WELCOME TO APSW KEE 3: 1000+ registrants

Please can we ask you to:

- Keep camera and mics **off** in order to minimise disturbance and interference
- Use the chat for posting comments and questions
- Do tweet at #APSWORG or #KEE2021
- For any tech problems we suggest you log out and back in

After the event we will:

- Post the event recording on the APSW website - apsw.org.uk
- Make available a KEE briefing for each KEE on the APSW website

Public apology from Professor Gillian Ruch

This apology relates to the comments I made in the KEE 2 closing remarks where, in the context of emphasising the crucial importance of the Black Lives Matter movement, I made reference to the term ‘all lives matter’. I now understand that in misappropriating the phrase ‘lives matter’ I undermined the message of Black Lives Matter. I sincerely apologise for the offence and distress this has caused to participants who were engaged in the event. The reference has been removed from the slidedeck and the audio recording on the APSW website and this apology has also been posted there.

CHILDREN'S SOCIAL WORK AND SOCIAL CARE

Knowledge and Evidence Event 3: Everyday social work with children and families

Professors Danielle Turney, Harry Ferguson and Gillian Ruch

8 June 2021

Assessment and decision-making in Children & Families Social Work: beyond the ‘collection of facts’

Danielle Turney
Professor of Social Work
8th June 2021

Assessment and decision-making

- What is (this) assessment for?
- Assessment is more than ‘collecting the facts’ – it is a process of sense-making
- Sense-making is an emotionally-informed, as well as cognitive, process and has intrapersonal, interpersonal, and social dimensions (Cook & Gregory, 2020)
- Working in and with relationships to understand and respond to needs, strengths, risks and stressors
- Child welfare decisions are frequently made in conditions of uncertainty, drawing on complex, incomplete and sometimes contradictory information
- Negotiating thresholds amidst diminishing resources

QUEEN'S UNIVERSITY BELFAST

Assessment & decision-making

What supports good assessment?

- A knowledgeable, highly skilled and confident workforce, with practitioners/managers who are able to manage complexity & uncertainty
- Respectful relationship-based practice
- Organisational cultures that support critical & analytical thinking, enable learning & avoid the ‘blame game’
- A clear framework for reflective ‘clinical’ supervision and other forms of case-based consultation
- Resources – time and staffing, as well as services
- Good intra-organisational and inter-professional working relationships
- Information management and recording systems that ‘work with’ practice and are not unnecessarily time-consuming

QUEEN’S UNIVERSITY BELFAST

Ethical assessment & decision-making practices

- What does THIS child, young person, family, community need to flourish?
- Use best available resources to support assessment & decision-making: judicious and purposive use of tools and measures alongside but NOT as an alternative to the exercise of professional judgement – 'Structured Professional Judgement' (Barlow et al. 2012).
- Transparency & accountability in relation to decisions made and not made - 'Grounded Professional Judgement' (Samsonsen & Turney, 2017) that involves epistemic *responsibility* and epistemic *accountability*
- Awareness of impact of organisational and wider political factors (NPM, neoliberalism, financial and relational austerity …)

QUEEN'S UNIVERSITY BELFAST

Key messages

- Assessment is a (relational) process not an event
- Good assessment can contribute to better outcomes for children and their families. Poor assessments may expose children to risks of further maltreatment and/or placement breakdown.
- Effective assessment requires the ability to understand the individual (child/family/community), their history, and significant environmental/contextual factors; ie to understand ‘the story’ and what it means
- Things change, so keep thinking: reflect, review and if necessary, reconsider
- Political and organisational context matters. Culture and leadership impact on assessment practices and on practitioners’ capacity for critical and analytical thinking and empathic understanding

QUEEN’S UNIVERSITY BELFAST

Learning from research that gets close to practice with children and families

Harry Ferguson
Professor of Social Work
University of Birmingham
h.ferguson.3@bham.ac.uk
@harr_Ferguson

Getting close to practice through observation

- Body of work has emerged based on observations of encounters between practitioners and service users as they are going on

