

BRENT PRACTICE FRAMEWORK

Growing Together

March 2018





FOREWORD

I am pleased to introduce our Brent Practice Framework (BPF).

‘Growing Together’ articulates the key theories, values, principles and approaches that inform the way we work with children and families in Brent, and how we work together as professionals. In short, it describes the way we do things in Brent and why we do them that way.

Whilst the Framework itself may be new, there is much contained within it that will be familiar. This is because it represents the continuation of our journey in Brent, reflecting and building on what we have achieved to date, and forms a base from which to shape and achieve our ambitions for the future. It provides a structure through which everyone can be part of working together to achieve our shared outcomes for children and families. It helps to provide everyone who works with us, and those who may be interested in working with us, with a sense of the organisation we are, what we value, how this drives the way we work now, and what we want to achieve for the future.

Over the past few years we have been implementing a Signs of Safety approach within Brent Children and Young People, and we have been fortunate to be one of ten authorities introducing Signs of Safety with funding from the Department for Education’s Innovation Programme. We continue to embed Signs of Safety within our work to improve the quality of outcomes for children and families and to develop a common language across Children and Young People and the wider partnership.

The BPF anchors Signs of Safety within a broader systemic framework. As such, it provides opportunities for us to utilise and explore complementary systemic approaches such as social pedagogy and restorative practice, to enrich and develop our direct work and relationships with children, families, carers and each other.

The BPF has been developed, and will continue to develop, with staff input. It will continue to evolve over time, and should be a ‘live’ process that we are all engaged with every day – challenging us, guiding us and setting an expectation for how we will work with children and families.

The BPF should be used to give shape to the complexities of the work we do, our professional relationships and our future learning.

Gail Tolley, Strategic Director, Children and Young People



‘As the statutory Practice Leader for Brent CYP, thank you for your enthusiastic contributions in developing and embracing the Brent Practice Framework. I look forward to working with you to embed our framework with a joint focus on improving outcomes for all children in Brent.’

Nigel Chapman, Statutory Practice Leader and Operational Director, Integration and Improved Outcomes, Children and Young People



WHY DO WE NEED A PRACTICE FRAMEWORK?

A Practice Framework provides an evidence-based structure within which knowledge, learning and good practice can be shared. It gives a common language to communicate across teams, and enables staff to further explore the theories and approaches that shape the way they work.

It also represents a collaborative approach to working with children and families. It is a reminder of our collective responsibility to ensure that we are doing the right things in the right way for the right reasons. As the needs of children and families change and they move between different services, an embedded Practice Framework should ensure that they experience a degree of coherence and consistency in the way we engage and work with them.

The work we do with children and families is complex and wide-ranging, spanning many teams. A Practice Framework helps to 'centre' our services, ensuring that the different work we do across the department is grounded in the same theories, approaches, and values, principles and beliefs. It also helps to articulate to the outside world what it means to be part of Brent Children and Young People department, attracting staff who are interested in the way we work, and have the right outlook and skills to be part of our journey.

