

Tools for practice: Demonstrating professional curiosity in record keeping through analysis, genograms, and ecomaps

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Learning Outcomes

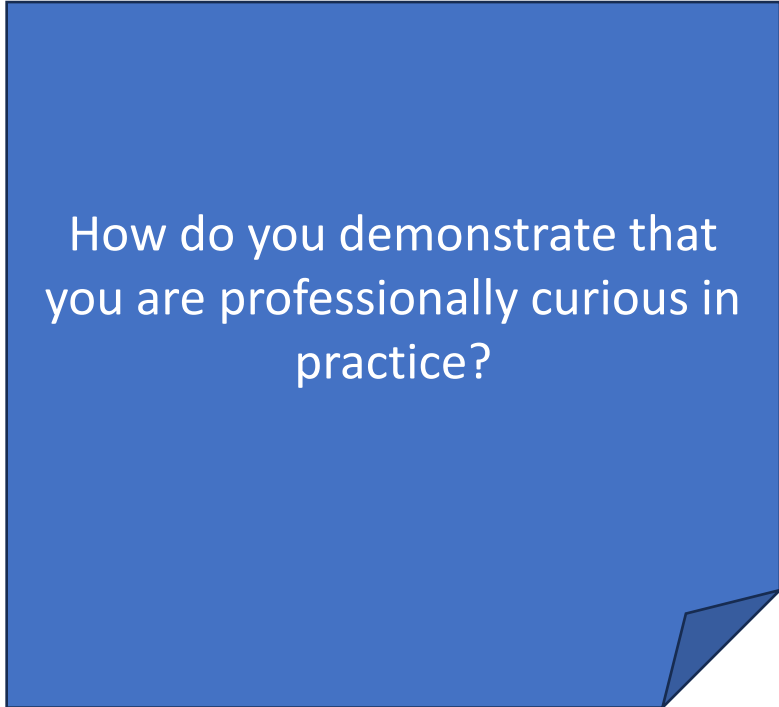
Improved confidence in recording professional curiosity within written records

Improved use of analysis statements in written records

Awareness of how to use genograms and ecomaps in practice



Break out
activity



How do you demonstrate that
you are professionally curious in
practice?

Professional Curiosity



Professional curiosity

Professional curiosity is a combination of looking, listening, asking direct questions, checking out and reflecting on information received. It means:

Testing out your professional hypothesis and not making assumptions

Triangulating information from different sources to gain a better understanding of individuals and family functioning

Getting an understanding of individuals' and families' past history which in turn, may help you think about what may happen in the future

Obtaining multiple sources of information and not accepting a single set of details you are given at face value

Having an awareness of your own personal bias and how that affects how you see those you are working with

Being respectfully noseey

Professional Curiosity



Professional curiosity is a golden thread through all safeguarding learning reviews and audits and is an essential part of safeguarding.



Professional curiosity should be used as a way to help and encourage practitioners to become confident and to bear in mind that what can sometimes be assumed to be the spoken truth may not always be the case



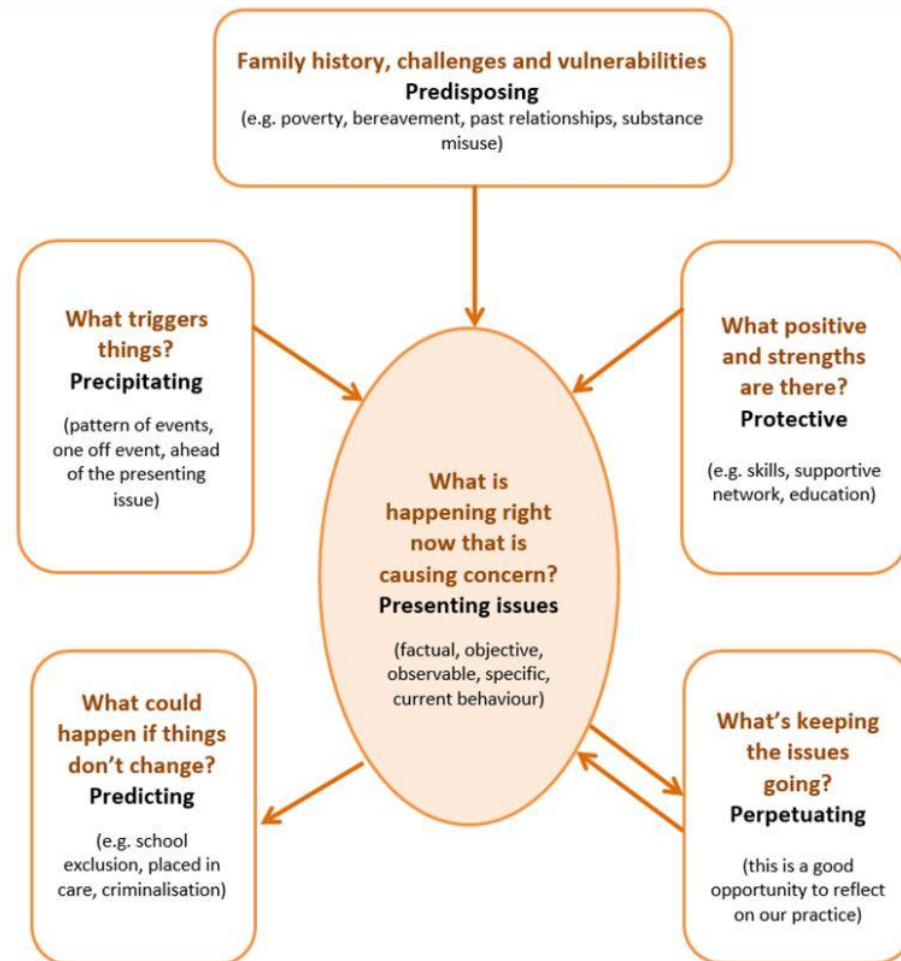
Professionals need to uncover inconsistencies in the stories told by parents about how they care for their children and protect them from harm. Being “more curious”, should lead to the unearthing of hidden information that would otherwise remain unknown.



