



PEER REFLECTION GUIDE

Reflecting as a group allows for sharing of different perspectives, consideration of assumptions and biases, can provide emotional containment and promote team cohesiveness. Using open, exploratory questions helps reflection on practice, supporting socially constructed learning via sharing of knowledge and experiences.

Relationship-based practice

Relationships are the means through which we work collaboratively with individuals and families to establish a shared understanding of what needs to be done, and by whom, so that concerns about a child's wellbeing can be resolved.

However, emotionally heightened situations can trigger anxiety which may then be the foundation of other powerful feelings and responses, shame, guilt, aggression, withdrawal for example. The behaviour of individuals experiencing such feelings can create considerable challenges for establishing constructive relationships. It is critical for practitioners and practice supervisors to understand the impact of anxiety on responses to interventions.

The skill of the relationship-based practitioner is to be alert to the impact that anxiety may be having on the behaviours of individuals and families, and on their own professional conduct and responses. It is also key to think about how cultural factors might be impacting on an individual's behaviour, as well as the responses of professionals.



Supporting resources:

- > **Practising relationship based social work: Knowledge briefing**
- > **Difficult conversations in social care: Frontline briefing**
- > **Using narrative practice in direct work with children, families and adults: Frontline briefing**
- > **Working effectively with men in child and family social care: Frontline briefing**
- > **Trauma-informed responses in relationship-based practice: Video resources**
- > **Using a mentalising approach in social care: Frontline briefing.**



Facilitator notes:

1. Identify a suitable time with your team/group for this learning opportunity.
2. Decide whether you are meeting virtually or in-person. If in-person, ensure you have the means to play a video or podcast from the Research in Practice website.
3. **Log in** to your Research in Practice account. If you don't have one you can set one up [here](#).
4. Ahead of time review Section 1: Module 1 and Section 2: Module 3 of the Critical reflection and analysis learning pathway (see links below). Plan how you will use the text on the pages to introduce the session which is two parts.
5. **Part 1:** Play the two podcast clips to the group. (5 mins):
 - **Critical reflection and analysis learning pathway (Section1: Module 1) - Values and ethics: How do services and practitioners impact individuals and families?**
6. Ask your team/group to reflect on the key messages from the podcasts. Use the reflection prompts below to stimulate discussion.
 - How did listening to these clips make you feel about the power you hold in your role?
 - What challenges have you experienced in acknowledging and talking about power with the people that you work with, and how might you overcome these challenges?
7. **Part 2:** Play the video of Dr Sheena Webb explaining the window of tolerance. (4 mins).
 - **Critical reflection and analysis learning pathway - Professional-curiosity: Individual barriers and enablers of professional curiosity**
8. Ask your team/group to reflect on the key messages from the video. Use the reflection prompts below to stimulate discussion.
 - When you feel under pressure and stressed what helps you move back into your window of tolerance - to be curious and relational?
 - How can we ensure that supervision provides a safe space for expressing difficult emotions and emotional containment?
9. Ask everybody to make sure they have a Research in Practice account set up and remind them they can record their reflections on the landing page for the videos, so they have a record for CPD purposes (and can export these if needed).
10. Share the preceding page with the links to the supporting resources with the team/group. Ask them to select a resource that is relevant to a child, young person or family they are supporting and to reflect on how they might put the learning into practice. Discuss this at your next supervision session.