



The Bromley

RELATIONSHIP MODEL



THE LONDON BOROUGH

ABOUT THIS DOCUMENT

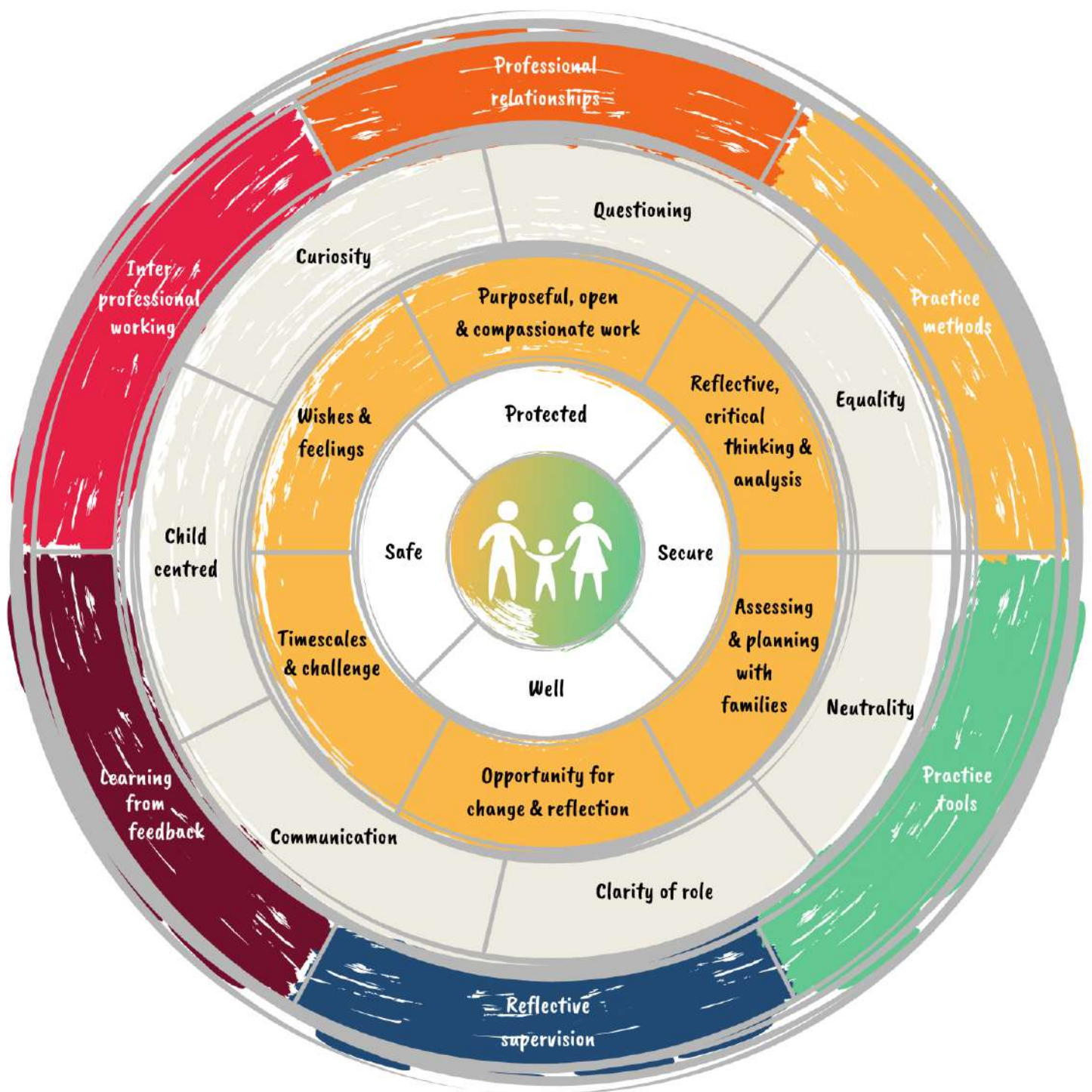
Welcome to the Bromley
Relationship Model Toolkit.