When professional curiosity is demonstrated you can see in records the exploration of think family and the experience of the child, consideration of circumstances and the impact or potential impact on the child.



Professional curiosity written in the right way can provide powerful insights into the life of a child.



Absence of Professional Curiosity can lead to:-

Missed opportunities to identify less obvious indicators of vulnerability or significant harm

Assumptions made in assessments of needs and risk which are incorrect and lead to the wrong intervention for individuals and families. (Assumptions not being reconsidered Arthur & Star Review)

Barriers to professional curiosity

Fear of conflict and avoiding difficult conversations

Time pressures

Do I feel confident to deal with the response?

Not being able to help and/or not knowing what services are available

Thinking that “this isn’t my role” – someone else will deal with it

The child safeguarding Practice review Panel: Annual Report 2022/23 Patterns in practice, key messages and 2023/24 work programme

- Why do practitioners struggle with professional curiosity?
- Need to be curious and enquire beyond what is presented to them to know better what is really happening in families' lives. Dickens and colleagues (2023a, p. 8)
- locating curiosity and challenge within wider frames of communication and courage
- Such curiosity must consider, the risks parents / carers might present to children, but also their own needs and ability to be a protective factor.

Remember.....

This is about safeguarding

You need to ask questions to triangulate information or gain clarity

If what you see or hear doesn't make sense, or you feel concerned, then you may need to ask questions to find out more information

It may be appropriate in your role to share information with someone else, however you may also be able to ask a question

- Are other professionals involved?

- Have other professionals seen the same as you?

- Are professionals being told the same or different things?

- Are others concerned? If so, what action has been taken so far and is there anything else which should or could be done by you or anyone else?

Disguised compliance and the importance of professional curiosity

https://www.youtube.com/watch?v=1juU2B6cD_Q



Different kinds of language to use in records

Language to state a fact

- **I Observed...** 5 cans of lager, 2 bottles of empty scotch on the lounge floor; Freddie was quiet and distracted in his appointment, he constantly looked to his mother before answering questions.
- **Mum said “.....”**
- **Freddie did ...**
- **The home was....** there were piles of dirty nappies on the kitchen floor. Freddie was playing on the floor between the piles of dirty nappies.
- **I witnessed...**
- **The impact / effect on Freddie was.....**
- **I have given advice for the parents to...**
- **Freddie has not been brought to 5 scheduled doctors’ appointments**
- **Mum was ...** (describe). Shouting at Freddie and then pulled him by his arm.
- **I assessed** (The name of any assessment tool should be included in your records)

Second hand information is identified by source

The neighbour told me “....” The family support worker Sue Smith saw XX on date. On my visit today I also saw XX

The nursery told me “....” (name your source and their role)

Language for professional curiosity

I wonder...

It is possible..... that Freddie’s developmental delay maybe due to the lack of toys in the home and his mum always being on her computer and phone and not playing and talking to him.

Maybe...

If Freddie could tell us.....about his day he may tell us he is bored because he has no toys.