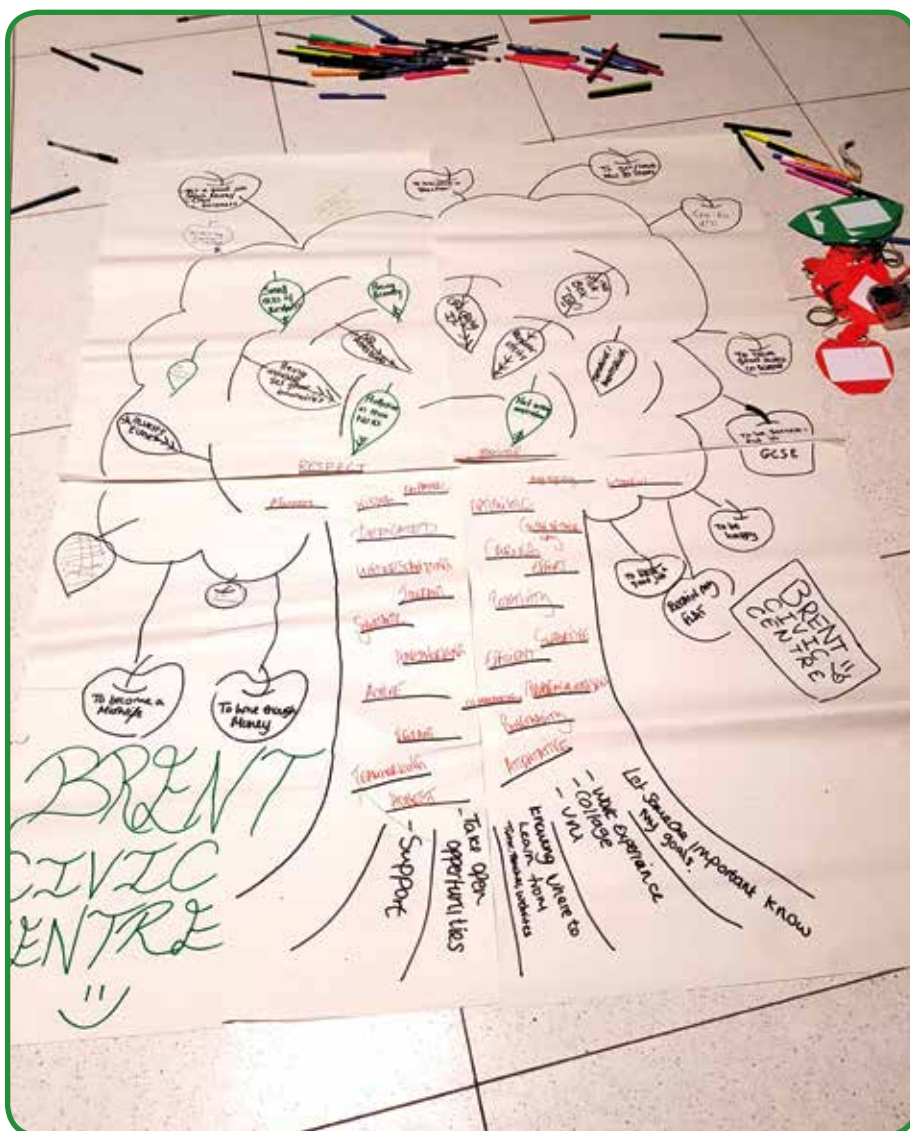
Practice Frameworks have been described as merging the 'art' and 'science' of work with children and families. The science represents the evidence base that informs our work. A large part of the 'art' is what each individual brings to their work – your values, expertise, experience, and insights are what will bring the Brent Practice Framework to life, and make a real difference for children and families.

DEVELOPMENT OF THE BRENT PRACTICE FRAMEWORK

The BPF has been developed with the input of staff from across the Children and Young People Department, reflecting our commitment to embed a collaborative and integrated way of doing things across all CYP services. It is for all staff who work directly with children and families in Brent, and those that support them to do so.

Practice Leaders met regularly to help develop the framework with contributions made through the Signs of Safety Executive Group, the staff survey and reviewing feedback from children and families. The Brent CYP Conference in November 2017 included workshops exploring the BPF with staff and was followed by a period of consultation to capture further contributions, including engagement with young people who told us how they want us to work with them to achieve their goals.

Created by:
Kayla, Jerome, Hannah, April,
Emmanuel, Conner, Helin and
Stacey, who drew the tree