(Disney et al, 2019; Ferguson, 2011; 2016a, 2016b; Ferguson, 2017; Ferguson, 2018a and b; Ferguson et al, 2020, a, b, c; Ruch et al., 2017, 2020; Winter et al., 2017; Hadfield, et al 2020; Forrester et al., 2019; Wilkins and Whittaker, 2018; Henderson, 2018; Noyes, 2018; Jeyasingham, 2014, 2018, 2019)

Ethnographic & mobile research methods

- Shadowed practitioners in office, car, home visits, schools …
- c500 practice encounters since 2012.
- What do SWs do?
- Where do they do it?
- What are SWs' & service users' experiences?
- What are the effects / outcomes?

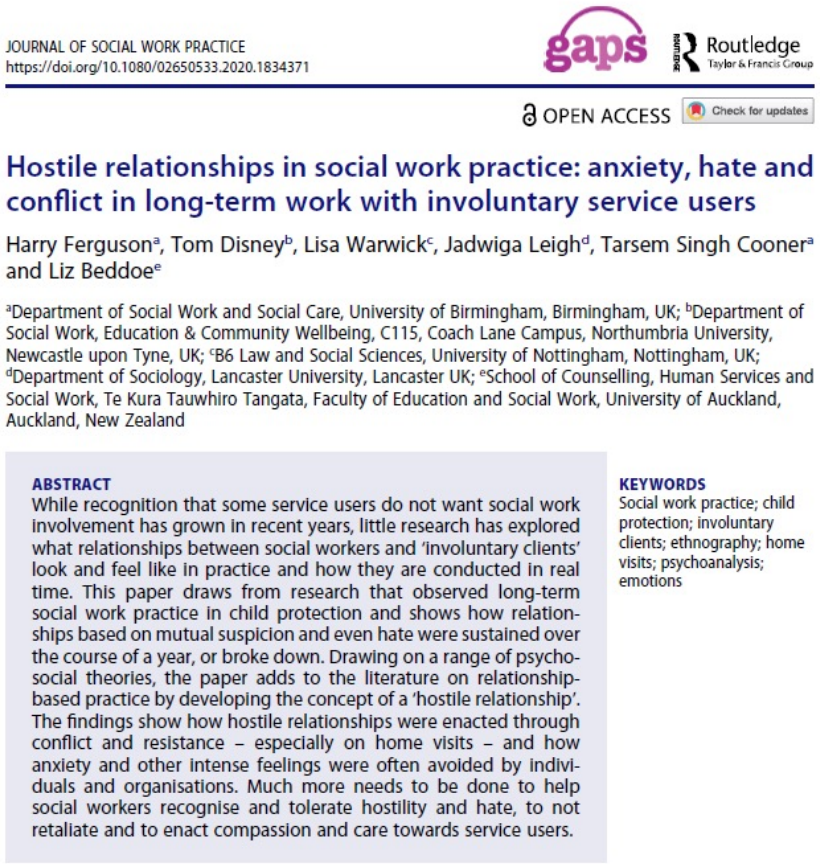
Social work is a mobile practice

- Importance of the car, journeys (Ferguson, 2009, 2010, 2011; Ross et al, 2009)
- Thinking space
- Practice space

Centrality of home visit … & it's complex

- Different to office, consulting room
- Impact of the home, senses, feelings, distractions, atmospheres
- Not just about 'interviewing' / talk, but getting down to child's level: play, touch, movement (Ferguson, 2018, Ruch et al, 2020)
- Some practice highly skilled … but some children not related to
- Unbearable complexity, anxiety: emotional defenses, detachment
- Systemic pressures: not enough time or help to think (Ferguson, 2017*;* Winter, et al 2017).