Examples of analysis

Blue- fact, Green – second hand information, Yellow professional curiosity

- Freddie is reported to steal food at nursery I wonder if this is because he is hungry. When I have visited there is only a few basic food items in the cupboards.
- Jayden is displaying a delay in 2 areas of development and is coming close to the cut off in 1 area, however it is unclear why at the present time as there are a number of vulnerabilities that could be having an impact upon his development; I am worried that there could be domestic abuse. At the visit today I observed that Rachel had some bruising to her arm, she has moved from... to Birmingham and as a result has no local support or friendship networks, Rachel talks of not liking going out which could be leading to isolation for both her and Jayden, which in turn could be limiting his opportunity to play and socialise with other children of his age.
- Fred's parents report that Fred is having regular prolonged temper tantrums, approximately six tantrums daily lasting roughly 20-40 minutes each time, this is causing both parents stress, tiredness and anxiety. Fred does not have a bed time/sleep routine, going to bed when he finally falls asleep at 1am then waking throughout the night. I am wondering if tiredness and the lack of predictability in his daily routine is causing him to feel irritated and unsure of what is going to happen next leading to too many tantrums, this then leads to parents becoming frustrated and exhausted. Both parents are asking for help and are willing to implement behavioural changes suggested i.e. implementation of routines, this suggests they are committed to making positive changes for Fred.

Demonstrating
professional curiosity
through a case scenario



Professional Curiosity case study Part 1

A Woman who has 3 children from a previous relationship which was known to have domestic abuse. Children subject to child protection plans.

Pregnant, in a new relationship. 1 week after finding out she was pregnant the new partner assaulted the woman, causing injuries which led to her being admitted to hospital for 12 days.

Father of older children obtained an order preventing the new partner from having contact with the older children. The woman declined to press charges so the police did not take any further action.

Professional Curiosity - Part 1

What would you be professionally curious about?

What might you want to know?

What questions would you ask?

Professional Curiosity case study Part 2

Woman informed professionals that the relationship was over, but then brought the father to appointments and by 25 weeks gestation, was reporting that they wanted to raise the baby together.

28 weeks there was a further significant domestic abuse incident. Woman wanted to remain in the relationship. Declining to press charges did not want the partner to go to prison as did not want to be alone.

Professional Curiosity – Part 2

What actions should
have been taken

Have you triangulated
and tested information?

What would you have
shared and with who?

Professional Curiosity case study Part 3

30 weeks gestation. Woman reporting worsening mental health.

Baby placed on CP plan along with siblings. Under the disabled children's team due to older brother diagnosis of autism – non-verbal, visual problems and difficulty with mobility.

At 37 weeks, pre-birth plan made. Father could attend the birth and visit on the ward, but only to be with the woman in a public place and not to attend the home or be around the older children.

Post birth discharge plan made to allow the father to visit the home if supervised by a family member.

Professional Curiosity Part 3

Checking

- Checking information and confidence in it.

Using

- Using tools to support your curiosity

Building

- Building your analysis: assess facts, observations, other sources of information, what have you wondered?

So what?

What does this mean for each child in the family?

What is the child's lived experience, we should think about each child separately?

Does the child have individual vulnerabilities? E.g. disabilities

What is the impact, of the information you hold?

Discrepancy Matrix

Discrepancy matrix

	Strong evidence	
Strongly held view	What do I know (evidence)?	What is ambiguous?
	What I think I know (assumption)	What is missing (what action is needed)?
	Weak or no evidence	
		Unclear or no view

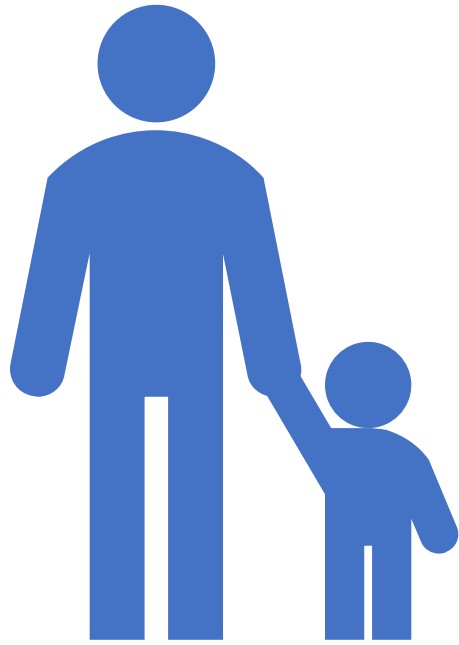


Source: Based on Morrison and Wonnacott (2009) in Wonnacott (2014)

Using the Discrepancy Matrix

- <https://www.researchinpractice.org.uk/all/content-pages/videos/wonnacott-s-discrepancy-matrix/>

