

# Professional Curiosity

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# Warm Up Activity

Spend a couple of minutes thinking about what "things" you may have done in the past 12 hours that have allowed you to be here today, working, functioning and able to attend this training.

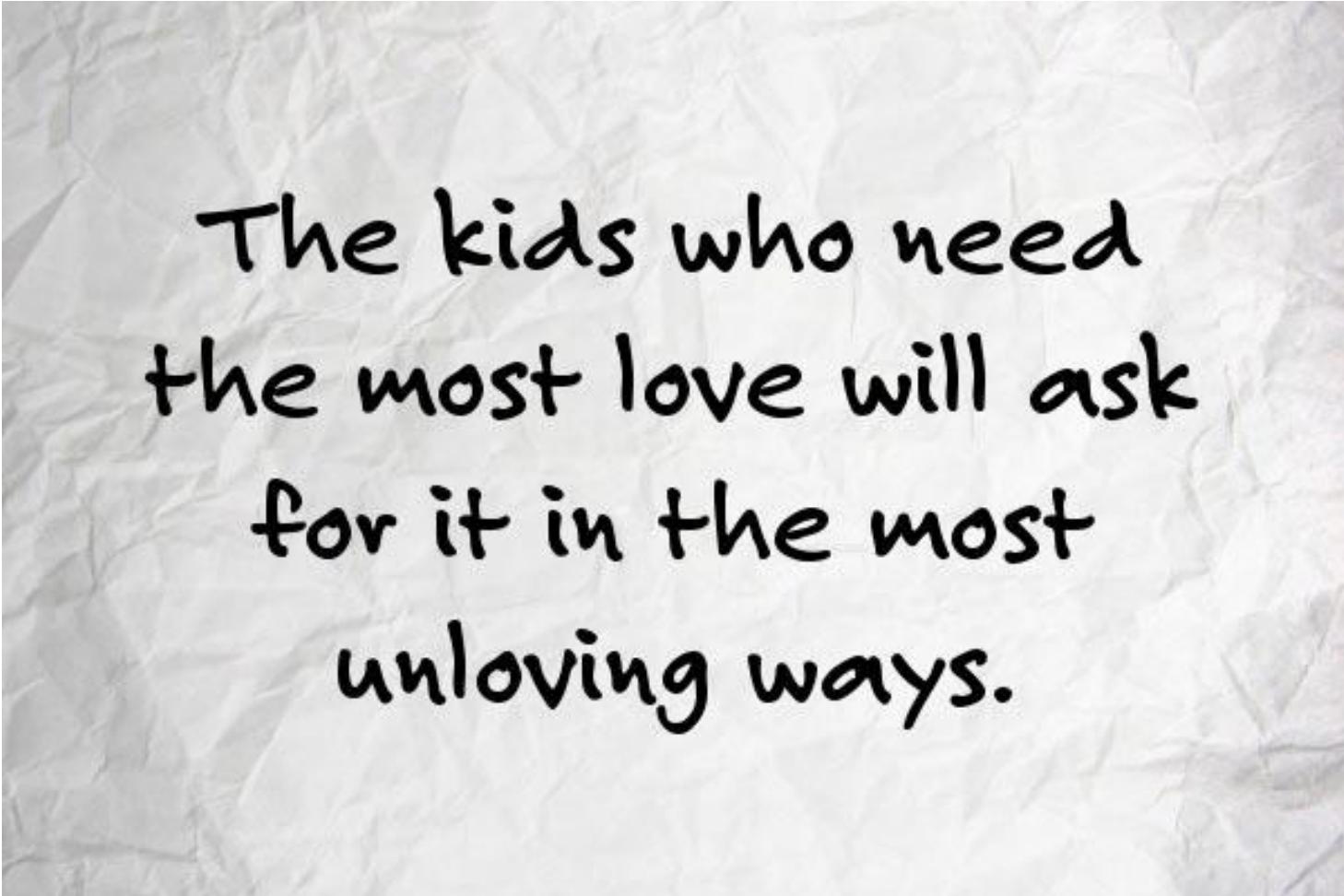
Please type these into the chat ...