How long-term relationships are established, sustained & change happens – or *not*



JOURNAL OF SOCIAL WORK PRACTICE
https://doi.org/10.1080/02650533.2020.1834371

OPEN ACCESS Check for updates

Hostile relationships in social work practice: anxiety, hate and conflict in long-term work with involuntary service users

Harry Ferguson[a], Tom Disney[b], Lisa Warwick[c], Jadwiga Leigh[d], Tarsem Singh Cooner[a] and Liz Beddoe[e]

[a]Department of Social Work and Social Care, University of Birmingham, Birmingham, UK; [b]Department of Social Work, Education & Community Wellbeing, C115, Coach Lane Campus, Northumbria University, Newcastle upon Tyne, UK; [c]B6 Law and Social Sciences, University of Nottingham, Nottingham, UK; [d]Department of Sociology, Lancaster University, Lancaster UK; [e]School of Counselling, Human Services and Social Work, Te Kura Tauwhiro Tangata, Faculty of Education and Social Work, University of Auckland, Auckland, New Zealand

ABSTRACT
While recognition that some service users do not want social work involvement has grown in recent years, little research has explored what relationships between social workers and 'involuntary clients' look and feel like in practice and how they are conducted in real time. This paper draws from research that observed long-term social work practice in child protection and shows how relationships based on mutual suspicion and even hate were sustained over the course of a year, or broke down. Drawing on a range of psychosocial theories, the paper adds to the literature on relationship-based practice by developing the concept of a 'hostile relationship'. The findings show how hostile relationships were enacted through conflict and resistance – especially on home visits – and how anxiety and other intense feelings were often avoided by individuals and organisations. Much more needs to be done to help social workers recognise and tolerate hostility and hate, to not retaliate and to enact compassion and care towards service users.

KEYWORDS
Social work practice; child protection; involuntary clients; ethnography; home visits; psychoanalysis; emotions

- Observed 271 encounters over 15 mths
- 10-21 observations in each family
- Different kinds of relationships
- 'Hostile relationships' with some 'involuntary' service users full of conflict, hate
- Not retaliating a huge challenge, *some did*
- Intense focus on home, a battleground
- Parents experienced SW as punitive
- Key change was removal of children.

Helpful Social Work – key messages

SOCIAL WORK EDUCATION
https://doi.org/10.1080/02615479.2020.1837105

Routledge
Taylor & Francis Group

OPEN ACCESS Check for updates

Relationship-based practice and the creation of therapeutic change in long-term work:social work as a holding relationship

Harry Ferguson[a], Lisa Warwick[b], Tom Disney[c], Jadwiga Leigh[d], Tarsem Singh Cooner[e] and Liz Beddoe[f]

[a]Professor of Social Work, Department of Social Work and Social Care, University of Birmingham, Birmingham, UK; [b]Assistant Professor in Social Work, B6 Law and Social Sciences, University of Nottingham, Nottingham, UK; [c]Senior Lecturer in Childhood Studies, Department of Social Work, Education & Community Wellbeing, C115, Coach Lane Campus, Northumbria University, Newcastle upon Tyne, UK; [d]Senior Lecturer in Social Work, Department of Sociology, Lancaster University, Lancaster, UK; [e]Senior Lecturer in Social Work, Department of Social Work and Social Care, The University of Birmingham, Birmingham, UK; [f]Professor of Social Work, School of Counselling, Human Services and Social Work, Te Kura Tauwhiro Tangata, Faculty of Education and Social Work, University of Auckland, Auckland, NZ

ABSTRACT

Relationship-based practice has become an influential theory through which social work practice is understood. However, much more critical attention needs to be given to the kinds of relationships involved. This paper is based on an ethnographic study of long-term social work that spent 15 months observing practice with service users and organisational life to find out how social workers establish and sustain long-term relationships with children and parents in child protection cases, or don't. The paper introduces into the literature the concept of a 'holding relationship', which was present in several of the cases we studied, especially where therapeutic change occurred. The aims of the paper are to document the nature of a holding relationship and to develop it as a concept. A 'holding relationship' involved social workers being reliable, immersing themselves in the service user's day-to-day existence and developing their life-skills, getting physically and emotionally close to them, and practicing critically by taking account of power and inequalities. The concept of a 'holding relationship' draws on psycho-dynamic and sociological theory to provide new ways of thinking that can help make sense of the practical and emotional relating involved in social work and promote the development of such helpful relationships.