You tube on the Discrepancy matrix



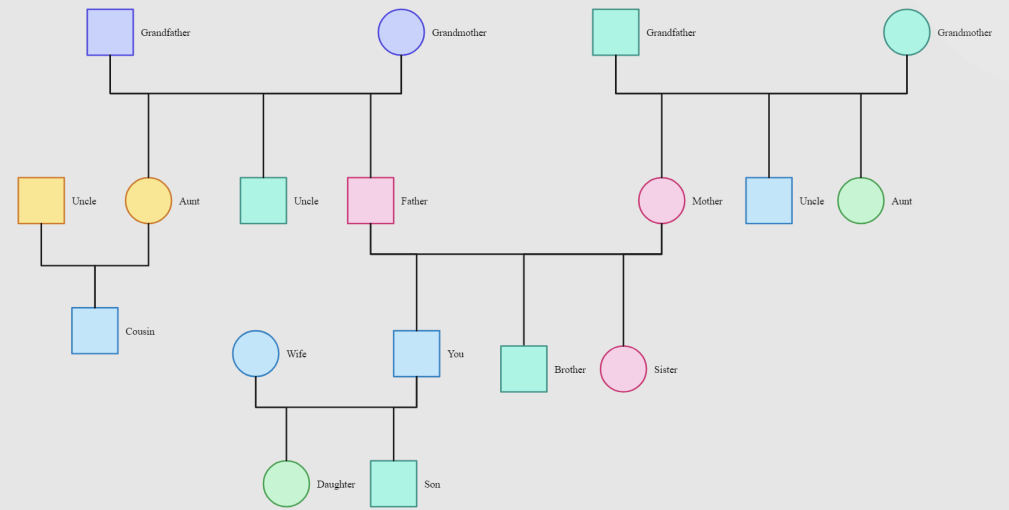
Actions

Your record keeping should always contain clear SMART actions.

- What needs to happen
- Who is responsible for it
- By when

Actions should be child focussed

Genograms



Genograms

A genogram helps to provide a readily accessible picture of current family relationships.

It provides information about key family members and shows how the child (ren) sit within the complex dynamics of their families.

Only family members should be displayed on a genogram not friends as these would be on an eco map.

Genogram structure and information

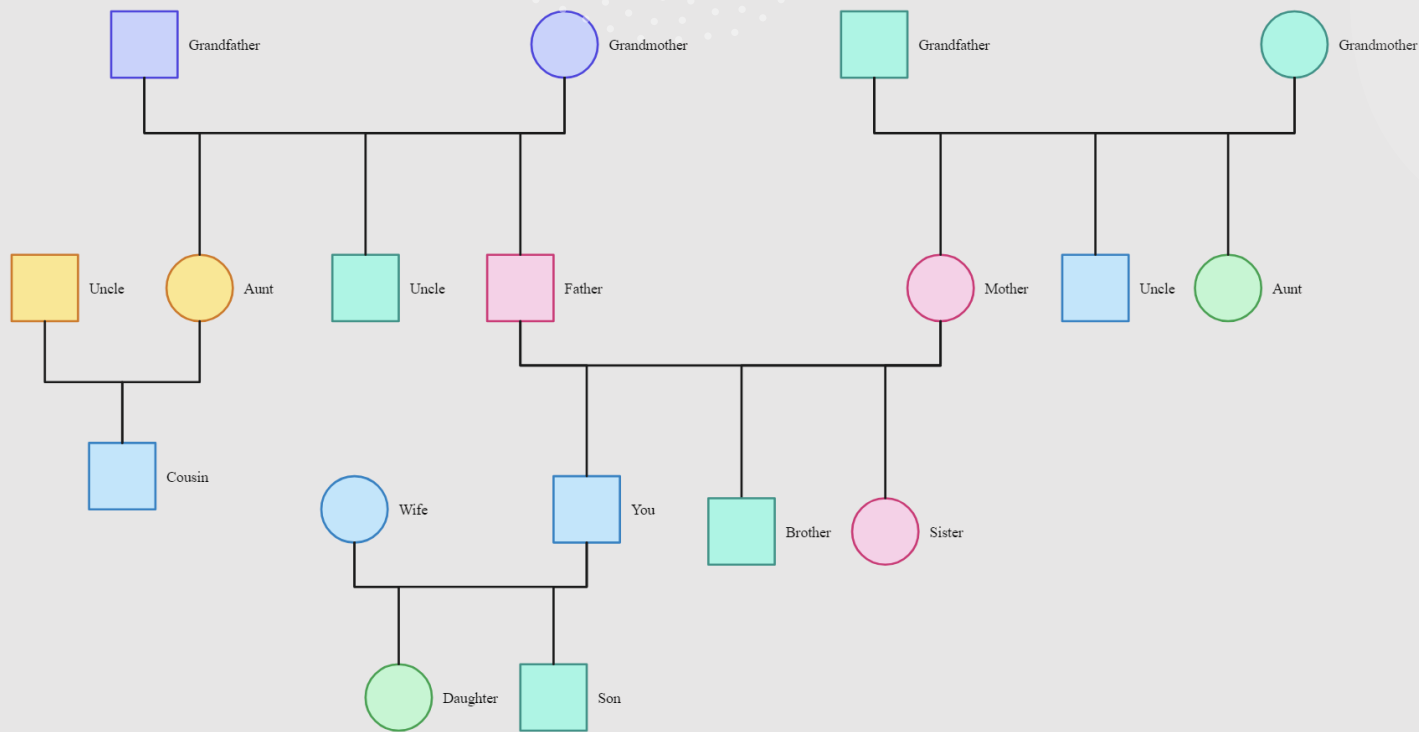
Genograms should show name and date of birth (DOB) year of marriage, year of divorce or separation and date of death.