This Toolkit has been designed to
help our practitioners support our
families with consistent, purposeful
and engaging social work.

CONTENTS

The Bromley Relationship Model	4
Our vision	5
Our purpose	6
Our aims	7
Our 7 key social work behaviours	8
Our principles	9
Our enablers	11
Implementation plan	24
Our tools, templates and activities	27

THE BROMLEY RELATIONSHIP MODEL



Our vision



Our purpose



Our aims



Our social work behaviours



Our enablers

OUR VISION

By working together with agency partners, we will ensure that every child in Bromley has the right help at the right time to keep them safe, and to meet their needs, so that they achieve, thrive and reach their full potential

OUR PURPOSE

We have two broad purposes:

- 1. We will protect children and young people from harm and make sure their welfare is promoted within their families, where this is consistent with their safety and wellbeing.**
- 2. We will safeguard vulnerable children and young people, prevent youth offending and consistently protect the public.**

OUR AIMS

By implementing the Bromley Relationship Model:

1.

We will engage in purposeful, open and compassionate work with the whole family system.

Our children and their families will benefit from consistent relationships with practitioners who understand what must change and who strive for inclusive involvement.

2.

We will use reflective, critical thinking and analysis to evaluate and integrate multiple sources of knowledge and support options.

3.

We will gather evidence to create and co-produce meaningful assessments and plans with families. We will build self-efficacy in families. We will promote significant and sustained change in families that is proportionate to the risks of harm identified.

4.

We will use every conversation and interaction with children and families as an opportunity for change and reflection.

5.

We will provide timely interactions and work with our families meeting appropriate timescales and we will challenge families' non-engagement with persistence, tenacity and respect.

6.

We will make sure that the wishes and feelings of every child, young person and family is consistently sought, heard and considered.

OUR 7 KEY SOCIAL WORK BEHAVIOURS

CURIOSITY

Our practitioners understand the perspectives and feelings of individual family members and clearly communicate this with them.

QUESTIONING

Our practitioners convey an understanding that motivation for change, and the ability to move toward that change, resides mostly within the family and therefore they focus on efforts to elicit and expand it.

EQUALITY

Our practitioners behave as if their work with families is occurring between two equal partners, both of whom have knowledge that might be useful in solving the problem under consideration.

NEUTRALITY

Our practitioners actively foster the perception of choice by our families, as opposed to attempting to control their behaviour or choices.

CLARITY OF ROLE

Our practitioners set out and maintain a focus for their work whilst demonstrating flexibility in response to the agenda of our families.