ARTICLE HISTORY
Received 6 December 2019
Accepted 9 October 2020

KEYWORDS
Relationship based practice; child protection; social work; ethnography; holding; containment; long-term social work

- Social workers were helpful, appreciated
- Reliability: SWs having time to turn up, regularly, consistent attitude of empathy
- Supervision, support with thinking, emotion, relationships (Ruch, 2007, O'Sullivan, 2019)
- Critical practice: relieving day-to-day burdens, especially on mothers
- Support & CP develops life-skills, recovery
- Beyond the home: offices, parks, walks, cars
- Value of thinking spatially (Jeyasingham, 2014; 2018; 2019) - eg re-configuring 'stat visit'
- Therapeutic change occurred through skilful use of relationship (Ruch et al, 2018)
- 'Holding' relationship: emotional & physical closeness builds care of self & children
- More satisfied, proud social workers.

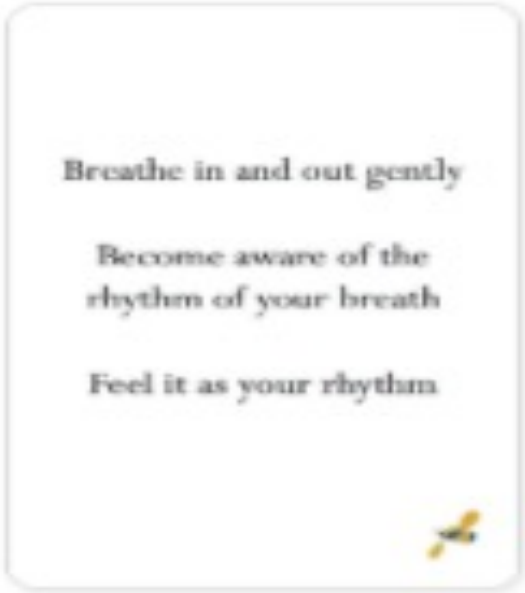
UNIVERSITY OF SUSSEX

The impact of emotions in everyday social work practice

Professor Gillian Ruch

University of Sussex

Take a moment.....



The individual: Anxiety at the heart of our emotions

- Anxiety underpins **emotional responses**
  (Gibson, 2019a and b; Hadfield et al, 2020; Winter et al, 2019)

- Anxiety + emotional responses + social work relationships
  (Cooper, 2018; Cooper and Lees, 2015; Kinman and Grant 2016 and 2020; Ingram, 2015; Trevithick, 2014)

- Anxiety, vulnerability and **containment**
  (Ruch et al, 2020)

The relationship: Talking and listening to children

- **1989 Children Act** – paramountcy, voice, wishes and feelings

- **Talking and listening to children**
(Ferguson, 2016 and 2017; Lefevre, 2015; Ruch et al, 2020; Winter et al, 2017 and 2019):

❖Emotional impact affected level/type of engagement

- *'…yeah it was a good visit, you know, I don't think I've left her with any sort of trauma or distress.*
- *'…but I think I'm also conscious that I don't want to ask them too sort of heavy specific questions… I don't want it to be too formal with him. It'll be a really brief visit, I would imagine with Danny.'*

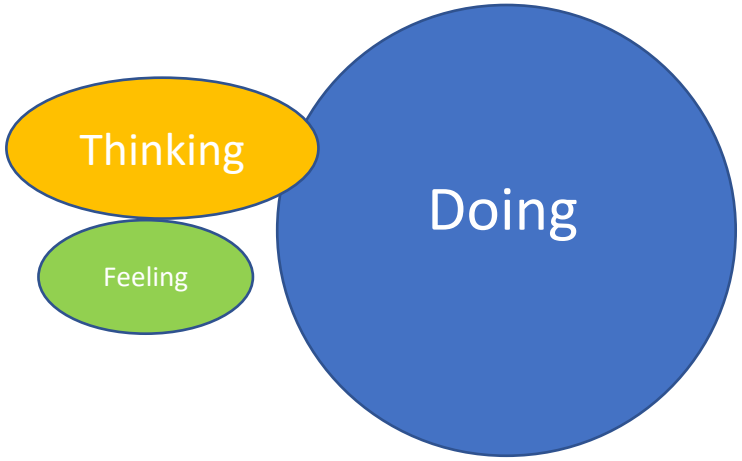
❖< 20% of social workers used any type of play resource