For the layout of the genogram the male is always at the left of the family and the female to the right. A family is shown by a horizontal line connecting the two.

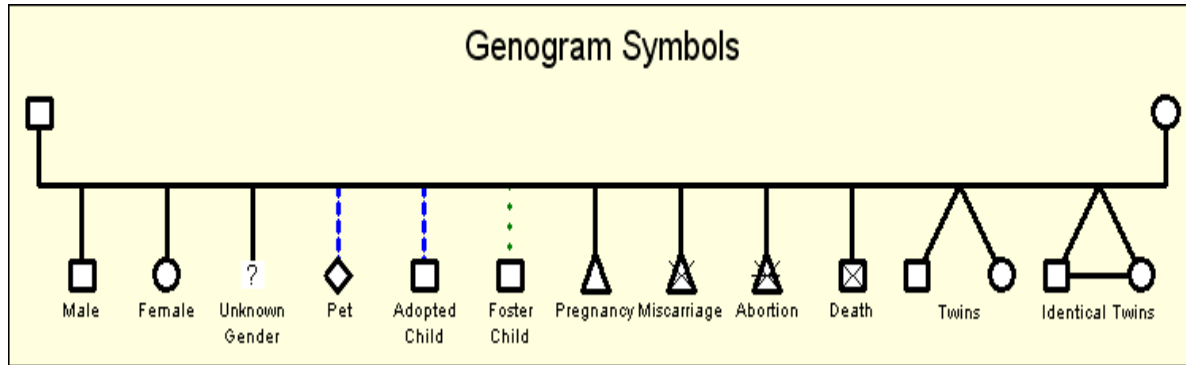
The children are placed below the family line showing the oldest to youngest (Left to right)

Each generation is on a separate line with the youngest generation at the bottom.