COMMUNICATION

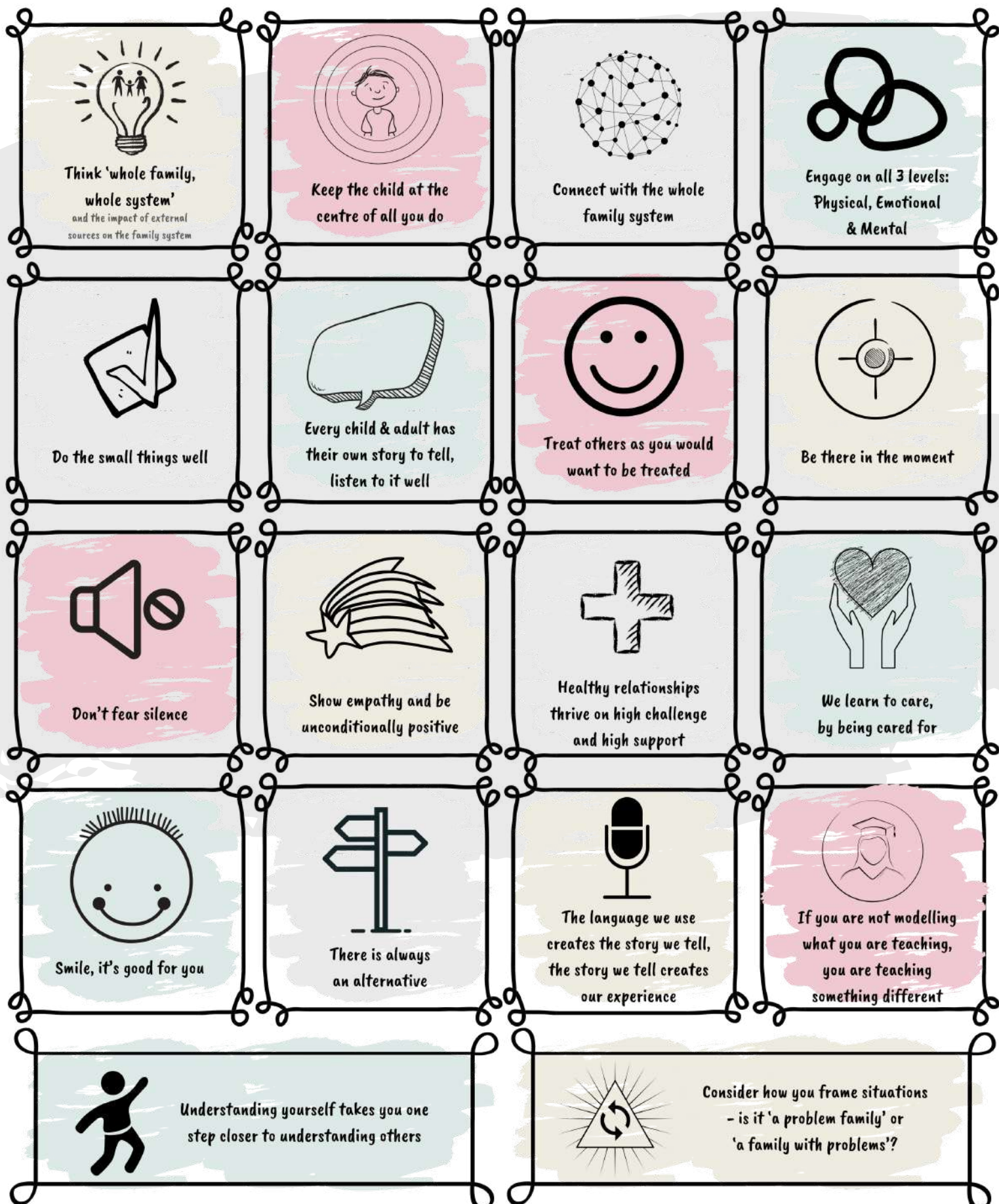
Our practitioners are clear about the reasons for professional involvement and can communicate clearly and honestly with the family.

CHILD CENTRED

Our practitioners ensure that the child is meaningfully integrated into discussions to enhance the understanding of the child's needs within their family.

OUR PRINCIPLES

The following principles should underpin everything we do and how we do it:





OUR ENABLERS

Our six organisational enablers will collectively give our staff the tools, skills and approaches they need to deliver the Bromley Relationship Model:





ENABLER 1

PROFESSIONAL RELATIONSHIPS WITH COLLEAGUES AND SERVICE USERS

WHAT WE WILL DO

Our leaders, managers and practitioners strive to create meaningful, respectful and transparent relationships with their colleagues; our children, teenagers and young adults; and our families.

HOW WE WILL DO IT

- Our leaders create a culture where we promote skills in forming relationships.
- Our senior leaders model meaningful, respectful and transparent relationships with staff.
- Our leaders, managers and practitioners demonstrate our seven social work behaviours to support motivation to change in their everyday practice.
- Our children, teenagers, young adults, parents and carers are encouraged to actively exercise choice and control in their lives, with our practitioners motivating and enabling them to be part of their solution to their problems.
- Our practitioners can interchange between encouraging children and families to change the story of their family life (narrative practice) and collecting relevant information (normative practice).
- Our leaders and managers provide routine observations of practitioners to give feedback on the use of the seven social work behaviours and narrative practice skills.
- Our leaders, managers and practitioners constantly collect feedback from children and families to improve the quality of practitioner relationships.