# Warm Up Activity

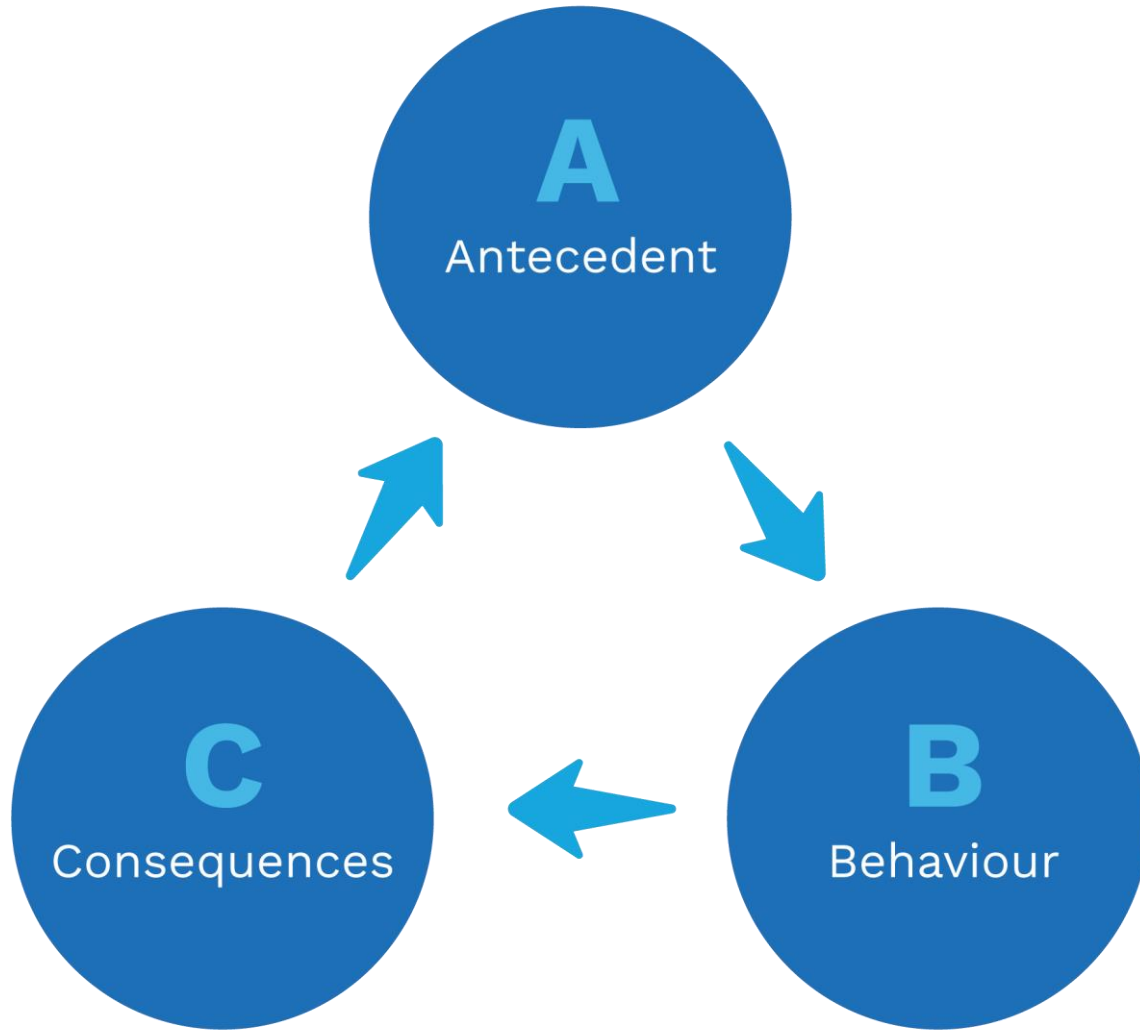
Now take a moment to reflect on how you might be feeling today if you had had to go without the "thing" you have identified.



# Maslow's hierarchy of needs

A square image with a background of crumpled, light-colored paper. The text is written in a black, casual, handwritten font, centered on the page.