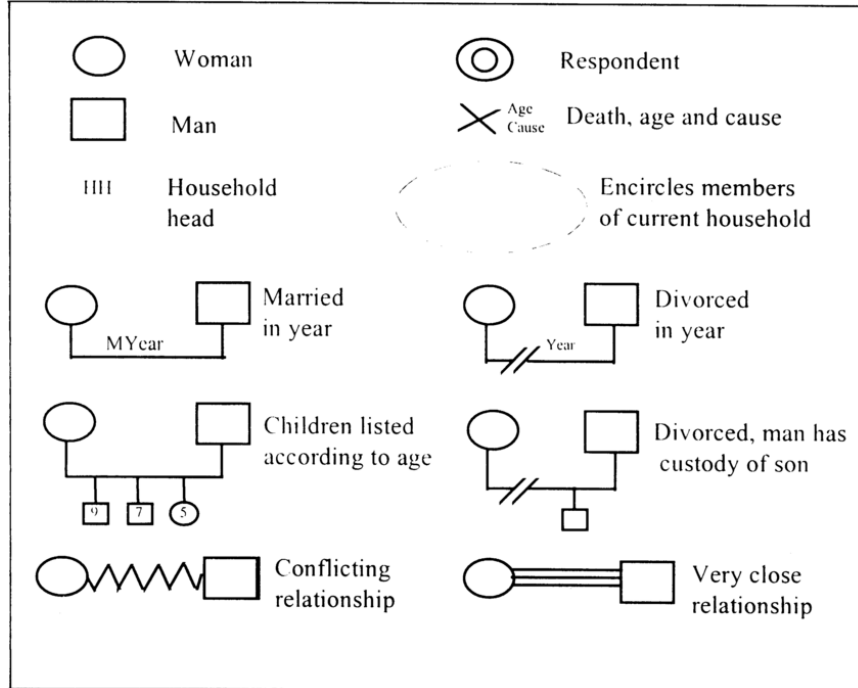
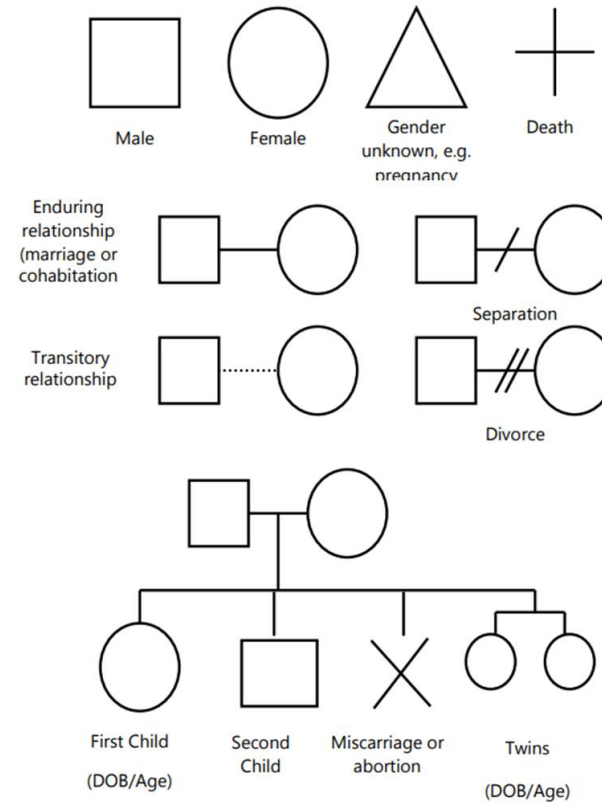
Genogram Structure



Genogram symbols



Genogram Symbols



Genograms continued

Genograms can contain a wealth of information. It allows you to see who is in a family and what their relationships are. The emotional relationships provide an in-depth analysis of how these individuals relate to one another. There are many variations of symbols used, some sources even use different colours to represent drug / alcohol use, so it is important to find out what symbols your service area use.

What a genogram can't do?

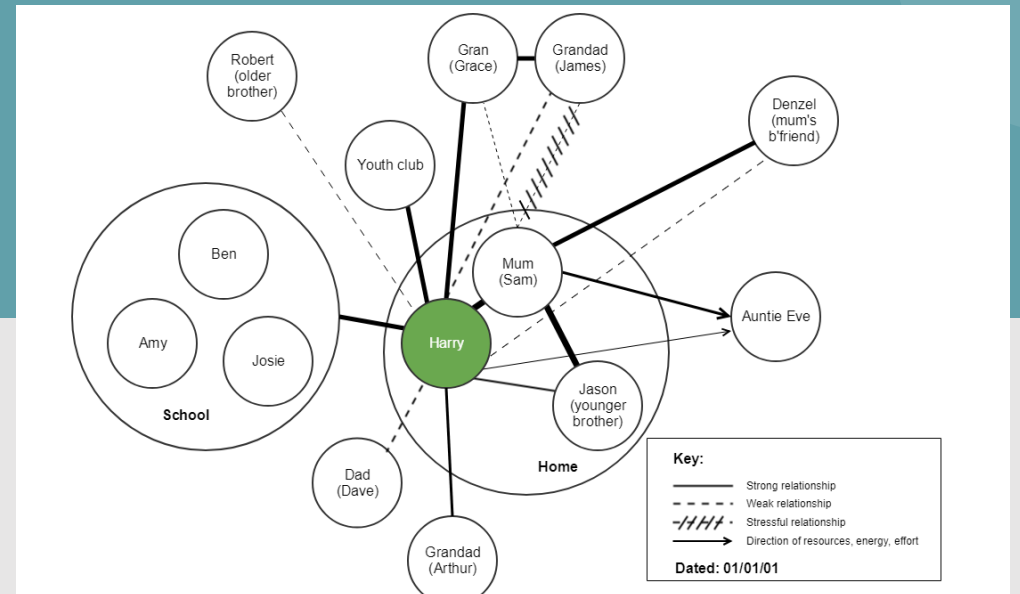
Whilst a genogram tells us about the family and relationships within that group it doesn't tell us who else may be providing support or of greater importance to the child / young person.

It doesn't tell us about professionals or groups involved or working with the family.

