



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.

Working with risk

Practitioners must often balance the complexities of risk with that of ensuring people are able to live the lives they wish. Risk enablement, or positive risk-taking, is the process of balanced decision-making in relation to risk and rights.

Decisions around risk of harm are almost always made in a context of uncertainty, where there is limited information to inform decision-making and planning for the future. Working in contexts in which risk and uncertainty are frequently present will often cause professionals anxiety, which can in turn make conversations feel difficult and may affect reasoning skills and decision making.



Supporting resources:

- > **Working with uncertainty and risk in children's social care: Video learning resources**
- > **Risk taking adolescents and child protection: Strategic briefing**
- > **Difficult conversations in social care: Frontline briefing**
- > **Risks rights and the role of the state - Early intervention: Podcast**
- > **Assessing risk of further child maltreatment: Practice tool**
- > **Critical reflection and analysis - Module 3 Working with Uncertainty and Risk: Learning pathway**



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 watch the first of the Working with uncertainty and risk in children's social care: Video learning resources which (see link below).
5. Play the following video to the group (11 mins):
 - [Working with uncertainty and risk in children's social care \(11 mins\)](#)
6. Ask your team/group to reflect on the key messages from the videos. Use the reflection prompts below the chosen video to stimulate discussion.
 - How could you use this understanding of trauma to find effective ways to engage with young people affected by trauma?
 - How can you advocate for young people affected by trauma as part of your role, so that their behaviours are understood in the context of the trauma that they have experienced?
 - How could you use this understanding of trauma to find effective ways to engage with young people affected by trauma?
7. 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).
8. Share the preceding page and the links to the other 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.

