

# **Relationship-based Social work and the interview with the child**

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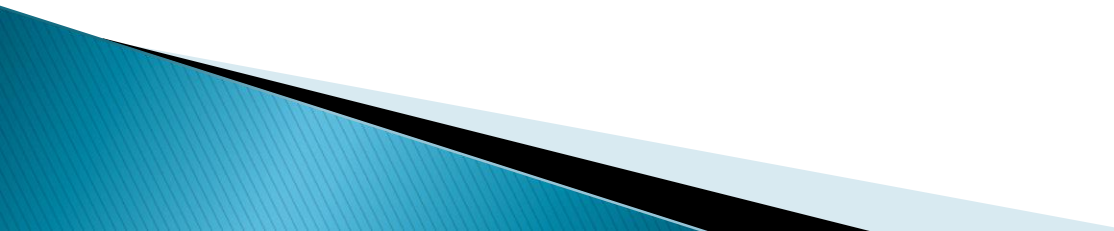
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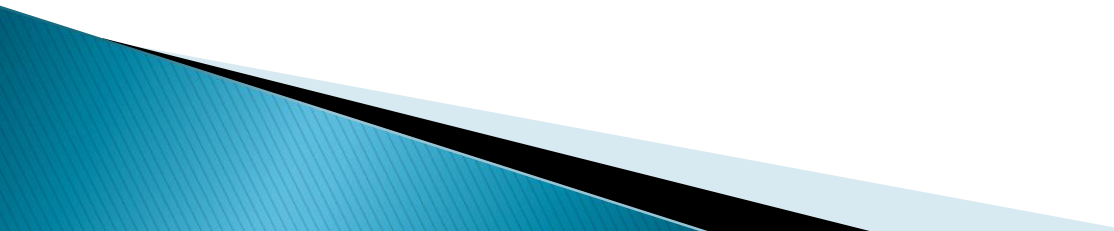
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- ▶ Today, I wish to talk about Relationship-based Social work and how this relates to the joint forensic interview of the child.

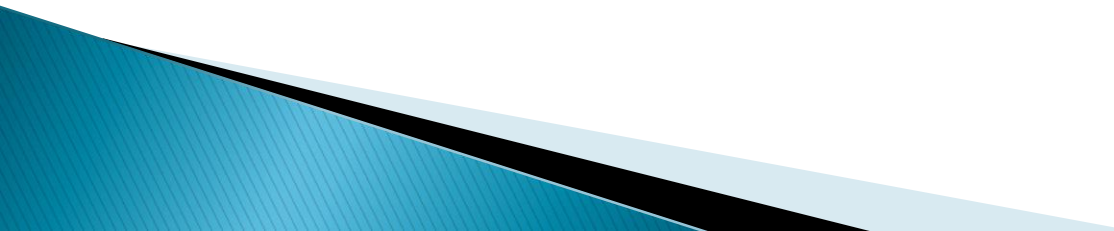
# Purpose of the Joint Interview

- ▶ To learn the child's account of the circumstances that prompted the inquiry.
  - ▶ To gather information to permit decision making.
  - ▶ To determine whether the child, or any other child, is at risk and in need of protection.
  - ▶ To establish whether a crime has been committed.
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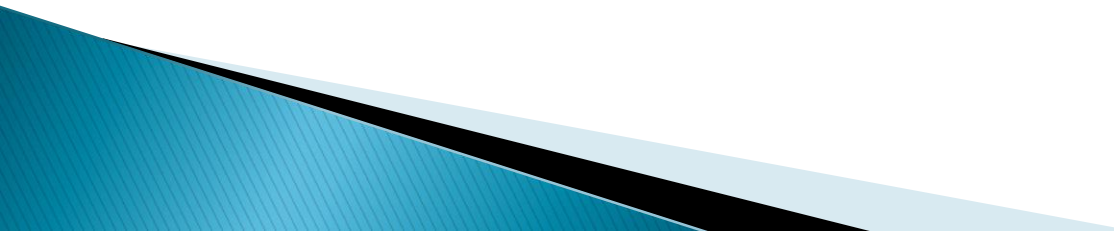
# Interview

- ▶ ‘Best Evidence’ is what the child tells you within the interview.
  - ▶ Achieved by ‘Free Narrative’.
  - ▶ Encouraging the child to provide a free and uncoerced narrative .
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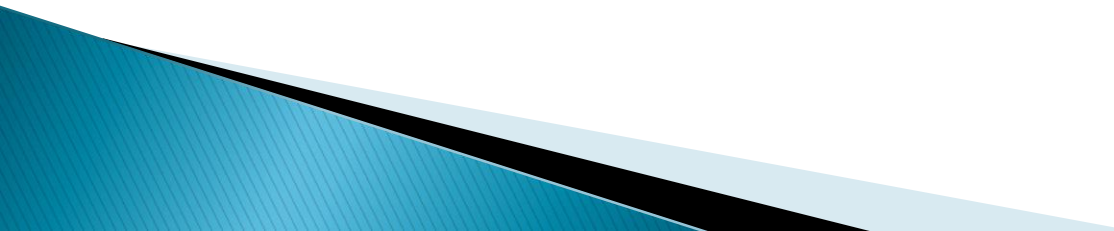
# Interview Structure – Phased Approach

