication.

The child remains in a high risk unprotected environment.



-

Styles of Supervision

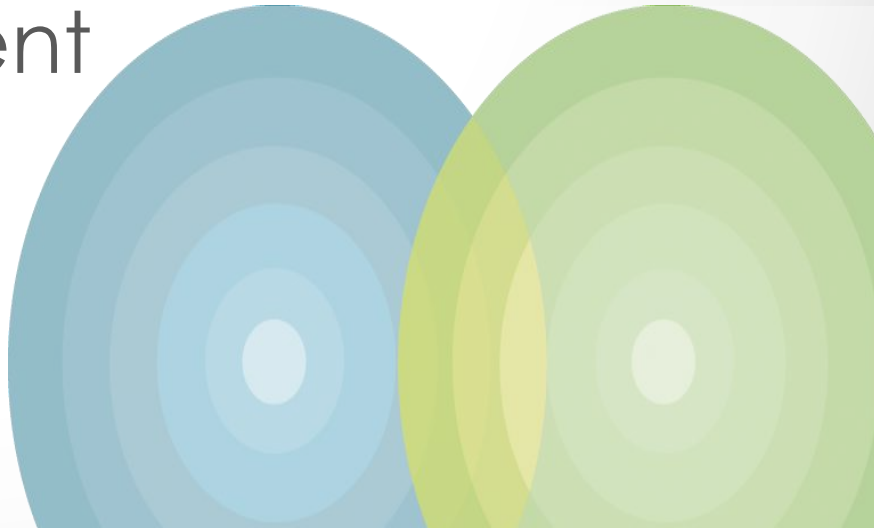


Wonnacott (2012),

Criticism of social work practice for being insufficiently authoritative, i.e. Peter Connelly Serious Case Review (Haringey LCSB, 2009), argues that what is required is a style of supervision that is both **demanding and responsive.** Where the supervisor is clear about expected standards and provides a safe environment for supervision. Wonnacott suggests that failure to remain in the authoritative zone may result in increased worker anxiety and dependence or a lack of trust and accountability

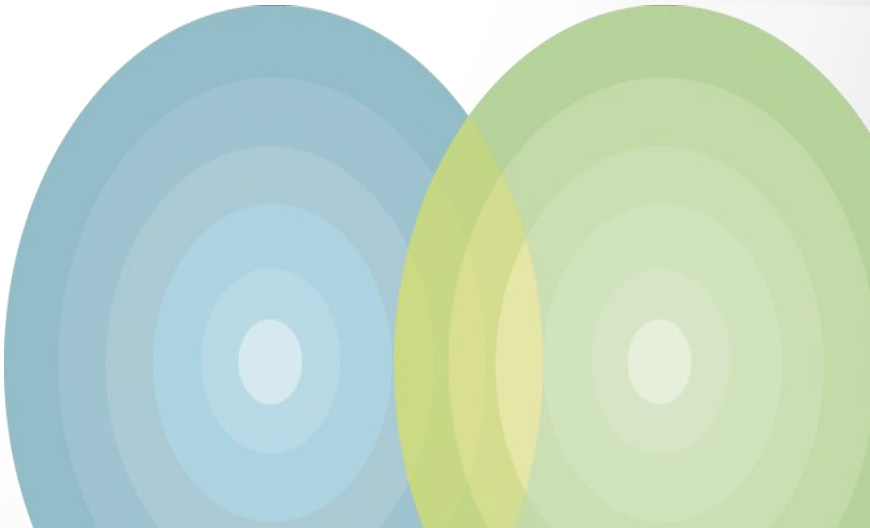
How are you doing

- Feedback in terms of your supervision delivery
- Ask open questions i.e. what would make supervision better for you? What is working well? What could we change?
- Review the agreement



Recording and Confidentiality:

- In groups consider the issues around recording that may occur including confidentiality?