❖System > child-led engagement

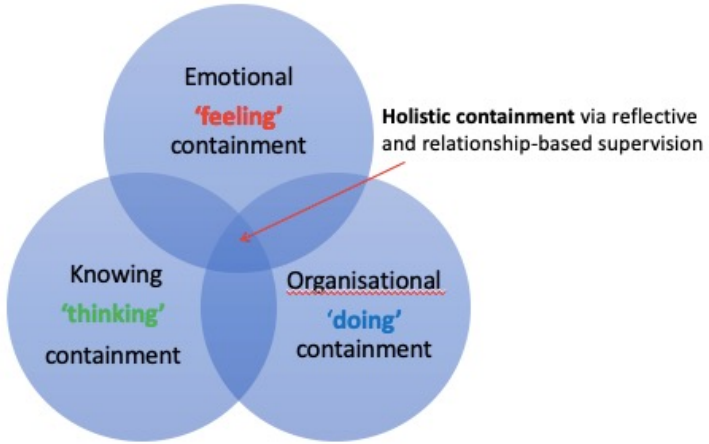
Developing emotional literacy

The organisation: Listening, learning and reflective workplaces

Broadhurst, 2010a and b; Hingley-Jones and Ruch, 2016; Munro, 2011; Parton, 2008; White et al, 2010; Whittaker, 2011.



BASW 80-20 campaign
Workforce wellbeing (Baginksy, 2013; Ravaliers and Boichat, 2018)



Turney and Ruch, 2018; Ruch and Maglajlic, 2020.

Key messages

- The emotional and relational dimensions of social work must remain central at all times
- The vicious circle of anxiety and risk must be carefully managed
- Relationship-based and reflective practice must go hand-in-hand
- Social workers need to listen to children first and talk second
- Social workers can only listen to the extent that they have been listened to
- What children and families identify as important - containing, compassionate and consistent relationships - also applies to social workers

Resources

RESOURCES

- BASW https://www.basw.co.uk/
- Innovate Project https://theinnovateproject.co.uk
- International Futures Forum and Kitbag

http://www.internationalfuturesforum.com/iff-kitbag

- Practice Supervisors Devt programme repository

https://practice-supervisors.rip.org.uk/supervisors-home

- Research in Practice https://www.researchinpractice.org.uk/
- Talking and Listening to Children https://talkingandlisteningtochildren.co.uk/

Kitbag

REFLECTIONS AND BIG MESSAGES

Dr Laura Cook
and
Prof Jonathan Dickens
University of East Anglia

REFLECTIONS AND BIG MESSAGES

- Good practice makes a difference – you can make a difference
- The importance of getting to know and understand families and children – listening, asking, finding creative ways to engage (outside the house; play)
- The 'care and control' tensions are always there; no clear line between support and safeguarding
- The importance of empathy and recognising the intense emotions involved – children's, families', yours.
- Reflective supervision and good support is essential – it is vital to understand individual practice in wider context
- Human rights 'begin in the small places, close to home …' (Eleanor Roosevelt, 1958)

THANK YOU FOR ATTENDING APSW KEE 3

After the event we will:

- Post a recording on the APSW website – apsw/org.uk
- Make available a KEE briefing for each KEE on the APSW website
- Do tweet at #APSWORG or #KEE2021

KEE4: **Children Looked After and Care Leavers**

Wednesday June 16th 16.00-17.30

Professors Elaine Farmer, Gillian Schofield, David Berridge and Mike Stein

Register NOW:
https://apsw.org.uk/events

References for presentation 1 (Prof Turney)

Barlow, J. et al. (2012) *Systematic Review of Models of Analysing Significant Harm* DFE-RR199. London: Department for Education

Bishop, M. A. (2000). In praise of epistemic irresponsibility: How lazy and ignorant can you be? *Synthese*, 122(1–2), 179– 208.