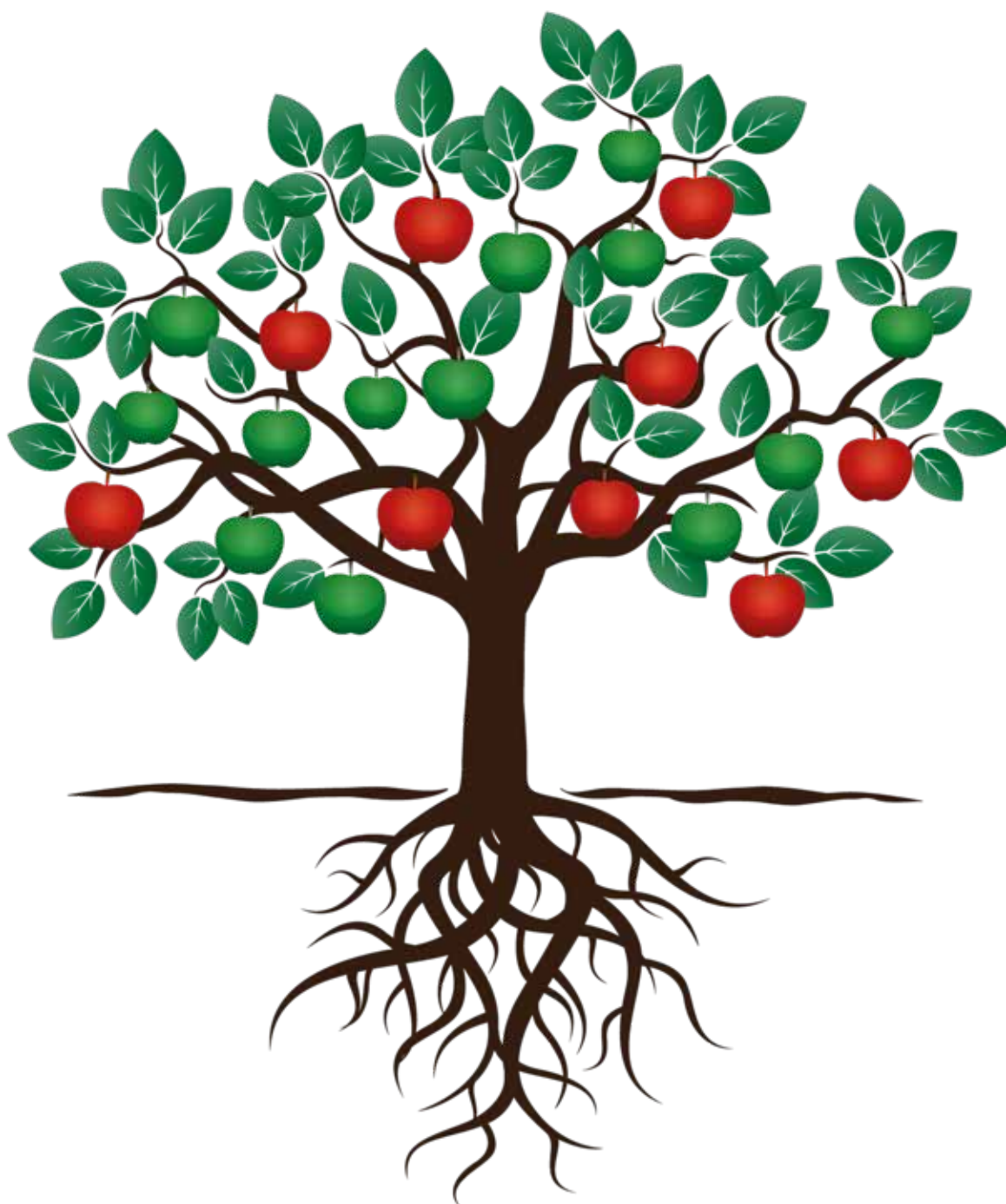
OVERVIEW OF GROWING TOGETHER: A PRACTICE FRAMEWORK FOR BRENT

The BPF captures the values, beliefs and principles that shape our work with children, families and each other in Brent, combines these with the evidence-base for the way we work (the theories underpinning how we understand the needs of children and families), and describes the systemic approaches we will use to create change with children and families.

It has the flexibility to grow with us as we respond to new challenges, and learn from evidence and our professional experience.

Conceptualised as a tree, the components of the BPF can be visualised as being made up of:

- 🍎 **ROOTS** The theories that anchor us and inform our beliefs and principles.
- 🍎 **A TRUNK** Our values, principles and beliefs that hold us steady and inform our decision making and actions.
- 🍎 **BRANCHES** Our systemic approaches to working with children, families and each other, that will grow and develop over time.
- 🍎 **LEAVES** Behaviours we will need to display to embed the theories and approaches in our practice.
- 🍎 **FRUIT** The improved outcomes we want to achieve for children and families in Brent.



FOCUS ON...OUR OUTCOMES

Our CYP outcomes are the driving force for the whole Brent Practice Framework. They are our shared ambition for children and families in Brent, and common goals for all those working in or with our service.

Children and young people are happy, healthy and thrive.

What does this outcome mean to you in your work?

- 🍏 achieving routine and stability for a young person for the first time
- 🍏 a young person in Year 6 avoids permanent exclusion through a managed move
- 🍏 parents having better understanding of their child's needs and being able to meet these needs.

Children, young people and families have the opportunity to reach their full potential.

What does this outcome mean to you in your work?

- 🍏 children's developmental needs are met by identifying a young child's needs at the earliest stage
- 🍏 a severely disabled child remains at home to be cared for by their teenage mother through a comprehensive support package

- 🍏 young people with Special Educational Needs and Disability (SEND) being offered permanent jobs after taking part in a supported internship scheme.

Families and communities are safe and resilient.

What does this outcome mean to you in your work?