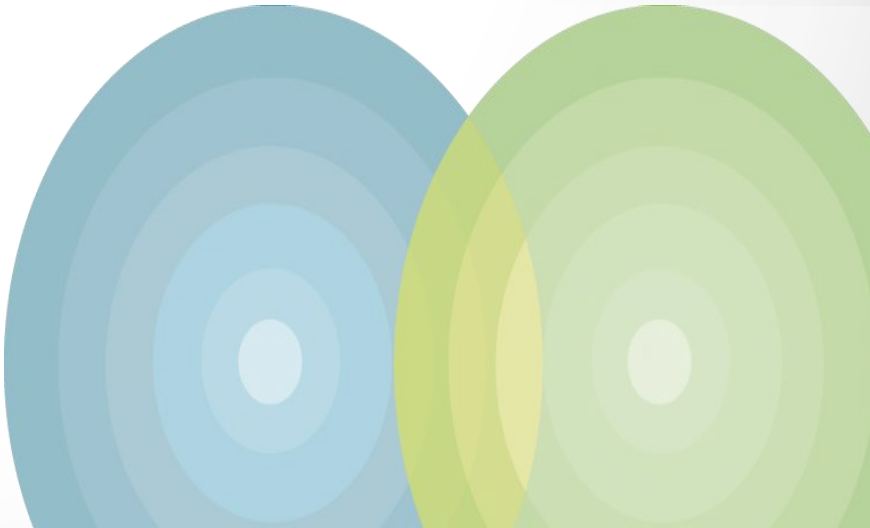


Recording

- All recording in accordance with the organisational policy
- Succinct – no need to write everything discussed particularly in the welfare area
- Clear definition between fact and opinion
- Clear actions connected to discussions
- Defensible decision making
- Clarity around agreement and where stored and who has access to them
-

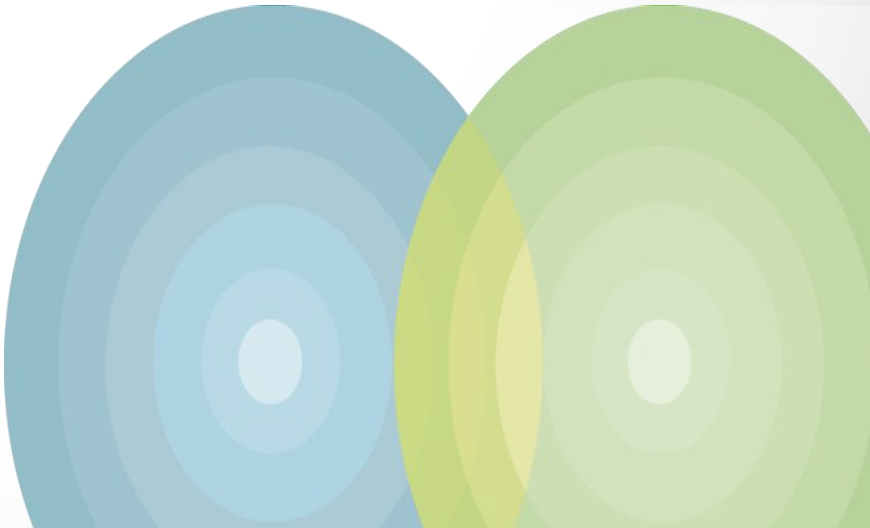
Confidentiality

- Clarity around who can access/see supervision notes
- Where stored
- How to deal with disagreements in regard to notes



4x4x4 Model

- Experience
- Reflection
- Analysis
- Action Planning



Questions for Experience

- What are the facts as we know them at the moment?
- What happened?
- Who said what?
- Who was involved or in the vicinity?
- What happened just before the incident?
- What has happened recently with this young person and their family?
- What are our main concerns?
-

Questions for reflection

- How do you think the young person is/was feeling?
- How are/were you feeling?
- Are there any cultural or contextual issues?
- What was the child's body language telling you?
- What knowledge, research is informing your views?
- How did you help the child/young person to feel heard, respected etc.?
- How do you feel now about the situation?
- What might you do differently next time?