WHAT WILL HELP US

- Our *Social Work Practice Standards* include:
 - clear standards and expectations for our leaders, managers and business support staff which promote meaningful, transparent and respectful behaviour
 - clear moral and ethical statements of intent clear references to the seven social work behaviours to support motivation to change
- Our senior leaders engage in monthly, facilitated reflective practice discussions to manage their collective leadership.
- *Development Workshops* include individual 'live' coaching to provide detailed feedback on 'real' performances.
- Our *Practitioner Workshops on Narrative Practice Approaches*, provide training in practice observations and the skills required to give feedback.
- Our quality assurance processes and practice reviews (audits) incorporate data collection and analysis on the quality of the relationship between our practitioners and our children, teenagers, young adults and families.





ENABLER 2

PRACTICE METHODS

WHAT WE WILL DO

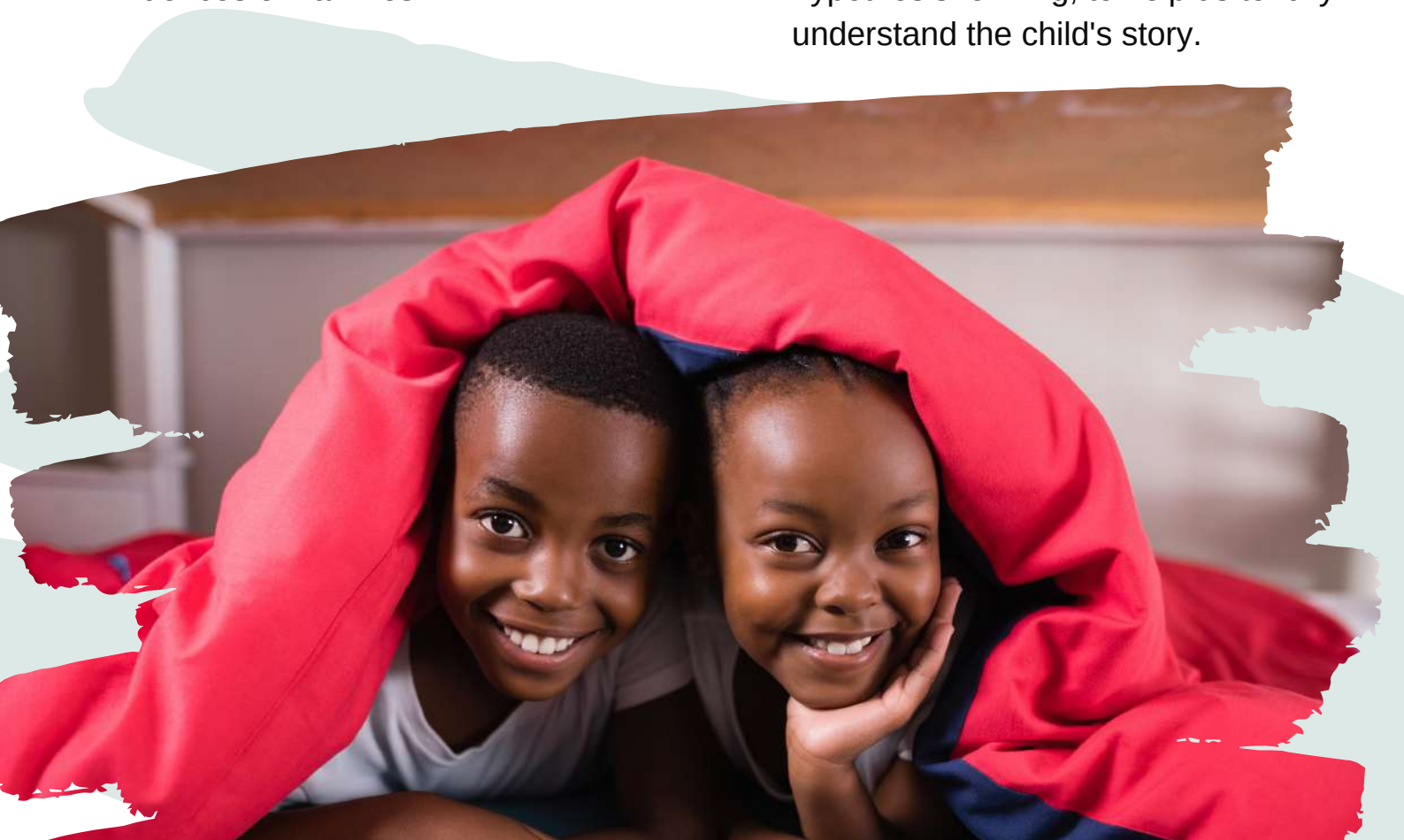
Our practitioners will explore the family in its widest context by using a mixture of curiosity, hypothesis forming, skilled questioning and evidence-based practice.