It doesn't include friends or neighbours or people who the child see's as important to them for example a teacher, community group.

Eco mapping with families

- <https://safeguarding.network/content/ecomaps/>



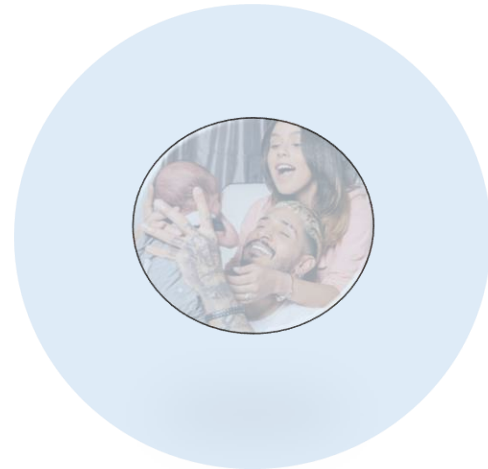
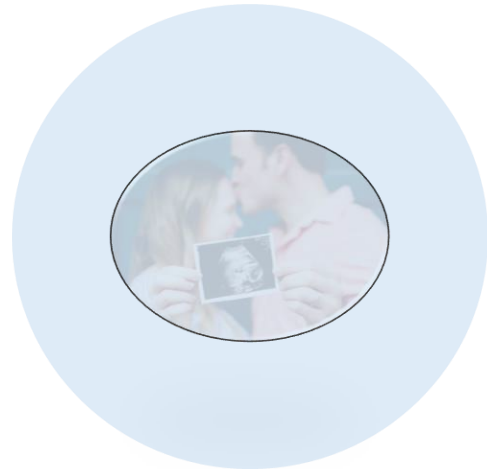
Individual perspective

- An eco map should be created with the individual, ideally with them drawing it. When done well it allows opportunities to identify strengths, areas of protection, points to be explored further and gaps in support.
- An eco-map can be used with more than one member of a family, creating their own perspectives of the dynamics of their relationships and support.



Where to start- The bubble

Start in the centre of the page
If baby sits in a bubble of protection where
it is safe, who is in that bubble?



In Context

- Unlike a genogram the individual you are working with is at the centre of an eco map. The map represents them in the context of their friends, family, and community.
- It helps to understand their life experience, relationships, support and stresses from their perspective.

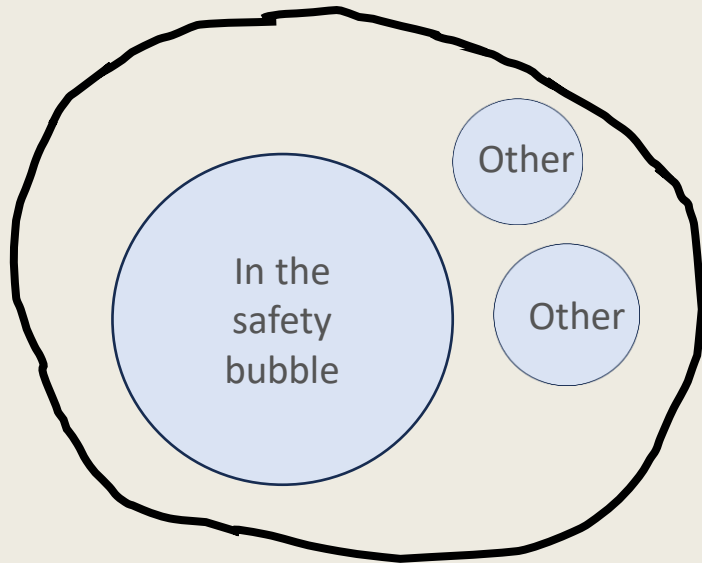


Living with you

Are the people living with you in the safety bubble?

Are they outside of it, for you what makes them safe to be inside? Or why are they outside?

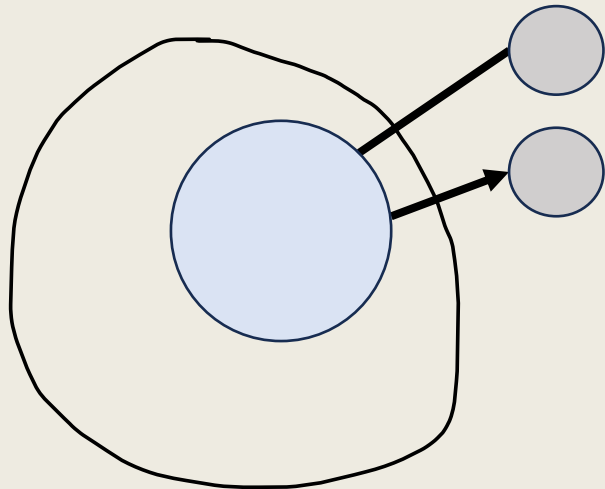
Identify who lives in the home.