Questions in Analysis

- What might be going on for each person?
- What do you think are the main issues that need to be addressed?
- What do you consider the likely influence/cause in this situation?
- What else may be happening here?

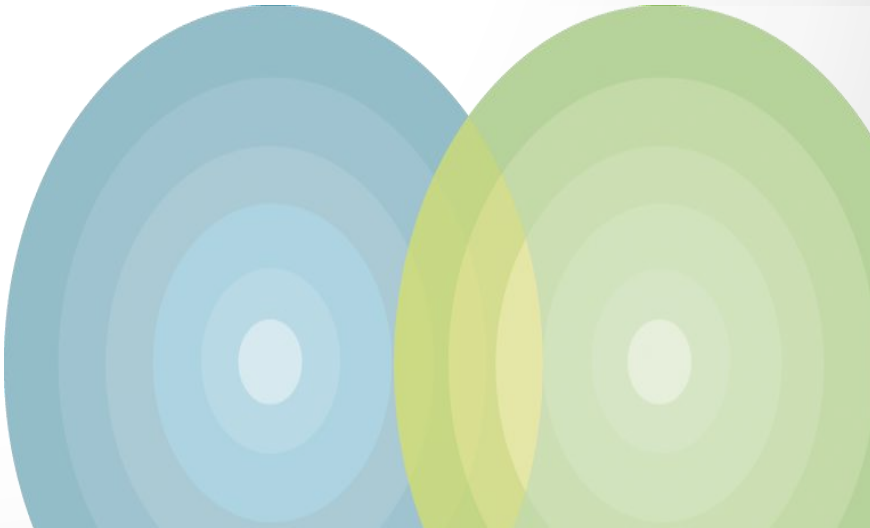


Action planning

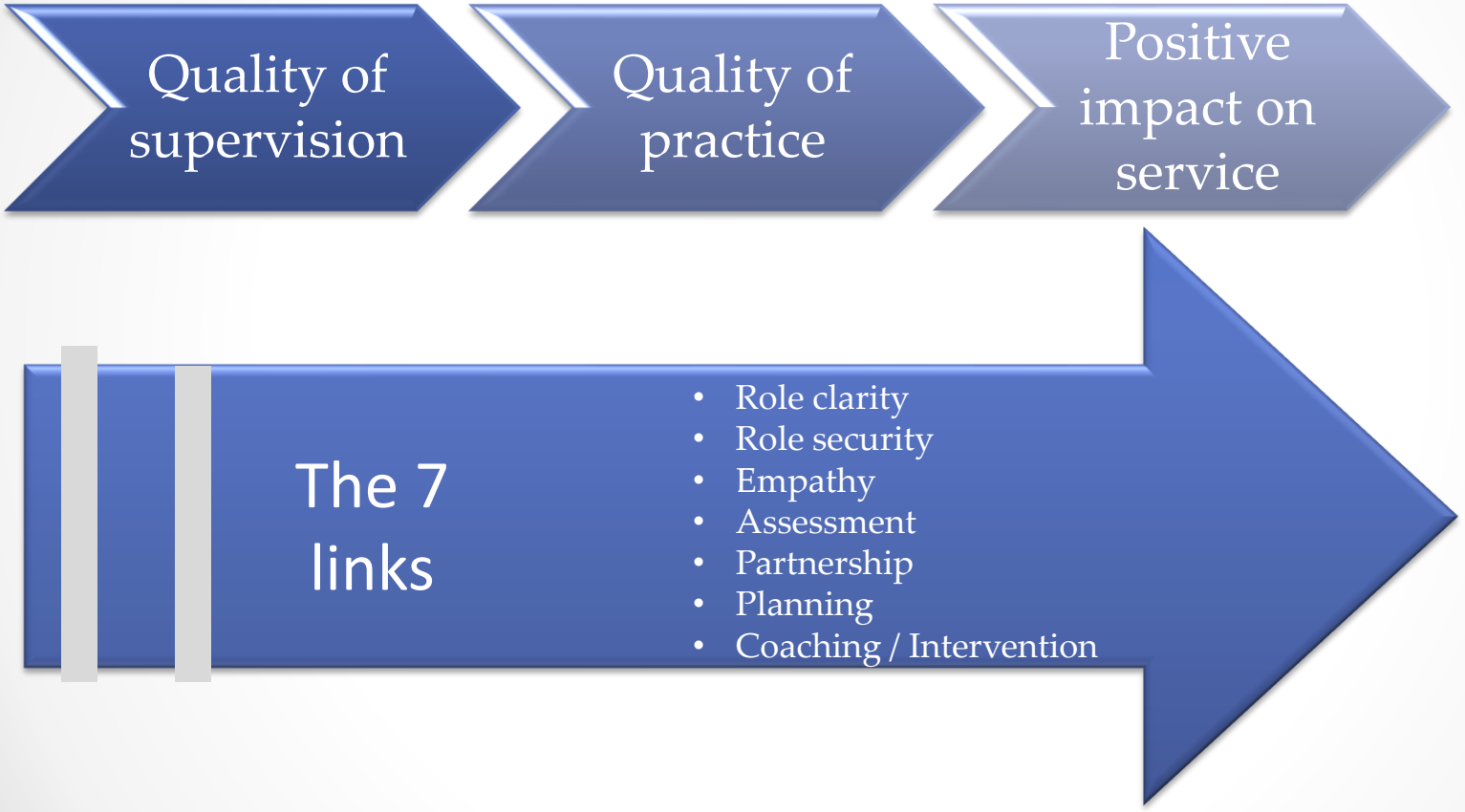
- SMALL STEPS
- Ensure that they are related to the analysis
- Keep your eye on the outcome not the problems
- Always review – what is working, what is not – do we need to continue or change tact
-