- 🍏 parents become employed through support and access to childcare
- 🍏 a family demonstrates they have increased safety and reduced danger in their home following intensive multi-agency support
- 🍏 a young person working on the 'edge of care' remains at home and in school through partnership with the school, family and CAMHS.

Children and young people live in safe and secure homes.

What does this outcome mean to you in your work?

- 🍏 families remain together through safety planning supported by the Signs of Safety approach
- 🍏 a child remains in a long-term foster placement in a safe way through providing emotional and practical support to a foster carer
- 🍏 a child needing a safe family thrives with their adoptive parents

WHAT DO THE OUTCOMES MEAN FOR CHILDREN AND YOUNG PEOPLE?

One of our outcomes is about ensuring children have the opportunity to reach their 'full potential.' We talked to young people about their goals and aspirations and learned that for them this might mean:



FOCUS ON... UNDERPINNING THEORIES

A theory can be defined as 'a system of ideas intended to explain something'.

The four key theories that form the 'roots' of the Brent Practice Framework are:

- 🍎 **Child development theories**
- 🍎 **Attachment theory**
- 🍎 **Social learning theory**
- 🍎 **Systems theory**

In seeking to explain human behaviour, these theories help us to understand and support children and families and underpin the approaches and tools we use in our work. They inform, and are informed by, our values, principles and beliefs, and anchor our framework in a shared evidence base.

Child development theories

Child development theories are about understanding and appreciating the cognitive, emotional, physical, social and educational growth that children go through from birth and into early adulthood.

Key child development theories for understanding human growth and learning include:

- 🍎 **Erik Erikson's** theory of psychosocial development
- This theory describes growth and change across the entire lifespan and considers the impact of external factors, parents and society on personality

CHILD DEVELOPMENT THEORY IN PRACTICE

Jose is a 6 year old who came to attention of CYP due to concerns about his mother's ability to provide appropriate care for him. During the assessment it became clear that his mother did not understand fully Jose's development and this was impacting on how she interacted with him. For example, his mother would include him in conversations that were not appropriate for a child his age and speak to him as if he were an older child. She didn't appear to understand how he may understand or process this information and this was impacting on Jose's emotional well-being and behaviour. The practitioner used developmental theories to inform the assessment and worked with Jose's mother to interact with him more appropriately according to his developmental needs.

development from childhood to adulthood. It is based on the premise that every person must pass through a series of eight inter-related stages of development over their life cycle and at each stage children and adults face a developmental crisis that serves as a major turning point, leading to the emergence of a lifelong psychological virtue if successfully managed.

- 🍎 **Lev Vygotsky's** social development theory

Vygotsky stresses the fundamental role of sociocultural environment in the development of a child's cognition, describing learning as a social process that depends on interactions with adults and peers, cultural norms, and their environmental circumstances. According to the theory learning occurs on two levels, first through interaction with others, and then through integration into an individual's mental structure. The theory forms a basis for focusing on a child's social interactions as part of a larger unit, such as parent and child, teacher and child, or brother and sister.

Child development theories are linked to attachment theory and social learning theory.



Attachment theory

Attachment theory focuses on how children form a bond with their primary caregiver and the influence it has on emotional development, growth into adulthood and parenthood. The starting point of John Bowlby's theory of attachment is that babies have a biological drive to seek closeness to a protective adult in order to feel safe, secure and protected. Relationships that are warm and attentive create secure attachments. Relationships that are inconsistent, cold or confusing increase levels of anxiety, producing less secure attachments. Attachment theory can be used to understand the quality of relationships that children and adults have with other people, and the effect this has on their development and well-being.

ATTACHMENT THEORY IN PRACTICE

A key strand of our work in Brent is improving parenting capacity. The Solihull parenting programme works with parents to explore the impact of attachment on children and strategies to support positive behaviour and foster reciprocity between the child and parent. Commenting on the impact of the programme one parent said, 'I have much more understanding of my child's behaviour and the sessions have helped to develop much greater communication between myself and my partner which helps us stay on the same page with regards to parenting.' Another felt 'the programme [helped] me to better understand my child's feelings and behaviours. I have more control of my anger and emotions.'

Social learning theory

Social learning theory is based on Albert Bandura's idea that people learn from one another through observation and imitation, and that new behaviour will continue if it is reinforced. According to this theory, rather than simply hearing a new concept and applying it, the learning process is made more efficient if the new behaviour is modelled as well.