HOW WE WILL DO IT

- Our practitioners consistently see the lived experience of the child in their family context.
- Our practitioners are curious, use skilled questioning and form informed hypotheses.
- Our practitioners are open to challenge on the evidence they have collected for its verifiability and reliability, and this will be examined in Team/Group supervision and reflective discussions.
- Our assessments take account of the influence of the family environment and history on the child's development and the way their parents can perform their caring roles.
- Our practitioners will use family group meetings/Family Group Conferences (where appropriate) as a natural approach to explore how wider family members and friends can help to support families.

WHAT WILL HELP US

- Our assessments and plans will include relevant people, who are important in the child's life, including family, friends and professionals.
- Our assessment forms prompt practitioners to examine relevant environmental and historical influences on families.
- Our practice prompts encourage practitioners to convene family meetings to aid assessments and support.
- Our senior level, decision-making and advisory panels make use of curiosity, skilled questioning and hypothesis forming, to help us to fully understand the child's story.



Context refers to the family's environment. Research has shown that what goes on around a child and their family can strongly influence the way a child develops and the way parents behave. Environmental factors should always form part of an analysis of a child and their family.

Curiosity encourages multi perspectives about an issue or incident. There is rarely one truth about anything so generating different viewpoints can help practitioners develop a better understanding of the child and their family.

Social work practice often involves making judgements. To guard against unfair or unjust judgements, practitioners should develop **hypotheses** which are unproven suppositions tentatively accepted as a basis for investigation. Hypotheses should be verified and or rejected on the basis of **evidence** collected.

The **skilled use of questions** helps to create opportunities for people to think about their stories in new ways. Good questioning can provide an openness and possibility in conversations that are the basis for change.



ENABLER 3

PRACTICE METHODS

WHAT WE WILL DO

Our social work practice makes regular use of genograms, eco maps, chronologies and other tools to explore family patterns, with the family and to act as a guide when forming an analysis of family dynamics/functioning in order to make effective intervention and safety plans together with families.

HOW WE WILL DO IT

- Our practitioners routinely use a variety of practice tools to encourage family members' and perspective carers' to reflect on their relationships and to explore family functioning.
- Our practitioners prompt families to tell their stories.
- Our practice supervisors routinely use genograms, eco maps, chronologies and other tools in group and individual supervision.

WHAT WILL HELP US

- Our procedures and *Social Work Practice Standards* require each child to have a detailed genogram, eco map and chronology included on their case record (as appropriate) and require the use of these in supervision with practitioners.
- Our Practice workshop on analysis in assessment, incorporates the use of these tools.





ENABLER 4

REFLECTIVE SUPERVISION

WHAT WE WILL DO

Our practitioners use reflective conversations in supervision to work effectively with families. During group supervision; facilitators use skilled questions and a reflective style to promote critical thinking and discussion, in order to ensure that Children and families are receiving the right support at the right level.

HOW WE WILL DO IT

- Our practitioners are prepared for each conversation they have with children and their families.
- Our practitioners are motivated and want to be involved in presenting their Children and families in case discussions/group supervision.
- Our supervisors use appropriate methods and skilled questioning to organise group supervision/team-based case discussion.
- Our supervisors and practitioners record evidence of reflective supervision on the child's case records.
- Our service areas hold regular and routine team-based case discussions/group supervisions.

