

Guidance for Practitioners

Relationships

Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To introduce the subject of 'relationships' and to begin exploring the types of relationships children and young people have and how they feel those people feature in their lives.
- To explore what a good or bad relationship looks like.
- To understand how to develop and maintain positive relationships.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

Guidance

- Introduce the subject of 'relationships' and explain that you are going to explore the different types of relationships the child or young person has, for example family, friends, boy/girlfriends.
- You will need the Relationship Grid worksheet and the example Grid.
- The child or young person should fill out the Relationship Grid which should take about 20 minutes by asking them to score these relationships on the grid to show who is close to them and who is less so (the practitioner can support the child or young person but it is important that you write exactly what they say).
- The grid is split into four sections to represent different aspects of their lives – for example home, peer group, school, wider family. The circles radiating out of the centre represent how close they feel to a person. They should put themselves in the centre of the grid and then place the people they have relationships with in the relevant sections. They may not need to use all four sections. The closer they place people to themselves on the grid the more important that relationship is to them (see example).
- Ask the child or young person to 'thought shower' the people they feel they have relationships with. This will help them to understand the different types of relationships they are involved in and compare them, for example the relationship they have with a teacher may not feel the same as the one they have with a parent/carer.
- Facilitate a discussion and ask for the child or young person to talk about their grid – why are some people closer than others, are they all good relationships? What aspects of those relationships are not so good (for example, parents may be close but want to control aspects of their lives - this should lead to a general discussion).



- Prompt questions could be: what helps now to maintain these positive relationships? How could the not so good relationships be better? How could we support you to improve your relationships?
- This should lead to some discussion about how they 'manage' relationships and the skills they have developed/could develop to help them do this, for example, compromise, taking control and ask them to suggest ways to improve relationships.
- Make the point that no relationships are ideal but that they are already using skills such as compromise, taking control, resolving conflict, to make them work better.
- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper with coloured pens, drawing pictures
- The child or young person with the support of the practitioner should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

Outcomes

- The child or young person should be able to identify who is important in their lives and understand these different kinds of relationships.
- The child or young person should be able to identify both positive and negative aspects of those relationships.
- The child or young person should have a better understanding of how to develop and maintain positive relationships.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

References

Copyright © 2011 Sheffield Futures, All Rights Reserved.



Derby City Council

Voice of the Child ...
so what difference will it make?

