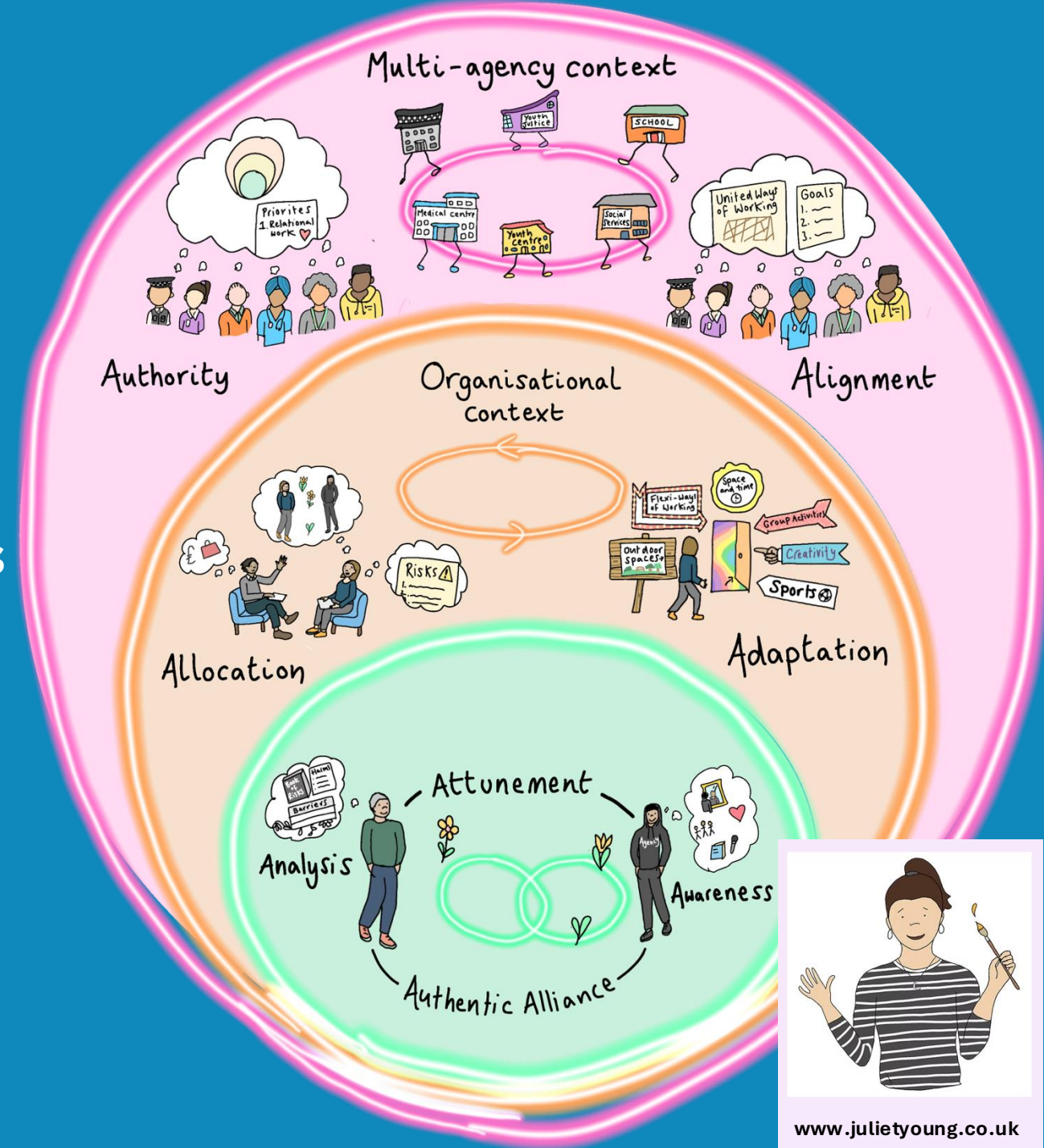


Creating conducive conditions for relational practice to flourish in our adolescent safeguarding systems