Brown, L., & Turney, D. (2014) *Analysis and Critical Thinking in Assessment* 2nd Edition. Dartington: Research in Practice

Cook, L. and Gregory, M., 2020. Making sense of sensemaking: Conceptualising how child and family social workers process assessment information. *Child Care in Practice*, *26*(2), pp.182-195.

Gillingham, P. (2011) Decision-making tools and the development of expertise in child protection practitioners: are we 'just breeding workers who are good at ticking boxes'?. *Child & Family Social Work*, *16*(4), pp.412-421.

Helm, D. (2011). Judgements or assumptions? The role of analysis in assessing children and young people's needs. *British Journal of Social Work*, *41*(5), pp.894-911.

Hingley-Jones, H. & Ruch, G. (2016) 'Stumbling through'? Relationship-based social work practice in austere times. *Journal of Social Work Practice*, *30*(3), pp.235-248.

Horwath, J. (2002) Maintaining a focus on the child? First impressions of the Framework for the Assessment of Children in Need and their Families in cases of child neglect. *Child Abuse Review*, *11*(4), pp.195-213.

References for presentation 1 (cont'd)

Keddell, E. (2019) Algorithmic justice in child protection: Statistical fairness, social justice and the implications for practice. *Social Sciences*, *8*(10), pp.281-302

Laming, H. (2003) *The Victoria Climbié inquiry: Report of an inquiry by Lord Laming*. Cmnd 5730. Norwich: HMSO.

Laming, H. (2009) *The Protection of Children in England: A Progress Report*. HC 330. London: The Stationery Office.

Platt, D. & Turney, D. (2014) Making threshold decisions in child protection: A conceptual analysis. *British Journal of Social Work*, *44*(6), pp.1472-1490.

Samsonsen, V. & Turney, D. (2017) The role of professional judgement in social work assessment: a comparison between Norway and England. *European Journal of Social Work*, *20*(1), pp.112-124

Turney, D., Platt, D., Selwyn, J. and Farmer, E., 2011. *Improving Child and Family Assessments: Turning research into practice*. London: Jessica Kingsley Publishers.

Whittaker, A. (2018) How do child-protection practitioners make decisions in real-life situations? Lessons from the psychology of decision making. *The British Journal of Social Work*, *48*(7), pp.1967-1984.

References for presentation 2 (Prof Ferguson)

Cooner, T.S., Beddoe, L., Ferguson, H., and Joy, E. (2020) The use of Facebook in social work practice with children and families: exploring complexity in an emerging practice, *Journal of Technology in Human Services*, 38:2, 137-158

Disney, T., Warwick, L., Ferguson, H., Leigh, J., Cooner, T. S., & Beddoe, E. (2019). "Isn't it funny the children that are further away we don't think about as much?": Using GPS to explore the Mobilities and Geographies of Social Work and Child Protection Practice. *Children and Youth Services Review*, 100, 39–49.

Ferguson, H. (2009) Driven to care: The car, automobility and social work, *Mobilities*, vol.4, 2, 275-293.

Ferguson, H. (2010) Therapeutic journeys: the car as a vehicle for working with children and families and theorizing practice, *Journal of Social Work Practice*, Vol. 24, 2, 121-138.

Ferguson, H. (2011). *Child Protection Practice*. Palgrave Macmillan

Ferguson, H. (2016a). 'What social workers do in performing child protection work: Evidence from research into face-to-face practice'. Child and Family Social Work, 21(3), 283–294

Ferguson, H. (2016b). 'Researching social work practice close up: Using ethnographic and mobile methods to understand encounters between social workers, children and families'. British Journal of Social Work, 46 (1), 153–168.

Ferguson, H. (2018a) Making home visits: Creativity and the embodied practices of home visiting in social work and child protection, *Qualitative Social Work*, Vol. 17(1) 65–80.