Putting it into practice

- In groups someone bring alone a case to discuss. The rest of the group use the 4x4x4 model to ask questions.



The **supervision outcome** chain..



UBUNTU…


If you want to go fast
go alone.
If you want to go far
go together.
African proverb

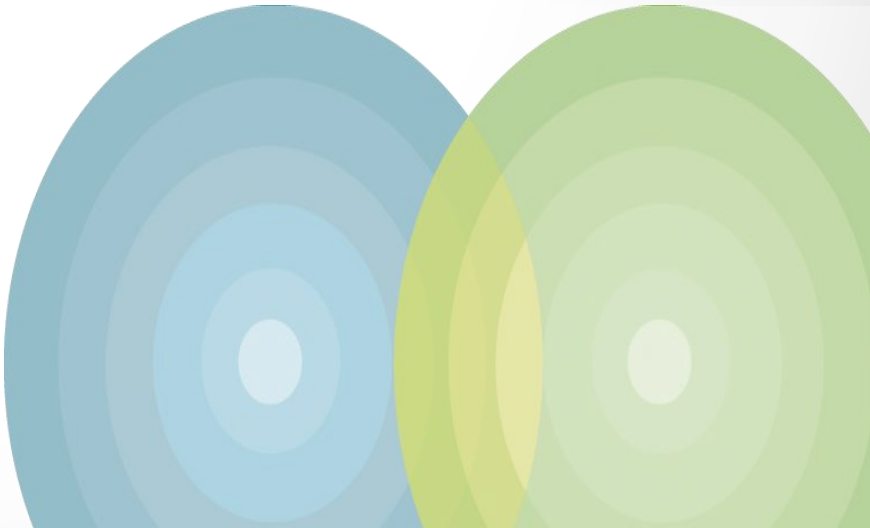
What happens now

- Evaluation
- Receive their certificate
- Access to resources
- Email re. queries – Kat.Aukett@dialogueltd.co.uk



Questions / Comments

- Any questions or comments
- Anything to share with colleague



Thank you

- Thank you for your engagement over the last couple of days.
- Good luck with your future endeavours