Webinar #3 with Vic Ing

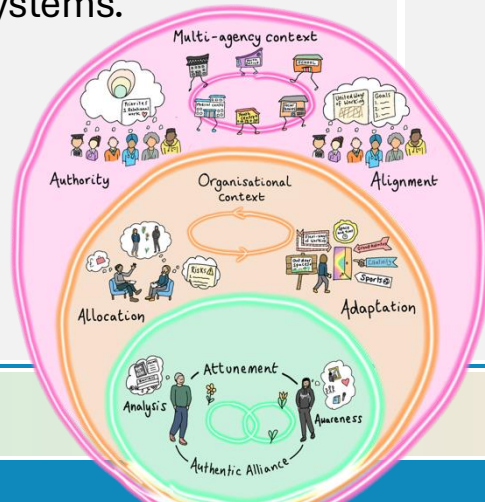


Creating conducive conditions...

- A definition of adolescent safeguarding systems.
- A scenario to illustrate an adolescent safeguarding system.
- Notes confusion in defining relational practice.
- Trusted relationships are the foundation of adolescent safeguarding systems.

- Pose attunement and analysis as key to relational practice.
- Outline several forces preventing relational practice from flourishing.
- Identify crucial conditions as:
 - ✓ Space/time for reflective practice
 - ✓ High-quality learning & support
 - ✓ **Trusting management**
 - ✓ **Aligned leadership.**

- A framework to show how conducive conditions might be created.
- **Making practice present** in leadership spaces: the 'goods' of adolescent safeguarding systems.
- Hope to strengthen the case for creating conducive conditions.



Community bike projects creating safety with young people on a Southwark estate



Origins of the project

Creation of
Southwark
Adolescent Sure
Start

Getting to know
our pilot youth
support hub site

Complaints about
disruptive
behaviour on bikes
(young people
aged 12/13)

Misconceptions
about availability of
activities

Concerns about
violence and
criminal
exploitation

Neighbourhood
police and other
partners keen to
collaborate

Agreed focus:

Young people in Year 6, 7 & 8
potentially at risk of harm
from criminalisation, violence
and exploitation.



Involving young people



A chance to...

- ✓ Engage young people via something they were interested in
- ✓ Reach them early
- ✓ Introduce them to positive activities
- ✓ Get them into safe spaces

Bike workshop person: *the freedom of not having to talk about the issue...*

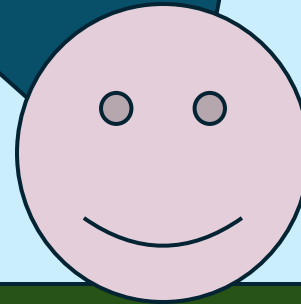
It's totally fine for them to have a fully childlike experience of just playing around, being lost in a particular activity.

Whereas in other situations, there's an agenda.



Adolescent Sure Start colleague: *I think young people just want to be seen as individuals...*

The really interesting thing about individuality is how completely dependent it is on the recognition of others.



Designated Safeguarding Lead from school: *In a school environment, there are so many rules and so many things that they must do.*

So, in their free time, being given the opportunity to do their hobbies and to express themselves is important to them...

...and I think it's important to their parents too.



A sense of safety and liberty

Bike workshop person: *It would mean to have enough outlets that are either supervised or there is a sort of adult presence.*

Just a general sort of state of safety where they can express themselves...

So, there is this sort of guided liberty.



Adaptation



A sense of safety and liberty

Bike workshop person: *Lots of people bring bread and drinks and it's this quite familial vibe that I think I've helped create.*

And within that space they feel fairly safe but also maybe get a taster of what one could be



Adaptation





**A chance for protective
adults to build
relationships with
young people
and
an opportunity to reach
parents and carers**

Bike workshop person:

You've got to imagine a situation where....someone who comes in, maybe a little more aggressively, I don't know him well.

And it's like, hey man, you want a cookie? Like, what?

And that can sort of...you know, bring down the defences and change the tone.

...the relationship can come across as a little more genuine knowing that you haven't been paid



Designated Safeguarding Lead from school:

Knowing that adult, they're not getting anything back from it [in terms of payment].

That adult has chosen to take an interest in me and in my life. That must feel good.



Designated Safeguarding Lead from school:

I had a young person knock on my office door...and he goes, madam, where's your friend? And I was like, my friend, who are you talking about? And he was like, at the BMX place.