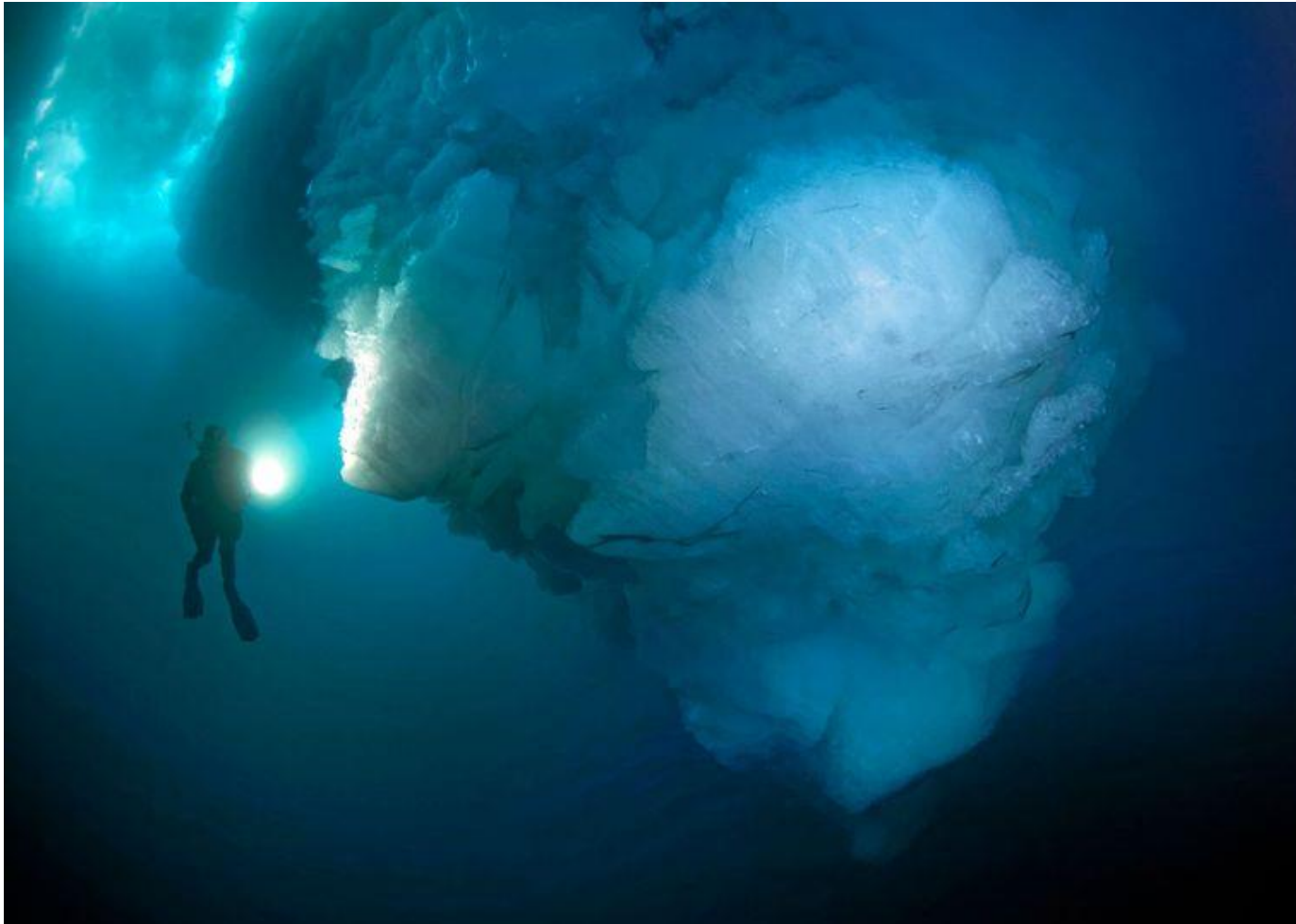
The kids who need  
the most love will ask  
for it in the most  
unloving ways.



# Behaviour as communication

# What is professional curiosity?





The capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.



LOOK



LISTEN



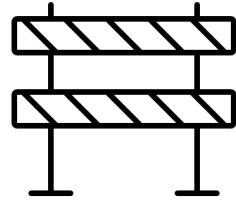
ASK



CHECK OUT



# Barriers



- Disguised compliance
- Rule of optimism
- Accumulating risk
- Normalisation
- Professional deference
- Confirmation bias
- Knowing but not knowing
- Confidence
- Dealing with uncertainty
- Retracted allegations
- Risk assessment tools
- Poor supervision
- Work pressures
- “Start Again” syndrome
- Lack of openness to new knowledge
- Fixed thinking

# Have I been professionally curious?



**What are my concerns?**



**1. Think Family**

- \*Do you know who is in the family?
- \*Have there been any recent changes to family make up?
- \* Does anyone in the family have additional needs and what is the impact of this?
- \*Would a Genogram be useful?