SOCIAL LEARNING THEORY IN PRACTICE

Aliya is a nine year old who came to the attention of CYP due to concerns of parental substance misuse that was impacting on her parents' ability to provide consistent care. The assessment identified that Aliya was struggling in school, including difficult behaviours that were interfering with the ability of other students to learn. This was not only impacting on her academic attainment but also her ability to develop positive relationships with other children. The social worker used social learning theory to understand her experiences at home that appeared to reinforce disruptive behaviour and discourage pleasant behaviour. This helped to inform the interventions around helping the parents understand the impact of home life on Aliya's behaviour in school and working with the parents and the school to respond to behaviour in a more consistent way. The outcomes of this intervention were that Aliya started to behave better in school, make better progress and make friendships with other children.

Systems theory

Systems theory explains human behaviour as the intersection of a variety of factors that work together as a system. An effective system is based on individual needs, rewards, expectations and attributes of the people living in the system. Therefore families, couples and organisation members are directly involved in resolving a problem even if it is an individual issue.

A practitioner must observe and analyse all of the systems that contribute to an individual's behaviour and welfare, and work to strengthen those systems. As members of an organisation and of individual teams, systems theory helps us understand how we can more effectively work together.

SYSTEMS THEORY IN PRACTICE

The Early Help Service supports families with complex, chronic and ongoing needs and the Team Around the Family (TAF) approach, based on systems theory, helps to address factors that impact a child and their family. One example is the work completed with a 12 year old boy who was diagnosed with autism. After an increasing number of sanctions at school, the mother was becoming frustrated with how she felt the school was treating her son. A TAF meeting was convened at the school with the mother and her friend for support alongside Brent Family Solutions, Brent Outreach Autism Team, (BOAT) and CAMHS. Signs of Safety was used to understand how the different systems were interacting to support the child, gather strengths and areas for development and agree next steps. A coordinated plan to support the young person and family was developed. In subsequent reviews all parties advised of the improved relationship between family and professionals. This led to better outcomes for the child including a reduction in school sanctions and improvements in attendance and punctuality.



FOCUS ON...VALUES, PRINCIPLES AND BELIEFS

Our values, beliefs and principles are the core of our Practice Framework and inform both what we do, and the way we do it. The development of the Brent Practice Framework is an opportunity for us to re-connect with and reinvigorate them through reflecting on how they shape our behaviours in the way we work with children and families, and as an organisation. Our CYP values stem from our overarching council values of fairness, respect, equality and excellence, and are evident in the way we behave towards the children and families we work with, our partners and our colleagues.

Young people were asked about their expectations of the values, beliefs and characteristics of practitioners who work with them. They said → →

- RESPECT
- BELIEF
- MANNERS
- WISDOM
- EMPATHETIC
- ENGAGING
- HOPEFUL
- DEDICATED
- OPTIMISTIC
- GO OUT OF THEIR WAY
- PUNCTUALITY
- CARING
- UNDERSTANDING
- EFFORT
- TOLERANT
- POSITIVITY
- SYMPATHETIC
- HARDWORKING
- ACTIVE
- COMMUNICATIVE
- PROBLEM SOLVING SKILLS
- VIGILANT
- TEAM WORKING
- ATTENTIVE
- HONEST
- EFFICIENT

OUR VALUES

We put children and young people and their families at the heart of design and delivery, and adopt a child/family journey approach to service delivery

We hold the views of children and young people and their families as of paramount importance

We ensure that staff are able to spend as much time as possible with children and young people and their families so that they can make a real difference to their lives

We enable children and young people and their families to only have to tell their story once and be able to rely on long-term relationships with CYP professionals



OUR PRINCIPLES AND BELIEFS

We adopt a **whole family approach** and intervene as early as possible to ensure families get the right services at the right time

We acknowledge and believe that each family member has **strengths** to be built upon and expanded

We appreciate that people and situations can **change and resilience** can be grown

We **listen and respond** to children, young people and families' voices and experiences

We are **transparent, clear and honest** with families and each other

We value different cultures, recognise all elements of diversity and are **inclusive**

We **challenge inequality** to promote the best interests of children, young people and families

We maintain a position of **professional curiosity** and value **different perspectives**

We **support and empower** those working closest to children and families to make decisions and manage risk

We **challenge and support** each other to **collaboratively** achieve our outcomes

FOCUS ON OUR SYSTEMIC APPROACHES

Our approaches are the way we put our theories, values and beliefs into practice in our direct work with children and families, and through the way that we work with each other. They provide models for us to use the theories upon which the BPF is based to create change.

