

## **MODEL FOR MULTI-AGENCY PROFESSIONAL REFLECTIVE DISCUSSIONS**

**It is recommended that this document is sent to all professionals with their invitation in order to inform attendees of the purpose of the meeting and allow them time to prepare.**

**The meeting will be chaired by the Team Manager or Assistant Team Manager in Social Care.**

The importance of multi-agency professionals having the chance to meet as a group has been highlighted as good practice in a recent SCIE Review and Eileen Munro emphasised the need to build on working together by 'sharing the lessons and reducing the risk'. As a result, "Professional Reflective meetings" are encouraged where a child has been subject to a child protection plan for over 12 months. This model is not exclusive to child protection cases and is recommended for use in any case where professionals feel 'stuck'.

The cycle below offers professionals a model for their professional reflections (the red cycle demonstrating the least effective way). The aim of the meeting is to do something different, to steer away from direct discussion of the child/family and to focus on the professionals – do all professionals have the same goal? Is everyone working with the same assumptions/hypothesis about what could be happening for the child/ family? What, if anything can the professional team do differently in order to effect change? Are the interventions keeping the child safe?

The model below offers a way for professionals to reflect, tease out issues and agree a way forward for the child. Professionals are encouraged to bring their own chronologies of their work and a preparedness to have an open, safe discussion.

Recording: the expectation is that the social worker will record that a meeting has been held, noting any change of hypothesis or specific actions agreed.

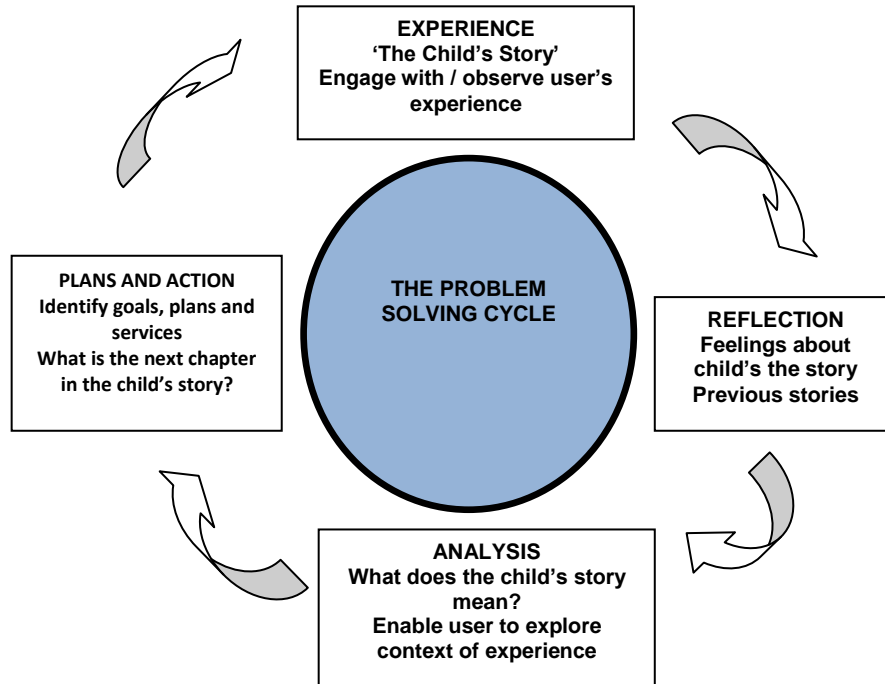
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Service Manager

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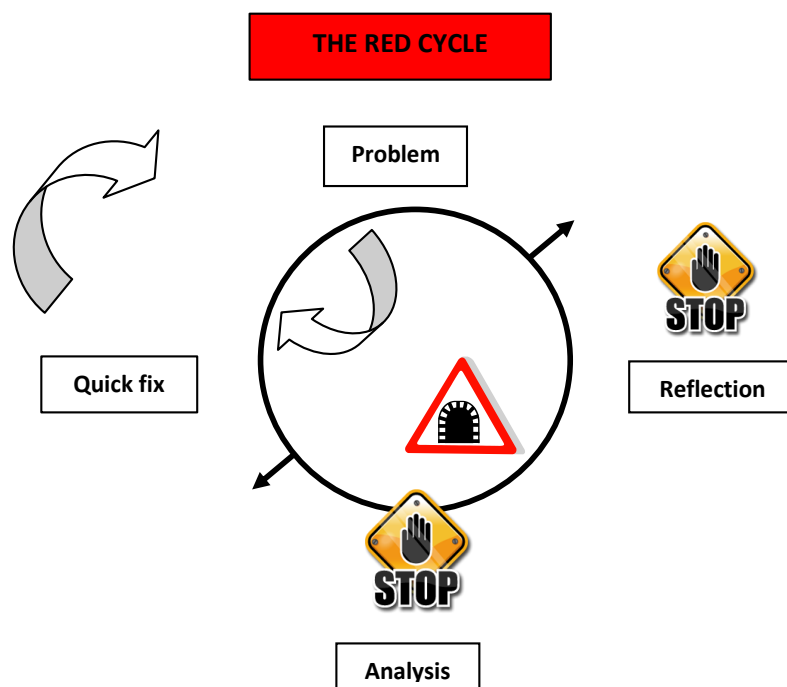
## THE WAY THAT OFFERS OPPORTUNITIES FOR REFLECTIVE PRACTICE:

### THE MODEL:



*The Supervision Cycle (adapted from T Morrison (2005) Staff Supervision in Social Care Pavilion Brighton UK Fig 18 p155)*

## THE WAY THAT ACTS AS A BARRIER TO REFLECTIVE PRACTICE



*Symptoms of a Red Cycle compromised environment (adapted from Morrison T, (2005))*

## USEFUL QUESTIONS TO IMPLEMENT THE MODEL IN CHILD PROTECTION PRACTICE

**Guidance: the facilitator begins by explaining that the meeting will encourage and expect all members of the meeting to answer each question for themselves and then at the end of each section or as a conclusion to the meeting, will assist the group to identify themes and opportunities.**

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| <p style="text-align: center;"><b>EXPERIENCE – WHAT IS THE CHILD’S STORY?</b></p> <p><b>These questions aim to assist professionals to recall events – detail is important to inform the next steps.</b></p> <ol style="list-style-type: none"> <li>1.What was your understanding of the aim of the child going on to a cp plan?</li> <li>2.What was your role and what did you expect to happen in the past 12 months?</li> <li>3.In your view what has happened over the last 12 months?</li> <li>4.As an important member of the child protection core group, what have you done to achieve change in the family situation? (interventions, actions)</li> <li>5.Over the last 12 months, what has surprised or puzzled you and what or who was hard to observe?</li> <li>6.What were the key moments?</li> <li>7.In hindsight, can you give one example of what, in your view, went according to plan and what did not. ?</li> <li>8.What was your experience of working to one shared plan over the last and did you agree with any changes that were made?</li> </ol> <p><b>Facilitator summarises key points:</b><br/>Identify different perceptions of the core group, differences in assumptions, differences in expectation. What are the next steps in the child’s story?</p> | <p style="text-align: center;"><b>REFLECTION – PROFESSIONAL’S FEELINGS ABOUT THE CHILD’S STORY.</b></p> <p><b>This part of the cycle aims to draw out feelings and underlying views/assumptions.</b></p> <ol style="list-style-type: none"> <li>1.What did you think/feel / understand at the start of the cpplan?</li> <li>2.What views/feelings / opinions / assumptions/ expectations did you bring to the case conference?</li> <li>3.Describe the range of views/feelings you have had during the plan?</li> <li>4.What patterns did you observe from your point of view ? – are these informed or constrained by your professional understanding / training / expertise</li> <li>5.What other factors might influence how you, the user or the core group felt or reacted? E.g. gender, race/ expectations of or disagreement with prior decisions regarding need for conference</li> <li>6.Who in the family seemed least or most comfortable and at what points? Is this connected to your role? What information did you have or would like to have had to inform plans/ action. What does the child’s story mean?</li> <li>7.What thoughts/ideas went through your mind during the plan?</li> <li>8.What was left unfinished? Can you identify the reasons why this may have happened?</li> </ol>  |
| <p><b>ACTION PLANS – these questions help to translate the analysis into planning, preparation and action (outcomes, success criteria and potential complications and contingency plans).</b></p> <p>In the light of the reflection and analysis done by the core group, what’s your overall summary of the needs, strengths and risk for the service users in this situation?<br/>What are your aims in the next phase of work?<br/>What is urgent and essential?<br/>What would be desirable?<br/>What is negotiable and what is non-negotiable in this situation?<br/>What would be a successful outcome of the next cp conference from your perspective?<br/>What would be a successful outcome at the next cp conference from the user’s/child’s perspective?<br/>What might be the core group’s strategy for the next conference?<br/>How can the user be engaged? What does he or she need from you?<br/>What contingency plans do you need? What is the bottom line?<br/>On a scale of 0-5, where 5 is total confidence, how confident are you that the child is being safeguarded?<br/>What alternatives are there which could be effective?<br/>What can I do that would be helpful at this stage?<br/>What can be done to minimise any dangers?</p>                          | <p><b>ANALYSIS – These questions will help to probe the meaning given to different situations by core group members and will begin to prompt consideration of other explanations.</b></p> <ol style="list-style-type: none"> <li>1. List 3 assumptions you and the user brought to the session/ conference?.</li> <li>2. How did you see and how did you experience your role in this situation?</li> <li>3. In your view, what aims/outcomes were or were not achieved by this plan? What did you want or expect to achieve and why / how did this occur or not occur</li> <li>4. In your view, what went well or not well and why?</li> <li>5. If the user was asked what was happening during the plan, what do you think they would say?</li> <li>6. How do you and how do the group respond to and acknowledge the views, perceptions and actions of the child/ service user within the CP plan – what do you do with this information and insight?</li> <li>7. How would you explain what happened? Can a common theme be identified in explanation of events?</li> <li>8. How far has the plan confirmed or challenged your previous understanding or hypothesis about this child and family?</li> <li>9. What new information emerged?</li> <li>10. What are the current strengths, needs, risks for the different users?</li> <li>11. What are the current strengths, needs, risks for the different users?</li> <li>12. What conclusion are you drawing from this work so far?</li> <li>13. What can be done to minimise any dangers? Or increase understanding of and development of strategies to identify and reduce risk?</li> </ol> |