**2. Look. Listen, Ask, Evidence**

- \*Have I asked the right questions to the right people?
- \*Have I challenged where needed?
- \*Have I heard what has been said?
- \* Are there any other professionals working with the family who I could liaise with?
- \*What tools are available to me to support in evidencing my concerns?


**3. Pitfalls**

- \* Am I being too optimistic about the possibility of change?
- \*Play devil's advocate
- \*Is there disguised compliance?
- \*Do I need to take a step back in order to gain more clarity?

**4. Support**

- \* Am I feeling stuck or worried?
- \*Who else could I speak to?

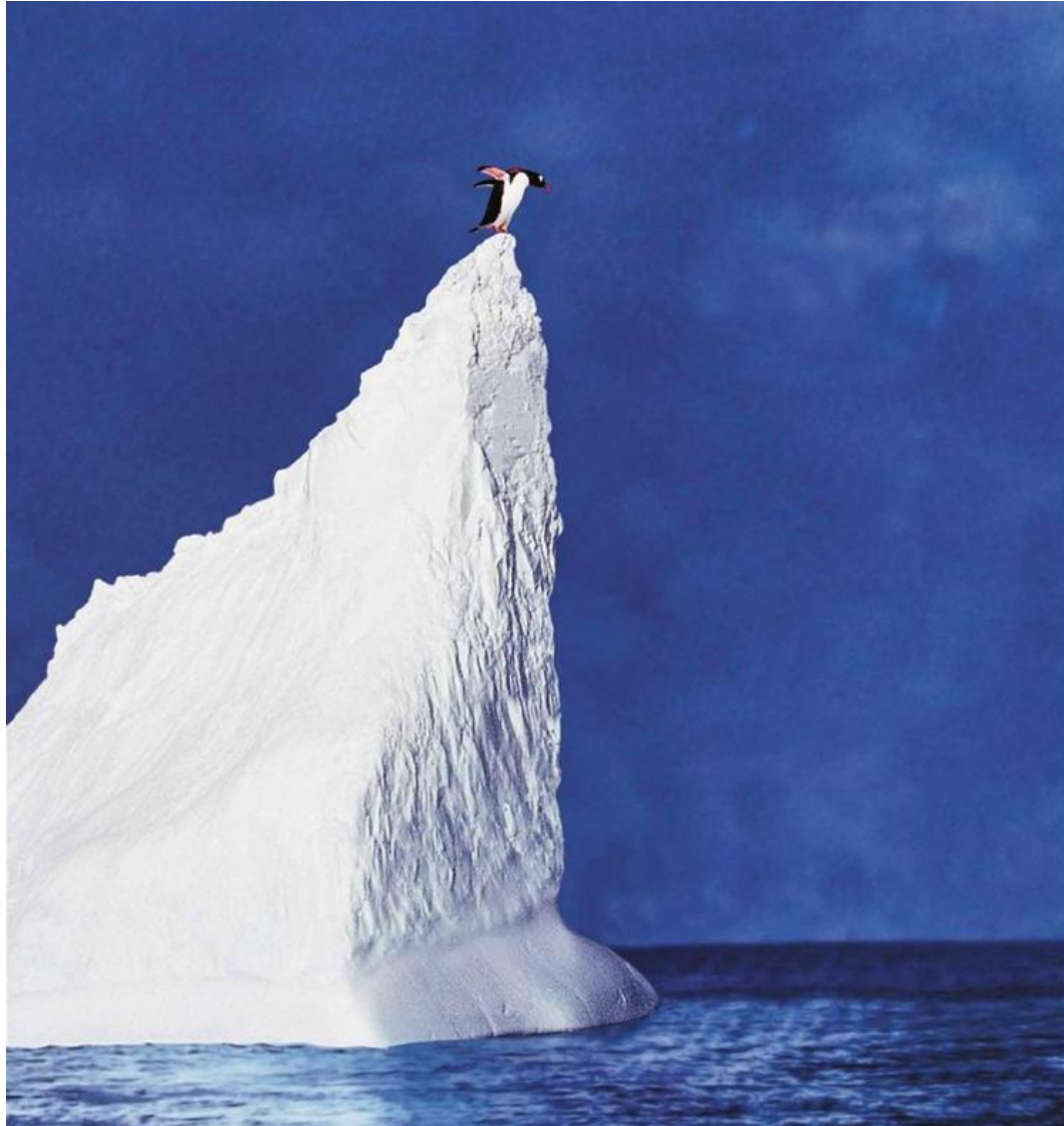
**Do I have an understanding of the lived experience and a clear idea of what I need to do to support / safeguard going forward?**