WHAT WILL HELP US

- Our *Social Work Practice Standards* include recommendations and guidance about how to prepare for conversations with children and their families.
- Our team-based case discussions/group supervisions are given high priority by the Senior Management Team (SMT).
- Our practitioners understand and use our prompts and guides in team-based case discussions/group supervisions guide.
- Our practice reviews (audits) are used to measure reflective supervision.





ENABLER 5

LEARNING FROM FEEDBACK

WHAT WE WILL DO

Our leaders, managers and practitioners actively seek feedback from our children and their families, fellow professionals and other agencies on our social work involvement so that we can learn about what we are doing well and also what we need to do differently.

HOW WE WILL DO IT

- Our supervisors and managers work closely with practitioners and observe routine practice. We actively seek feedback from our children and their families to support our practitioners ongoing practice and to ensure that we are offering an excellent service to families.
- Our families are regularly invited to provide feedback on the service they are receiving.
- Our leaders and managers undertake regular 360° feedback on the impact of their performance.
- Our performance data is made available so everyone in the service can review it and make recommendations for improvements with open discussions about performance data being held in team meetings and other management forums.
- Our leaders, managers and practitioners have a co-ordinated approach to learning about themes arising from complaints from families.

WHAT WILL HELP US

- Our *Feedback Prospectus* sets out a co-ordinated approach to eliciting, analysing and learning from feedback in each service area.
- Our Senior Management Team (SMT) engages with multi source feedback via regular 360° reviews and practice observations.
- Our families are given information about how their feedback is being used to develop and improve our services.
- Our supervisors are trained to actively seek feedback, undertake practice observations and provide practitioners with feedback on their performance.
- Our supervisors use the monthly case review (audit) programme to contact children (age appropriately) and parents to seek feedback on our involvement with them.
- Our SMT uses feedback to guide each phase of the Bromley Relationships Model implementation process.





ENABLER 6

INTERPROFESSIONAL WORKING

WHAT WE WILL DO

Our practitioners actively elicit the views of other professionals so that we can incorporate and value their involvement in our Social Work practice so that we can achieve better outcomes for our children and their families.

HOW WE WILL DO IT

- Our practitioners proactively seek permission to share relevant information with other professionals.
- Our practitioners use the views of other professionals and agencies to help improve outcomes for our children and their families.
- Our practitioners invite other professionals to discuss ways of engaging with our children and their families.
- Our practitioners regularly invite other professionals to team-based reflective discussions/group supervisions.

WHAT WILL HELP US

- Our service defines relevant contributions from other professionals and agencies and, where appropriate, develops an engagement strategy to increase their role in supporting improved outcomes for our children and their families.
- Our assessment and decision-making forms explore and define the role of other professionals in their activity.
- Our team-based reflective discussions regularly involve other professionals.



IMPLEMENTATION PLAN

BRM ACTIVITY	PURPOSE	INTENDED OUTCOME	BY WHOM	START DATE	REVIEW DATE
10 week course for Team Managers Phase 1 Cohort 1	To teach the basic knowledge and skills of the model.	Team Managers will begin to test out the model using the framework in supervisions, appraisals, case discussions, performance meetings.	<ul style="list-style-type: none"> Team Managers IRO CP Chairs 	Feb to April 2019	SMT June 2019
Identify Champions across the service Phase 2	Further develop the model within the organisation via BRM Task Group.	To start to integrate the model across the service. The 10 champions will act as a mentor for 2 trainees on the 7 week course to meet once monthly for 3 months. During this time they will support with integrating into practice and any dilemmas arising.	<ul style="list-style-type: none"> PSW Team Managers IRO CP Chairs 	Aug 2019	Oct 2019
Workshop to be developed to teach the basic skills and knowledge of the model. The workshop will take place over a 7 week period for once a week. This course will be for up to 20 staff Managers and Senior Practitioners. Phase 2 Cohort 2	More Managers and Senior Practitioners will become familiar with the model and start to use the learning in their interactions with families and professionals.	We will start to integrate the model further. Professionals, staff and children and families alike will notice that we are improving how we communicate with them. Families will feel listened too and part of the process.	<ul style="list-style-type: none"> PSW Team Managers 	Oct 2019	Nov 2019