Ferguson, H. (2018b) How social workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work, *Social Work Education*, (2018), vol 37, 4, 415-427.

Ferguson, H., Leigh, L., Cooner, T. S., Beddoe, L., Disney, T., Warwick, L., & Plumridge, G. (2020a) From snapshots of practice to a movie: Researching long-term social work and child protection by getting as close as possible to practice and organisational life. *The British Journal of Social Work*, Vol. 50, 6, 1706–1723.

Ferguson H, Warwick L, Cooner TS, Leigh, J., Beddoe, E., Disney, T., & Plumridge, G. (2020b) The nature and culture of social work with children and families in long-term casework: Findings from a qualitative longitudinal study. *Child & Family Social Work.* 2020;25: 694–703.

References for presentation 2 (cont'd)

Ferguson, H., Disney, T., Warwick, L., Leigh, J., Cooner, T. S., & Beddoe, L. (2020c). Hostile relationships in social work practice: Anxiety, hate and conflict in long-term work with involuntary service users. *Journal of Social Work Practice*. https://doi.org/10.1080/02650533. 2020.18343711–19.

Ferguson, H., Warwick, L., Disney, T., Leigh, J., Cooner, T. S., & Beddoe, E. (2020d). Relationship-based practice and the creation of therapeutic change in long-term work: Social work as a holding relationship. *Social Work Education*. https://doi.org/10.1080/02615479.2020.1837105.

Forrester, D., Westlake, D., Killian, M., Antonopolou, V., McCann, M., Thurnham, A., … Hutchison, D. (2019). What is the relationship between worker skills and outcomes for families in child and family social work? *British Journal of Social Work*, vol 49, 2148–2167.

Hadfield, M., Ruch, G., Winter, K., Cree, V. and Morrison, F. (2020) Social workers' reflexive understandings of their "everyday" communications with children, *Child & Family Social Work,* 25, 2 469-477.

Henderson, F. (2018). Difficult conversations on the frontline: Observations of home visits to talk about neglect. In M. Bower & R. Solomon (Eds.), What Social Workers Need to Know. London: Routledge.

Jeyasingham, D. (2014) The Production of Space in Children's Social Work: Insights from Henri Lefebvre's Spatial Dialectics, *The British Journal of Social Work*, Vol 44, 7, 1879–1894.

Jeyasingham, D (2018) Place and the uncanny in child protection social work: Exploring findings from an ethnographic study, *Qualitative Social Work*, 17, 1, 81-95.

Jeyasingham, D. (2019). 'Seeking solitude and distance from others: Children's social workers' agile working practices and experiences beyond the office'. *British Journal of Social Work*, 49, 3, 559–576.

References for presentation 3 (Prof Ruch)

Baginksy, M.(2013) *Retaining Experienced Social Workers in Children's Services: The Challenge Facing Local Authorities in England*, London:NIHR.

Broadhurst, K., Wastell, D., White, S., Hall, C., Peckover, S., Thompson, K., Pithouse, A., Davey, D. (2010a) Performing 'initial assessment': identifying the latent conditions for error at the front door of local authority children's services, *British Journal of Social Wo*rk, 40, 2, p. 352-370.

Broadhurst K, Hall C, Wastell D, White S & Pithouse A (2010b) Risk, instrumentalism and the humane project in social work: Identifying the informal logics of risk management in children's statutory services, *British Journal of Social Work*, 40(4), 1046-1064.

Cooper, A. (2018) What future? Organisational Forms, Relationship-based Social Work Practice and the Changing World Order, in Ruch, G., Turney, D. and Ward, A. (eds) *Relationship-based social work: getting to the heart of practice*, London: Jessica Kingsley.

Cooper, A. and Lees, A. (2015) Spotlit: Defences against anxiety in contemporary human service organisations, in D. Armstrong and M. Rustin (eds) *Social Defences against Anxiety: Explorations in a Paradigm*, London:Karnac.