**Self-awareness:** What barriers might I be experiencing? Tired, Overwhelmed, Heavy caseload, Confidence, Time Pressures, Fear of Jeopardising the Relationship, Past Experiences, Personal Issues, Unconscious Bias



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## What can help?

# Practice guidance, tools and training

- SSP Neglect Framework and Practice Guidance
- Neglect Screening Tool
- Swindon's Multi-Agency Threshold Guidance – The Right Help at the Right Time
  
- Other resources available on the SSP website across a range of subjects e.g. working with resistant families.





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# Chronologies



## Swindon Safeguarding Partnership Chronology Template

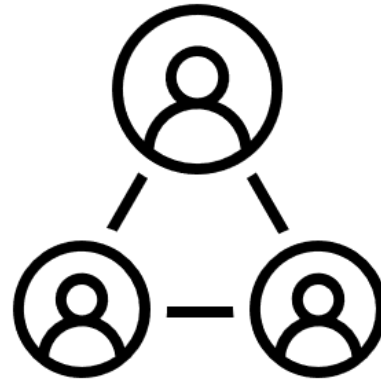
The purpose of a chronology is to record significant events that have had, or continue to have a significant impact (positive or otherwise) on the child.

Further guidance on completion can be found in [SSP chronology guidance - Swindon Safeguarding Partnership](#)

<b>Name of Child or Young Person:</b>
<b>Date of Birth:</b>

<b>Date or period of significant event</b>	<b>Significant Event</b> <i>Information recorded should be a brief description, concise, clear, factual, accurate and evidence based to support good decision making</i>	<b>Source of the event - i.e. who and what service/agency provided the information.</b>	<b>Impact on the child</b> <i>(either positive or negative. If <u>unknown</u> please specify) this may change/ become clearer over time.</i>	<b>Action Taken to mitigate adverse impact on child.</b> <i>Include if single practitioner/service/agency response and multi-agency responses. If no action taken, please specify why.</i>	<b>Date of Entry</b> <i>(when recorded on system – highlight if this is a retrospective entry)</i>

# Supervision



*“Effective supervision represents the mainstay of protective practice ... professionals need support both in applying a robust analysis but also in examining their own values and preconceptions”*