He had an issue; he's come to find me...and he thinks Vic is my friend...

That shows how collaborative working is. It's nice for him to see that. We've modelled that for him...

He wanted to know where he needed to go to meet Vic.

Conductive conditions

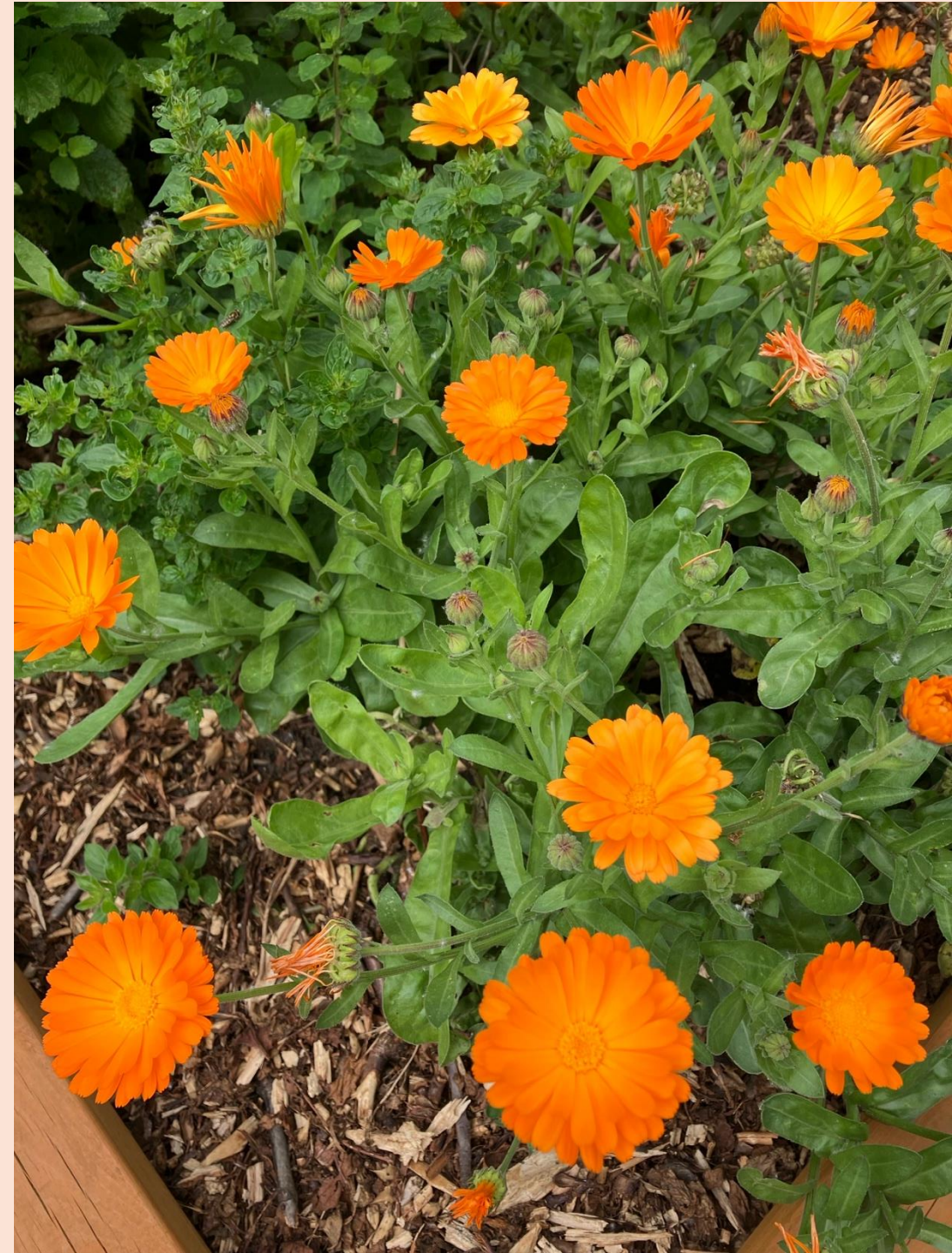
- ✓ Time and some freedom
- ✓ Relationships and collaboration
- ✓ Hyper-local knowledge
- ✓ Genuine buy-in and appreciation from management and leadership