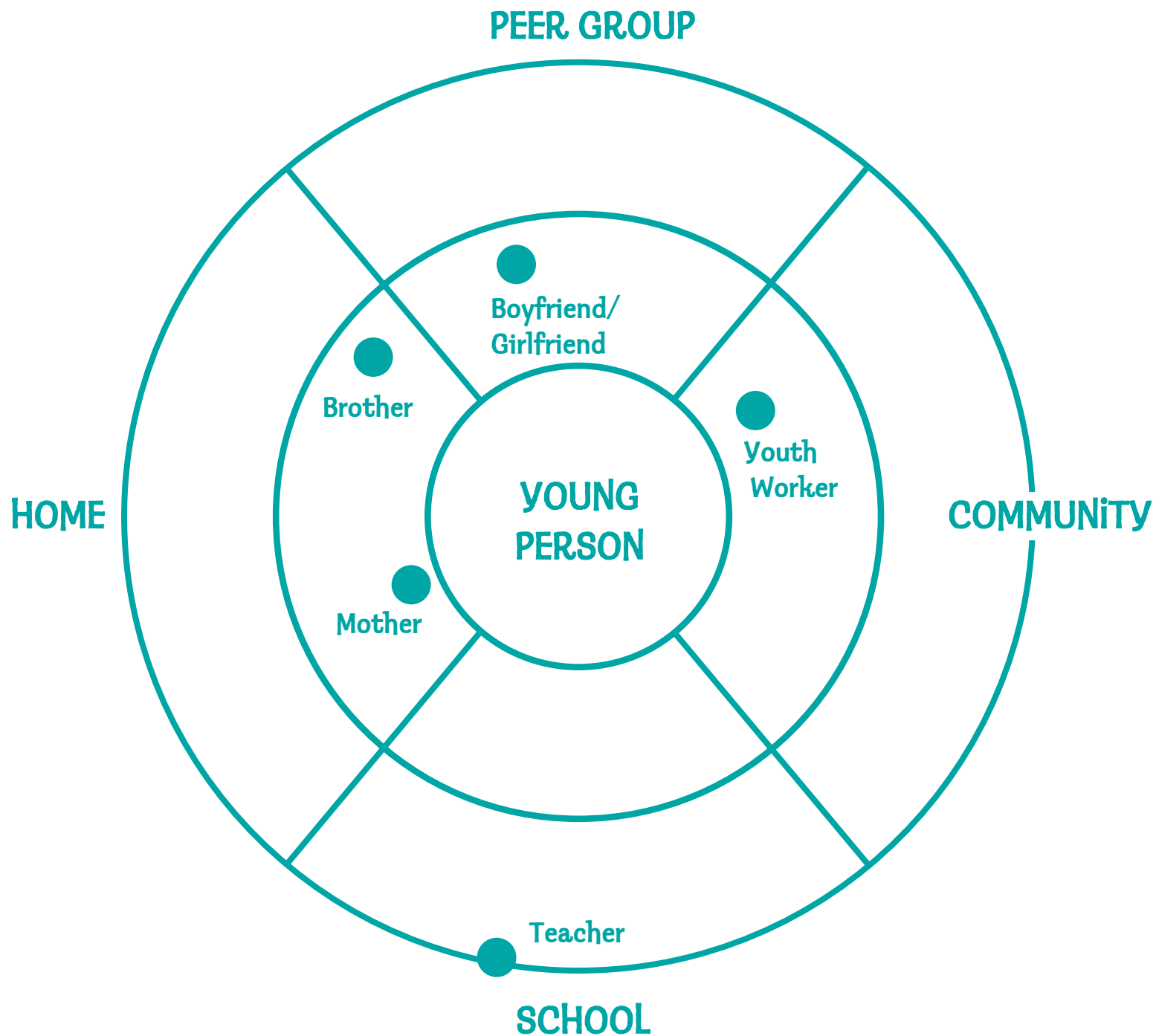
Relationships

Name Age.....