Our overarching approach in Brent CYP is systemic, with the complementary approaches of Signs of Safety, Social Pedagogy and Restorative Practice. Each approach describes a way of working that guides how we behave as professionals and how children and families experience our interactions with them. They are not processes to follow or tools in their own right, although within them are a wide range of tools and techniques to support staff in their work.

The approaches all emerge from the similar values and evidence base, and are centred around common ideas which allow them to complement each other within an integrated framework:

- Strengths-based
- Valuing relationships and direct work
- Importance of working with the whole family, including using the family network to build capacity and resilience
- Centrality of child's voice
- Collaborative – doing 'with' not 'to', and seeing families as experts in their own lives
- Reflectivity

Overarching Approach: Systemic Practice

Systemic practice seeks to make sense of the world through relationships, focusing on the whole family system rather than individuals. Through a systemic approach we can achieve change for families by exploring how they interact in relation to others and how their relationship patterns impact on children.

Systemic practice enables the expression of different viewpoints and generates multiple hypotheses about what might be happening in a family. As such it is an important tool for assessment (including assessment of risk). It also helps to introduce change into a system, creating new explanations and potential solutions for the problems facing families.

Key characteristics of systemic practice can be summarised as:

- **Relational:** seeing things in terms of relationships and interpersonal
- **Context:** making sense of families by understanding the multiple contexts which influence them



- **Patterns:** focus on interactions between people and how meaning is created from these
- **Circularity:** move away from locating problems in individuals and see how things are connected.
- **Mutual influence:** recognising everyone operates through relationships of mutual influence.

In Brent, systemic practice supports relationship building, communication, reflection and analysis of the systems families live within. This in turn supports us in developing our interventions and enhances our direct work with children and families.

How does systemic practice come alive in your day-to-day work?

'I use systemic practice to look at family dynamics and identify how a child's presenting behaviour impacts on other children, and where the behaviour comes from.' (Practitioner from Localities)

'When I work with a family, I become part of a system, and I encourage the family to find their own solutions to problems, being curious and taking a whole family approach' (Practitioner, Inclusion Support Service)

Our casework procedures are systemic. We understand multiple perspectives and treat the family as a system.' (Practitioner, Education Welfare Service)



Signs of Safety

SoS is a systemic approach which involves developing collaborative and constructive working relationships with children and families, and amongst professionals. It is strength-based, aiming to nurture strengths within a family, recognising that situations can change and families are essential to that change, and supporting families to find their own solutions to the issues they face. It involves practitioners being aspirational for families and treating every encounter as an opportunity for change. A focus on safety is maintained involving safety planning with children, family networks and professional networks.

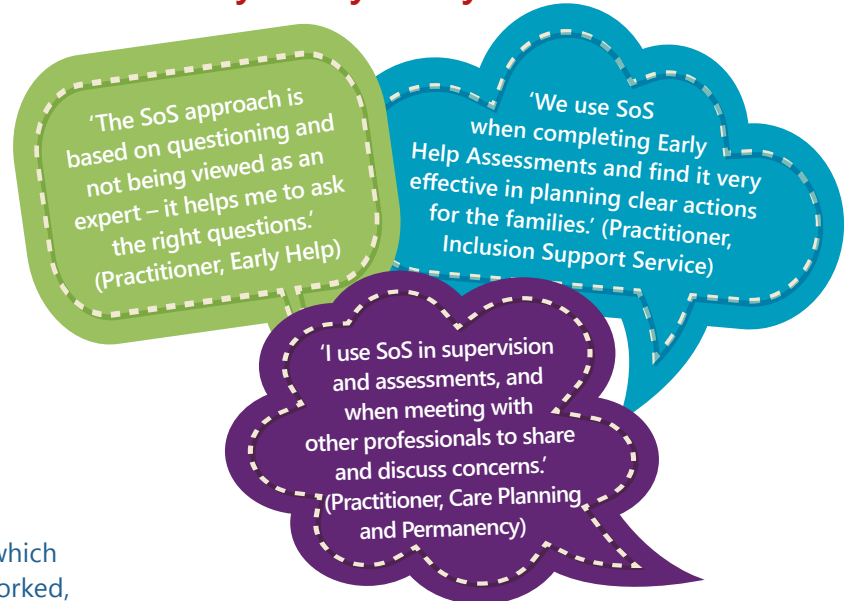
SoS encourages practitioners to think critically, which means reflecting on what has worked and not worked, remaining open-minded, and being prepared to admit they may have it wrong. SoS is therefore a questioning not an expert approach, and focuses on using thought provoking and reflective 'powerful' questions as tools for intervention. It requires respectful professional curiosity coupled with skillful and respectful use of authority.