Ferguson, H. (2017) How children become invisible in child protection work: Evidence from day-to-day social work practice, B*ritish Journal of Social Work*, Vol 47,1007-1023.

Ferguson, H. (2016) Making home visits: Creativity and the embodied practices of home visiting in social work and child protection, Qualitative Social Work, 17,1, p. 65-80.

References for presentation 3 (cont'd)

Gibson, M. (2019a) *Pride and Shame in Child and Family Social Work*. Bristol: Policy Press

Gibson, M. (2019b) The role of pride, shame, guilt and humiliation in social service organizations: A conceptual framework from a qualitative case study, *Journal of Social Service Research,* 45: 112-128

Hadfield, M., Ruch, G., Winter, K., Cree, V. and Morrison, F. (2020) Social workers' reflexive understandings of their "everyday" communications with children, *Child & Family Social Work,* 25, 2, 469–477.

Hingley,-Jones, H. and Ruch, G. (2016) Stumbling through? Relationship-based social work practice in austere times, *Journal of Social Work Practice,* 30, 3, 235-248.

Ingram, R. (2015) Exploring emotion within formal and informal forums: Messages from social work practitioners, *British Journal of Social Work*, 45, 3, p. 896-913

Kinman, G., Grant L. (2020) Emotional demands, compassion and mental health in social workers *Occupational Medicine*,

Kinman, G., & Grant. (2016) Building Resilience in Early-Career Social Workers: Evaluating a Multi-Modal Intervention, *British Journal of Social Work*,

Lefevre, M. (2015) 'Becoming effective communicators with children: developing practitioner capability through social work education*', British Journal of Social Work*, 45, 1, pp. 204–224.

Luckock, B., Lefevre, M., Orr,. D., Jones, M., Marchant, R. and Tanner, K. (2006) *Teaching, Learning and Assessing Communication Skills with Children and Young People in Social Work Education*, London, SCIE.

Munro, E. (2011) *The Munro Review of Child Protection. Final report: A Child-centred System*, Department for Education, London.

References for presentation 3 (cont'd)

Parton, N. (2008), 'Changes in the form of knowledge in social work; from the "social" to the "informational"', *British Journal of Social Work,* 38: 2, 253–69.

Ravalier, J. and Boichat, C. (2018) *UK Social Workers: Working Conditions and Wellbeing, available at* https://www.basw.co.uk/system/files/resources

Ruch, G. and Maglajlic, R. (2020), *Partners in Practice: Practice Review*, London: Department of Education

Ruch, G., Winter, K., Morrison, F., Hadfield, M., Hallett, S. and Cree, V. (2020) From Communication to Co-operation: Re-conceptualising Social Workers' Engagement with Children in *Child & Family Social Work,* 25, 2, 430-438.

Trevithick, P. (2014) Humanising Managerialism: Reclaiming Emotional Reasoning, Intuition, the Relationship, and Knowledge and Skills in Social Work*, Journal of Social Work Practice*, 28:3, 287-311.

Turney, D. and Ruch, G. (2018) What makes it so hard to look and to listen? Exploring the use of the Cognitive and Affective Supervisory Approach with children's social work managers, *Journal of Social Work Practice*, 32, 2, pp.125-138*.*

White S, Wastell D, Broadhurst K & Hall C (2010) When policy o'leaps itself: The 'tragic tale' of the Integrated Children's System, *Critical Social Policy*, 30(3), 405-429

Winter K., Morrison, F., Cree, V., Ruch, G., Hadfield, M. and Hallett, S. (2019) Emotional Labour in Social Workers' Encounters with Children and Their Families, *British Journal of Social Work,* 49,1, p.217–233.

Winter, K., Cree, V.E., Ruch, G., Hallett, S., Hadfield, M., Morrison, F. (2017) Effective communication between social workers and children and young people', *British Journal of Social Work*, 47, 5, 1427–1444.

Whittaker, A**.** (2011): Social defences and organisational culture in a local authority child protection setting: challenges for the Munro Review?, *Journal of Social Work Practice*, 25:4, 481-495.