*Triennial Analysis CSPRs, 2020*



# Critical Thinking



Weighing up different options and possible interpretations in an open-minded way



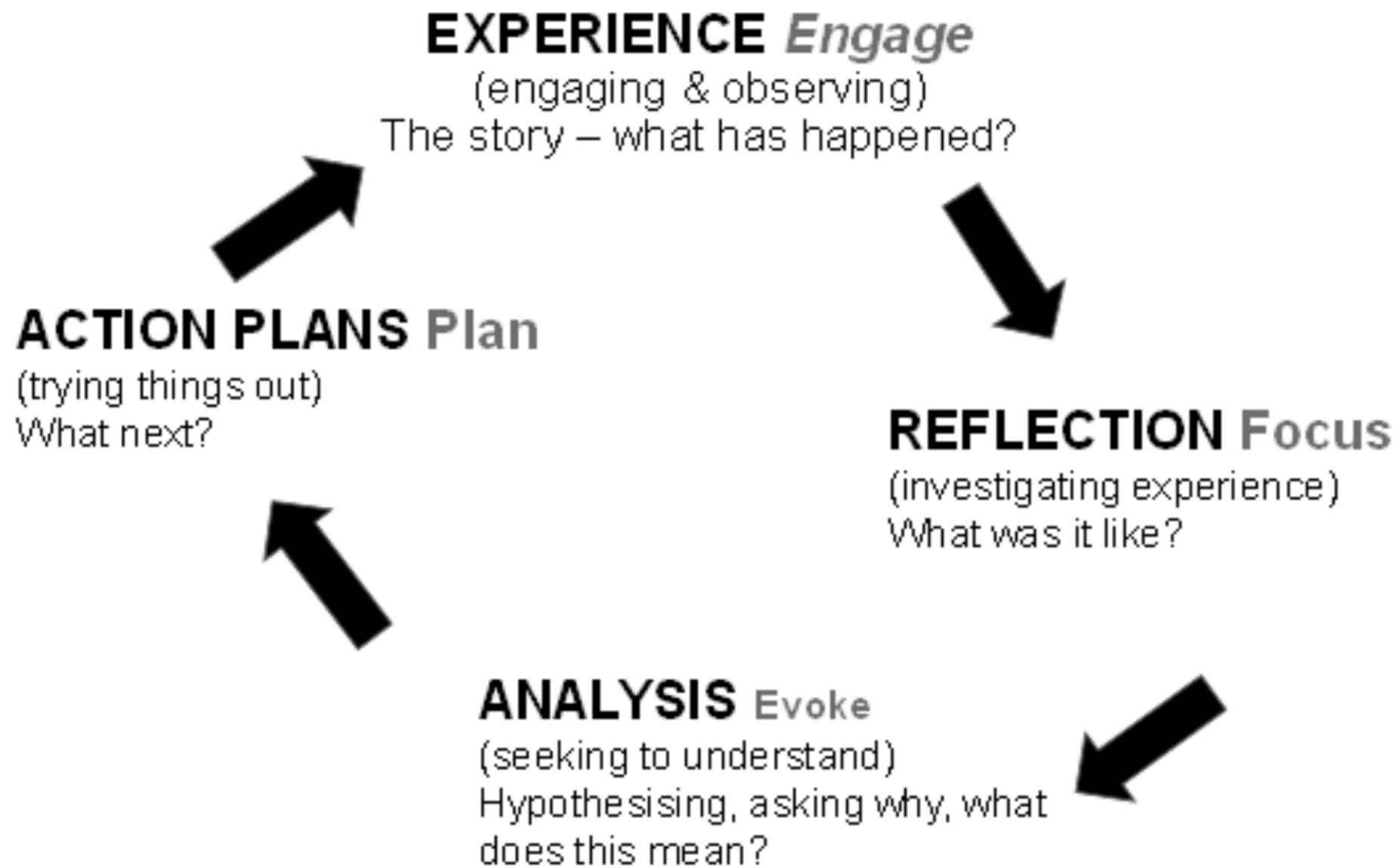
Requires us to be open to other people's opinion, even if it is at odds with our own



Examines the possibilities and the problems



It tests the reliability and validity of judgement



# Escalation



*“Practitioners become attached to their judgements and can employ strategies to ensure that challenge is not recognised or explored. The dominant view of the key professionals can result in an outlying view being ignored or not heard...”*

Brandon, 2020

# Defensible Decision Making

*"... the record should clearly and succinctly explain what has happened to and for the child, both to inform the support provided to the child today, and, when they become adults, to help them understand what decisions were made during their childhood and why"*

*Ofsted, 2019*



# What is a defensible decision?

One that is evidence based, which uses all the information available/discoverable to you at the time (while being aware that we rarely have all the information)

Where the information has been thoroughly evaluated and analysed

Which has weighed up different outcomes and options before deciding

Which evidences the rationale for the decision, including anyone consulted (e.g. manager oversight and discussion)

Follows policy and legislative responsibilities/duties

Is recorded in a way which evidences all the above

# Top Tips for defensible decision-making

Evaluate the information you are using: are there any gaps? How reliable are the sources?

Consider who you need to communicate with to make the decision: for example, family members, professionals, other teams.

Ensure once the decision is made that it is communicated to the people/agencies who need to know.

Consider your own biases and preferences: might these be affecting your decision?

Use reflective supervision to evaluate your decision making and the impact of your values and experience.

Record your decision!

Ensure the rationale for your decision is clear in your recording. Evidence what other options have been considered.

A background image featuring a dense field of white, 3D question marks scattered across a light blue, slightly blurred surface. The question marks are of various sizes and orientations, creating a sense of depth and focus on the central text.

**Any questions or feedback?**