The Comprehensive Risk Assessment and Signs of Safety Assessment and Planning tools are designed to be the organising map for using a SoS approach. Underpinning these are a variety of tools and practitioners can be creative in adapting these tools to the child's situation. These include:

- The three columns:
 - What are we worried about? (past harm, future danger, complicating factors)
 - What's working well? (existing strengths and safety)
 - What needs to happen (future safety goals and next steps)
- Scaling question (where are we on scale of 0 to 10 where 10 means that there is enough safety to close the case).
- The three houses (good things, bad things, dreams)

In Brent, Signs of Safety (SoS) is used across all areas of CYP and with our partners, including as a key tool for Early Help Assessments, through to risk management with children in need of protection. SoS in Brent has been adapted to 'Signs of Learning' to support children in care and children at risk of exclusion.

How does Signs of Safety come alive in your day-to-day work?



Social Pedagogy

Social pedagogy is often referred to as 'education in the broadest sense', and an approach connecting head (learning and reflection), heart (building relationships) and hands (being practical through completing everyday activities and taking forward plans).

It is not a tool or technique but a professional and personal stance that promotes practice based in relationships. It fosters equality and respect, seeking to bring down a feeling of 'us and them', both amongst different professionals or between adults and children. Instead everyone is one group, with each person valued and contributing to group life, and the child's right to participate and be heard as part of a group is central.

Using social pedagogy in practice could involve:

- Being reflective – this may involve being open to learning and having awareness of our own emotional reactions to work.
- Role modelling for adults and children through demonstrating respect for others, attentive listening and supportive responses.
- Demonstrating the 3Ps:
 - **Professional** (aware of professional responsibilities and using professional knowledge and skills)
 - **Personal** (not a robot following procedure, a fellow human being with feelings, hopes, fears, experience, humour, fun)
 - **Private** (judging what in the personal domain is for sharing and what is inappropriate)
- Living world orientation – being aware that each of us has been shaped by our own personal history and experience together with the social, political and economic structures that affect us.



- Working in the common third – creating a commonly shared situation that becomes a symbol of the relationship between the practitioner and the child.

In Brent, Social Pedagogy helps us develop direct work and establish relationships with children, families and professionals, and supports foster carers to be proactive in applying social pedagogic principles to direct work with children. It helps us to break down barriers for children to have more positive experiences.

Social Pedagogy views the child as a 'rich child' by focussing on strengths and building resilience through empowerment.

How does social pedagogy come alive in your day-to-day work?

'Social Pedagogy offers an opportunity to implement a democratic focus in education, promoting equality, setting up good role models and inviting children to think using their head, heart and hands.'
(Practitioner, Educational Psychology Service)

'Judging the line between what is personal and private is an important part of our work.'
(Practitioner, Virtual School)

'Social pedagogy and the 3Ps helps me to relate to clients and bring my experiences to relationships whilst having boundaries and keeping some things private.'
(Practitioner, Localities)

'The Family Solutions Team actively uses a lot of this approach through focusing on respectful relationships, modelling and co-design.'
(Practitioner, Early Help)

Restorative Practice

Restorative practice brings those harmed by conflict and those responsible for the harm together in communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

'The fundamental premise in Restorative Practices is that people are happier; more cooperative and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them.' (Wachtel 2005). This involves providing people with the right support and encouragement to enable them to reach their goals 'high support', and providing positive challenge and holding people to account in a meaningful and constructive way 'high challenge'. It is about inspiring people and communities to find solutions to their own problems and to shape their own futures. It is not suggesting a resolution or telling people what they should

do. There are six principles that together form the basis of restorative practice:

- Restoration** – address and repair harm.
- Voluntarism** – participation is voluntary and based on informed choice.
- Neutrality** – restorative processes are fair and unbiased towards participants.
- Safety** – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
- Accessibility** – restorative processes are non-discriminatory and available to all those affected by conflict and harm.
- Respect**

Restorative practice can be used anywhere to build and restore relationships by enabling people to communicate effectively and positively, and restorative approaches can also be used within the workplace to build strong, positive relationships. Staff meetings, for example, can be restorative, focused on building relationships and based around a foundation of mutual respect.

In Brent, Restorative Practice is already well used by Youth Offending and we will explore how this approach can be embedded in other areas of our work to prevent exclusions, develop interventions with families where children are at the Edge of Care, and work with foster carers and placement providers to prevent placement breakdowns.