- ▶ Introduction
  - ▶ Rapport
  - ▶ Practice interview
  - ▶ Free Narrative
  - ▶ Questioning
  - ▶ Closure
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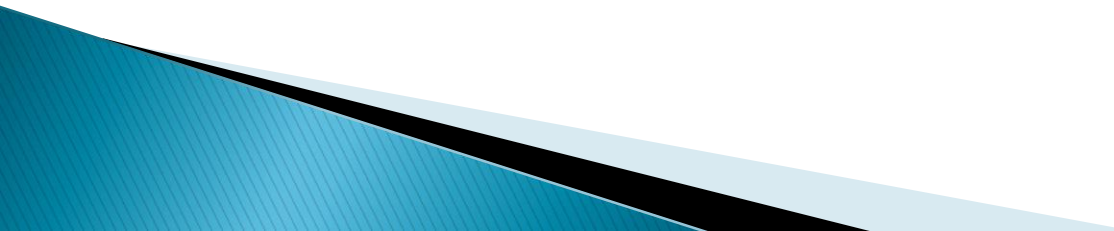
# Relationship-based practice model has several core characteristics:

- ▶ That human behaviour is complex and multifaceted, i.e. people operate with conscious and unconscious dimensions that cause complexity within the relationship.
  - ▶ The internal and external worlds of individuals are integrated .
  - ▶ That human behaviour and the professional relationship are an integral component of any professional intervention - this places particular emphasis on 'the use of self' (Gillian Ruch et al. 2011)
  - ▶ The importance of relationships in social welfare extends beyond social work and can be seen in government policy and practice: some are enshrined in legislation within concepts like 'joined up services' (Trevithick 2003)
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# Chronologies

- ▶ Not a story but a window into the life experience of a child in their world.
  - ▶ Past serious case reviews comment upon the poor use or the neglect of chronology history, where the impact of childhood experiences has not been taken into account (Vincent and Petch 2012 )
  - ▶ The history provides indicators to the individual's internal working model
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# Forming the relationship

- ▶ Winnicott (1971) speaks of being an empty vessel - being open to relationships shaped by the shared interaction; not prejudged.
  - ▶ That human behaviour and the professional relationship are an integral component of any professional intervention (Gillian Ruch et al. 2011)
  - ▶ It places particular emphasis on 'the use of self' and the relationship as the means through which interventions are channelled (Gillian Ruch et al. 2011)
  - ▶ Honesty and clarity are our key tools within the interview.
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# Rapport: establishing a child-centred

- ▶ Sets the scene
- ▶ Encourages the child - they feel listened to
- ▶ Confirms correct roles
- ▶ Confirms child's communication skills

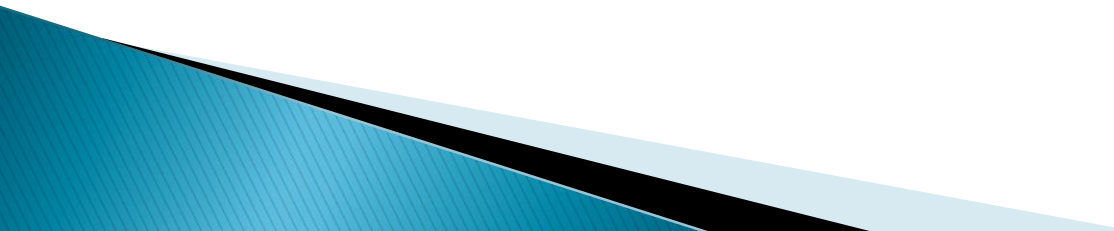
# Practice interview

- ▶ Interviewer asks the child to give an account of something that has happened to them from beginning to end
- ▶ Neutral subject: birthday, hobbies, school
- ▶ Interviewer uses open questions/prompts to encourage more detail

# The practice interview

“When investigative interviews use practice interviews children go on to report more information about the allegations of abuse than children interviewed without a practice interview.”

# Free Narrative

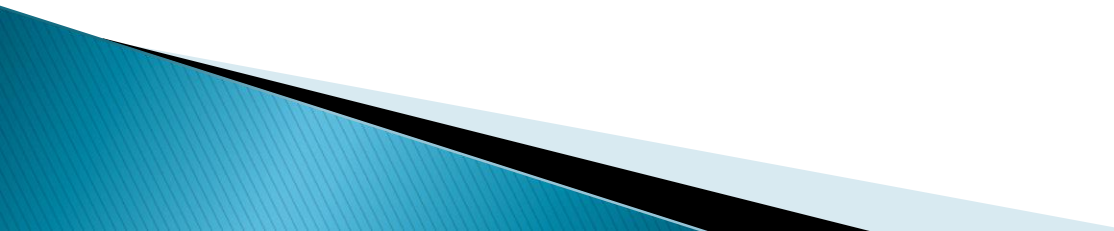
- ▶ Source of accurate and untainted information
  - ▶ Own uninterrupted account from child
  - ▶ Their own words
  - ▶ Their own feelings
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# Questioning

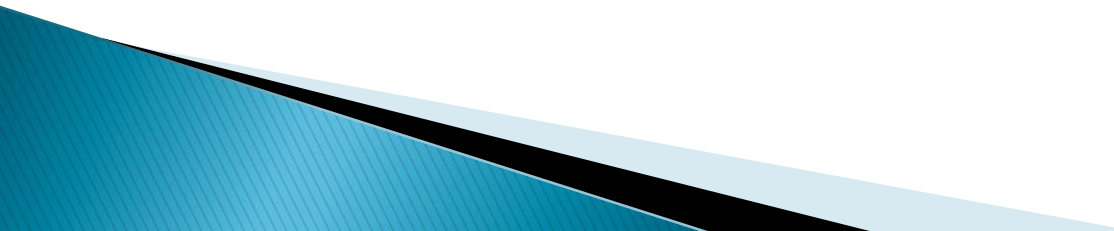
**Specific**

**Closed**

**Leading**



# Closure

- ▶ **Summarise information gathered**
  - ▶ **Check with second interviewer**
  - ▶ **Does the child have any questions?**
  - ▶ **Explaining the end of the relationship**
  - ▶ **What will happen next?**
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**Questions ?**

