Hypotheses

Some child safeguarding practice reviews have identified that multi-agency workforce needs to broaden its professional curiosity, expand over-simplified ideas about the family and develop a richer, more helpful understanding of the positions of family members and professionals. There must be an explanatory effort; description of what is happening is not enough; what is the logic of people's thinking and feedback.

- Hypothesise = Ideas that are neither true nor false but connect the information we have on the family in a circular way (i.e. not blaming one person). Trying to make these ideas intergenerational and not all around one part of the narrative (not all about 'Mum'). This is a great place to link theory and research that the multi-agency workforce have knowledge of, to discuss the family being worked with.
- Creating ideas about what is known (from the case discussion) and what is not known (ideas which have not been heard/alternatives). It requires thinking about how behaviours, actions, relationships and context are impacting on family functioning.
    - What ideas do we have about this dilemma?
    - What might be influencing people to behave/talk/position as they are?
    - Who else might be influencing this situation that we haven't talked about?
    - What kinds of power do people hold in this situation?
    - How are our similarities and differences with the family influencing what we see?
    - How do our own beliefs and social GRRAACCEESS* influence what happens in relationships with family members?
    - Does anyone have an idea that is quite different than what we have been discussing so far?
    - Why are we spending so much time on this particular idea?
    - Who are we struggling to understand? Why might that be?
    - Is this idea one that might be useful to the family? Could members see themselves in this description?
    - Is this idea too blaming of an individual? Have we lost sight of the constraints/influences on that person?
    - Is our language about the family oppressive, blaming? Would we talk differently if they were here?
    - The lead participant is then asked to re-join the Unit and share their experience of listening to the discussion. Which ideas did they connect with and which of the ideas did they not connect with? Why? Self-reflexivity is to be encouraged at this point. Which of the ideas should be taken to the next visit to the family? The CSE to influence this should it be necessary.

    *GRRAACCEESS = Gender, Race, Religion, Age, Ability, Class, Culture, Education, Ethnicity, Sexuality, Spirituality