How does restorative practice come alive in your day-to-day work?

'When working with complex families that are experiencing trauma, restorative practice can be used to resolve conflict and restore mutual respect.'
(Practitioner, Family Solutions Team)

'It is about empowering people so all parties can have their views heard and establish an outcome together. It can be used with families, and also with colleagues.'
(Practitioner, Children with Disabilities)

'Restorative practice is used in direct work with schools to rebuild relationships and trust between the school and parents.'
(Practitioner, Inclusion Support Services)

'I use restorative practice as part of Family Group Conferences, and allow the meetings to be led by the family.'
(Practitioner, Locality Team)



HOW DO WE BRING THE BRENT PRACTICE FRAMEWORK TO LIFE?

Our behaviours – putting the leaves on our tree

Our model for 'Growing Together' is set out in this document, but it requires conscious effort and commitment from all of us to take it forward.

The final part of the tree is up to us. Through modelling the BPF values, theories and approaches in our practice with children and families, and each other, we will bring the BPF to life. These are some of the things you've told us we need to be doing to achieve our outcomes for children and families:



WORK WITH CHILDREN AND FAMILIES

- Prioritise direct work
- Intervene and identify needs early
- Model whole family working
- Use tailored and specific interventions
- Use family strengths to develop resilience



CONTINUOUS IMPROVEMENT

- Ask more questions
- Share learning with other teams
- Raise issues and difficulties



ENGAGEMENT

- Co-construct and empower children and young people
- Use 'powerful' questions to hear voice of children and families
- Reflect the child's voice in advice given to schools.



COMMUNITY

- Know what's happening in the borough
- Direct families to community resources
- Support positive change within the community



STAFF MINDSET

- Think creatively
- Have professional curiosity
- Respectfully challenge other professional opinions

Young people have told us about what staff should be doing to support them to reach their goals. They have told us we should be:



EMBEDDING THE BRENT PRACTICE FRAMEWORK

The BPF is intended to be a flexible framework that can guide us, inspire us, and develop with us as we grow. It is a commitment to a way of thinking and doing.

Through embedding the BPF in the way we work, we can ensure that we work effectively with children and families and each other, and make the best use of our



time through using approaches that are evidence based, values based and relationship based.

The BPF provides a strong foundation of our learning and development programme ensuring that opportunities to explore the theories and approaches are actively taken forward through training and learning activities. We actively listen to practitioners and staff through supervision and training needs surveys and other feedback opportunities to understand learning needs and how they can be best met.

HOW WILL WE KNOW THAT THE BRENT PRACTICE FRAMEWORK IS MAKING A DIFFERENCE?

Consultations with young people and staff alongside staff surveys have created a baseline from which we can understand the impact that the BPF is having on staff and their work with children and families. We will seek feedback on training and learning activities offered as part of the process of embedding the BPF, to understand how it is being used, and where further work is needed.



BRENT PRACTICE FRAMEWORK

OUR FRUIT – Outcomes

Children and young people are **happy, healthy and thrive**

Children, young people and families have the **opportunity to reach their full potential**

Children and young people **live in safe and secure homes**

Families and communities are **safe and resilient**

OUR TRUNK – Principles & Beliefs

We adopt a whole family approach and intervene as early as possible to ensure families get the right services at the right time

We acknowledge and believe that each family member has strengths to be built upon and expanded

We are transparent, clear and honest with families and each other

We appreciate that people and situations can change and resilience can be grown

We listen and respond to children, young people and families' voices and experiences

We value different cultures, recognise all elements of diversity and are inclusive

We challenge inequality to promote the best interests of children, young people and families

We maintain a position of professional curiosity and value different perspectives

We support and empower those working closest to children and families to make decisions and manage risk

We challenge and support each other to collaboratively achieve our outcomes

OUR BRANCHES – Approaches

Signs of Safety

Restorative Practice

Social Pedagogy

Systemic Practice

OUR TRUNK - Values

We put children and young people and their families at the heart of design and delivery, and adopt a child/family journey approach to service delivery

We hold the views of children and young people and their families as of paramount importance

We ensure that staff are able to spend as much time as possible with children and young people and their families so that they can make a real difference to their lives

We enable children and young people and their families to only have to tell their story once and be able to rely on long-term relationships with CYP professionals

OUR ROOTS – Theories

Child Development

Attachment

Social Learning

Systems



Brent