Allocation



Authority



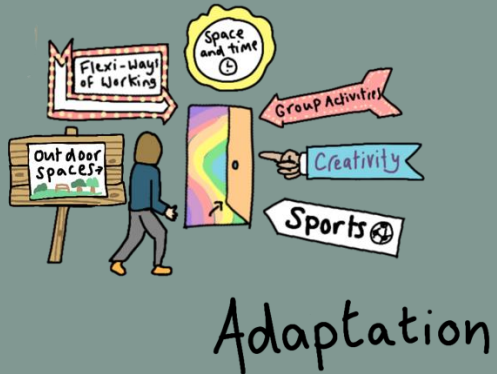
Challenges

- Language and finding shared understandings
- Practical barriers
- Measuring impact

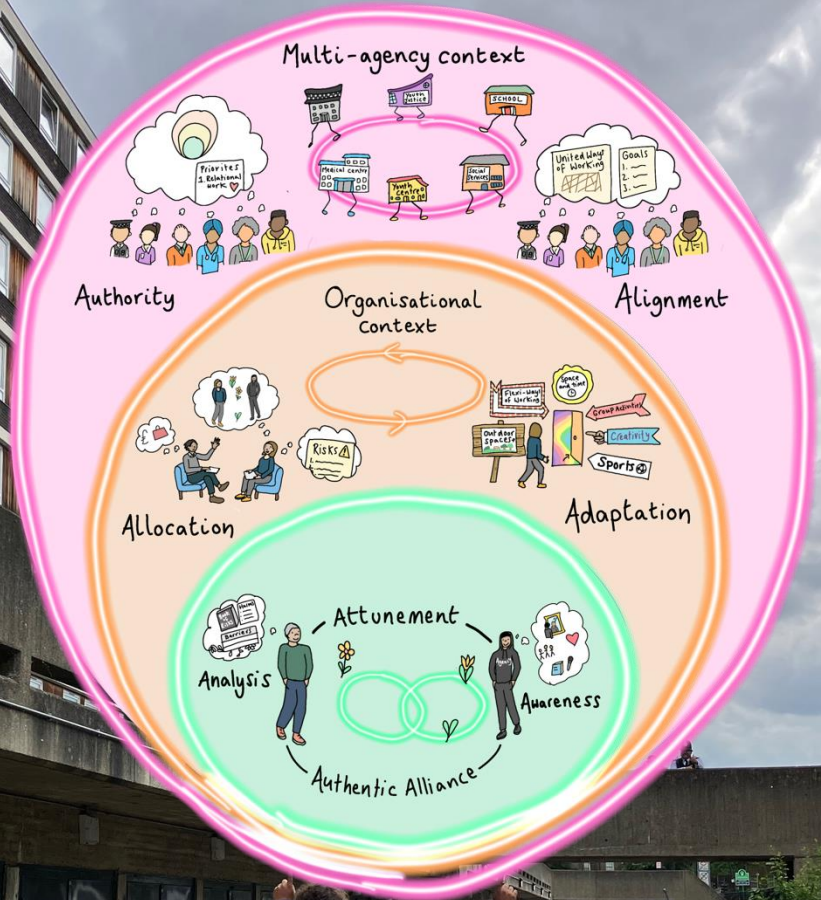
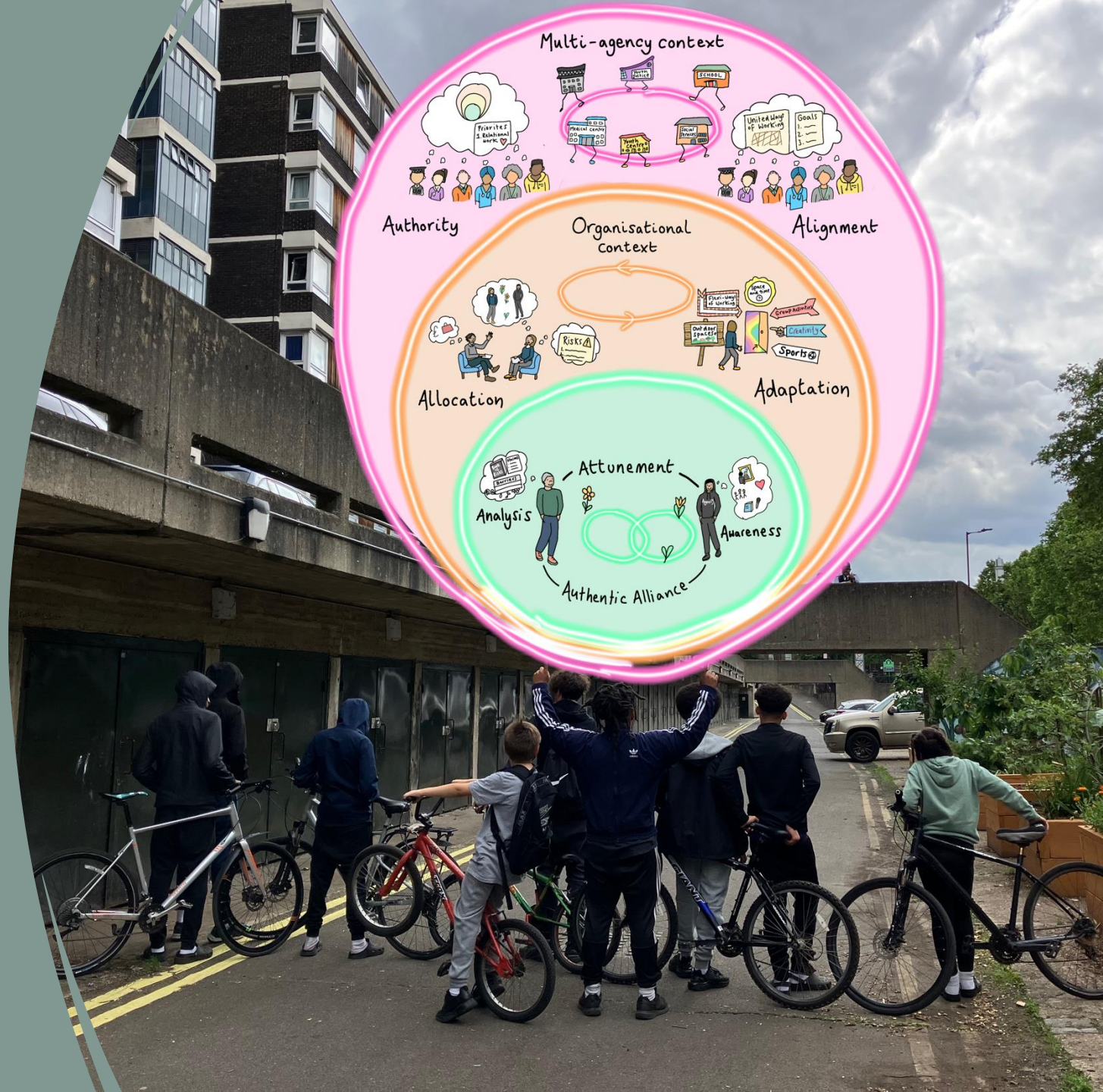


Your questions and observations
about the project...

How might this approach work
where you are?



What conducive conditions need
to be created to support this
type of relational practice?



What if we created...

Purposeful multi-agency collaboration...

...in our direct practice, operational management, strategic leadership, and policymaking,

...and always in partnership with children, young people, young adults, their families and communities.

What if the following ambitions united us:

Nurture: awareness, agency, wellbeing, a sense of belonging and feeling loved with young people to promote their flourishing.

Create safety and promote welfare responses in collaboration with young people, families, and communities, especially those affected by risks, harms, abuse, and structural inequalities, such as racism and poverty,

Next webinar:

Wed, 14 May 2025, 10.30-12.00

Adopt a life-course approach to understand and respond early to harm, abuse, violence, exploitation, radicalisation, racism and structural inequalities.

Support innovative approaches across local places, especially those based in relational practice.

Inform our work with systems thinking and promote learning and collaboration between agencies, disciplines, and sectors.

Resonant Collaboration

Facilitation, Consulting & Research
colinmichel@resonantcollaboration.co.uk

Thank you

Next webinar:

Wed, 14 May 2025, 10.30-12.00

When tending to others' needs, don't forget your own