BRM ACTIVITY	PURPOSE	INTENDED OUTCOME	BY WHOM	START DATE	REVIEW DATE
Development of practice based tools for interventions with Children, young people, families and staff. Like Cultural Genograms, Eco Maps, cycle of change, life span and understanding emotional intelligence. Phase 2	To better integrate the model across the service and with support for staff learning and development.	We will gain confidence when working with Children, Families and Staff. There will be a better understanding of BRM and we will depositing into the relationship bank, to ensure that there is a good foundation to our relationships with others.	<ul style="list-style-type: none"> • PSW • Champions • HoS 	Aug 2019	Jan 2020
Development of the Bromley Relationship Supervision Package. With tools and guidance. Phase 3	To provide a safe place for ongoing reflection, self development and progress with children and families.	Staff will feel supported by Managers and as a result the foundations of long lasting relationships will be formed. Staff will receive consistency in supervision across the service and as a result will be emotionally well. Children and Families will receive the high standard of service they deserve.	<ul style="list-style-type: none"> • PSW • BRM Task Group • HoS 	Jan 2020	Feb 2020
Training Workshop for Cohort 2 staff in motivational interviewing and solution focussed practice. Phase 3	The model will now be further embedded. social workers will be familiar with the knowledge and skills and will have gained a breadth of fundamental knowledge and skills to confidently use the model across all areas of their work.	The model will start to be used more naturally.	<ul style="list-style-type: none"> • PSW • Champions • SP's trained in BRM 	Feb 2020	March 2020

BRM ACTIVITY	PURPOSE	INTENDED OUTCOME	BY WHOM	START DATE	REVIEW DATE
Identify 10 new Champions from Cohort 2 to provide support to Cohort 3. Phase 4	Further develop the model within the organisation.	To start to integrate the model across the service. The 10 champions will act as a mentor for Social Workers in Cohort 3.	<ul style="list-style-type: none"> • PSW • Champions • SP's trained in BRM 	Jan 2020	Feb 2020
Delivery of Workshop for 20 staff. Phase 4 Cohort 3	Managers, Senior Practitioners and Social Workers will continue to become familiar with the model we will ensure that all staff are aware of how to use the model.	The model will start to be used more naturally as more than half of the social care staff in service are using the model. The ongoing workshops will ensure that any turnover of staff is considered.	<ul style="list-style-type: none"> • PSW • Champions • Assistant champions trained in BRM 	Feb 2020	May 2020
Development and Implementation of BRM Supervision workshop. Phase 5			<ul style="list-style-type: none"> • PSW • BRM Task Group • HoS 		
Development and implementation of BRM significant harm workshop, model and tools to accompany this. Phase 6			<ul style="list-style-type: none"> • PSW • BRM Task Group • HoS 		

IT IS ENVISAGED THAT THE IMPLEMENTATION WILL CONTINUE FOLLOWING REVIEW AND FEEDBACK. THE IMPLEMENTATION WILL FOLLOW THE SAME FORMAT AS THE ABOVE.

OUR TOOLS, TEMPLATES AND ACTIVITIES



We are creating a number of tools to help our practitioners support our families with consistent, purposeful and engaging social work.

These include:

**FAMILY
GENOGRAMS**

**REFLECTING
DISCUSSIONS**

**CULTURAL
GENOGRAMS**

**PERPETRATOR
SESSIONS**

**PURPOSEFUL
VISIT TEMPLATE**

**SYSTEMS
THINKING**

More tools are
added regularly

Produced by:

Children's Services
London Borough of Bromley
Civic Centre
Stockwell Close
Bromley BR1 3UH