Today's Date

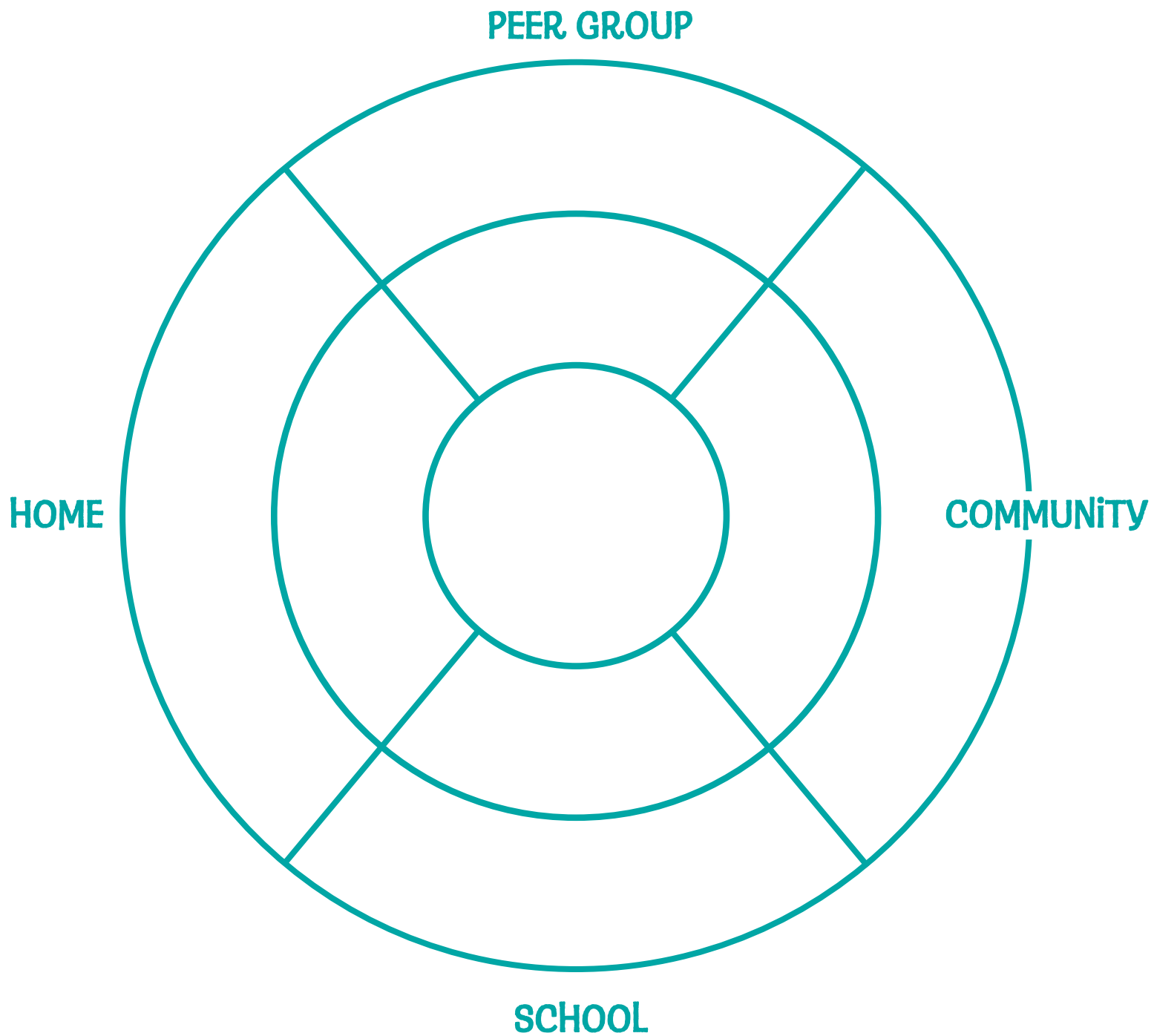
Relationships

Relationship Grid example



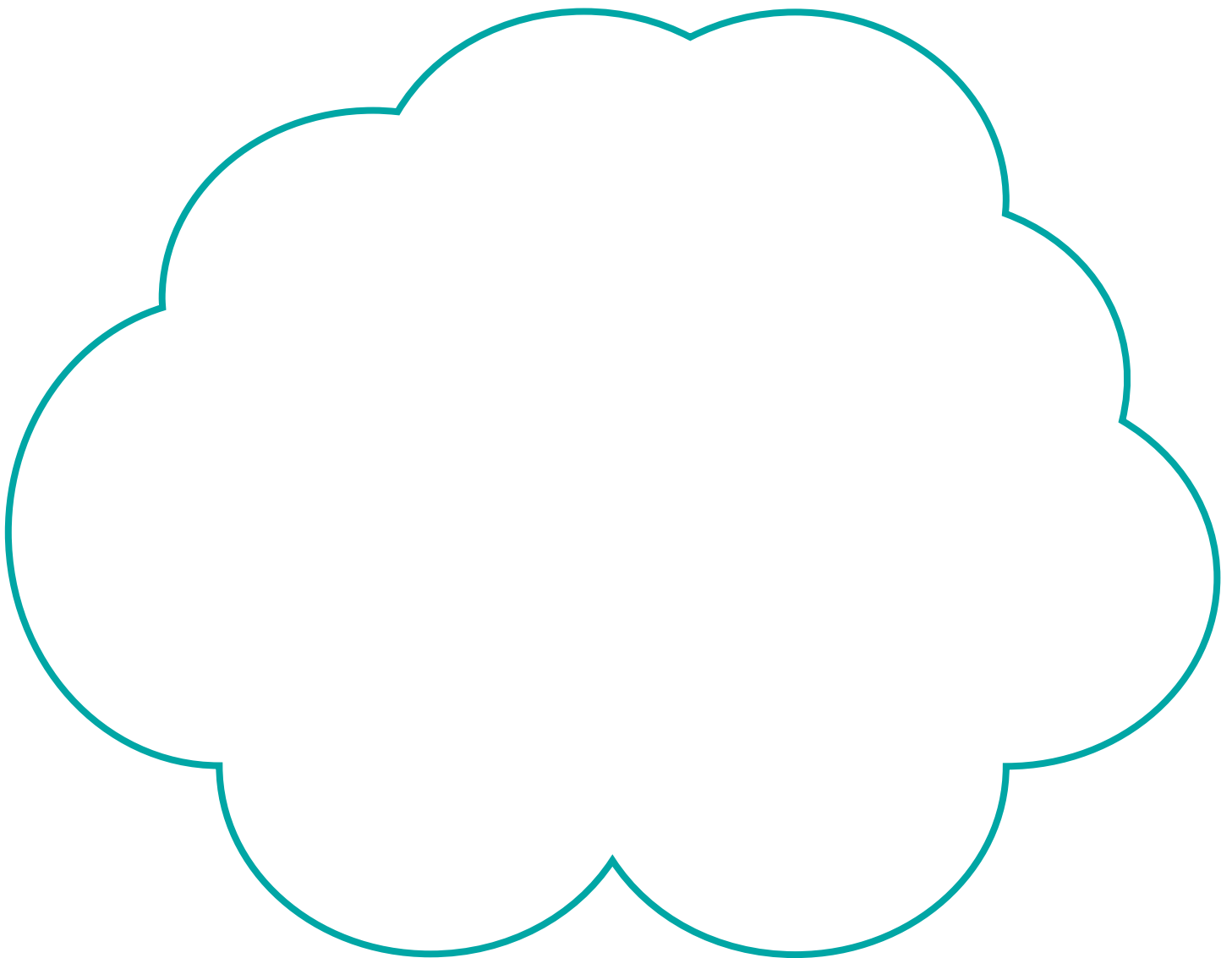
Relationships

Relationship Grid

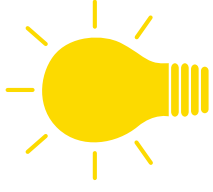


Relationships

Conversation Summary



Action Plan



Name

Date

What is going to help you?	How is it going to help you?	Who is going to help you?	When would you like it to start?
What else might help?			

Review



Name

Date

How much has it helped you?

A lot

A little

Not at all

--	--	--