Add sources of support

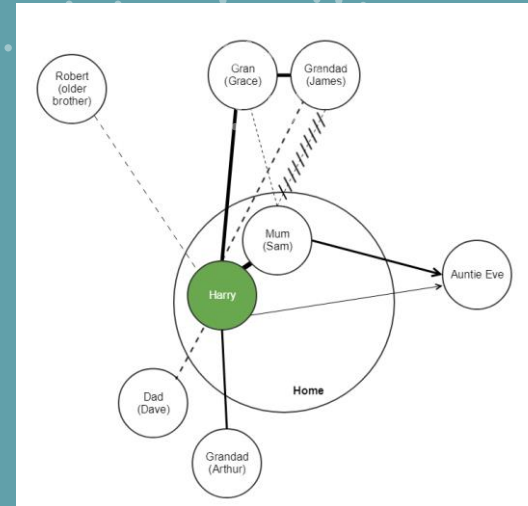
This might be friends, family, community groups or neighbours

Positive / supportive relationships should have a strong solid line, they may also be directional, perhaps the person has a carer or is a carer for someone else



Add in relationships which might be difficult or stressful

- These could be friendships, neighbours, family, partners. This is a good opportunity to be professionally curious. What support do they give?
- Someone can be a source of support but also a stressor, more than one line can be added to a relationship.



Key:

- Strong relationship
- - - - Weak relationship
- //// Stressful relationship
- > Direction of resources, energy, effort

Tell me more

- Why have you placed this person here.
- Who is the most supportive? What support would they get from whom?
- Who would be supportive for childcare, if you felt down who would you talk to?
- You have put a dashed line here, what is difficult about this relationship?

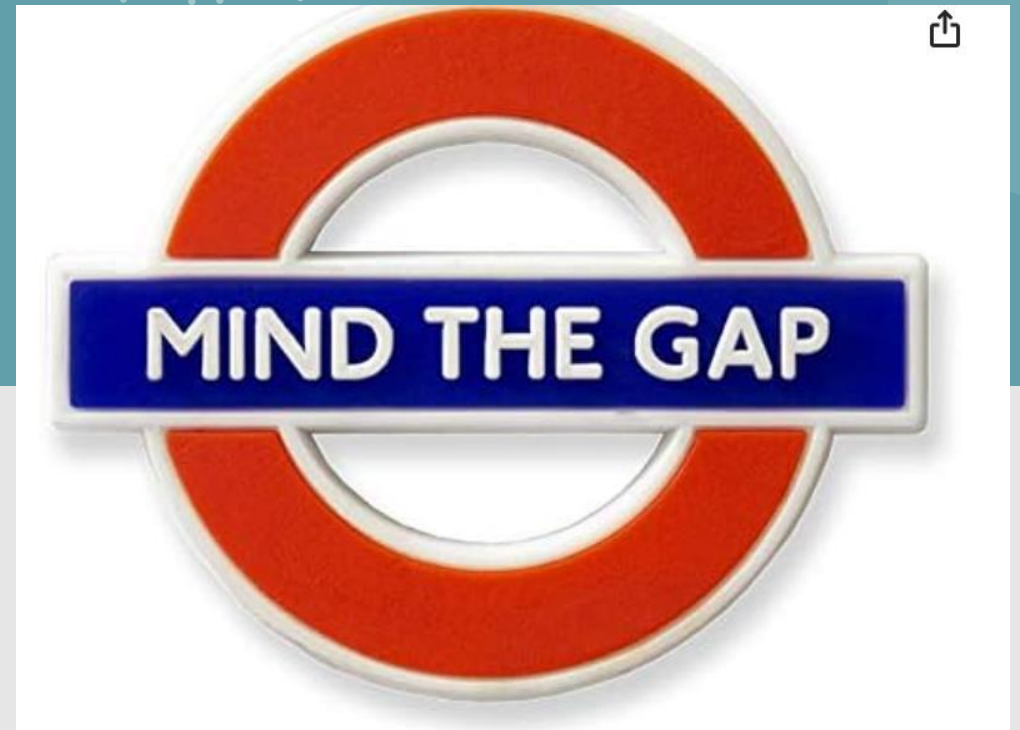


Building the picture

Think about creating an eco-map of the Simpsons. Homer, Marg, Bart & Lisa are the core family unit. Professionals involved are Principal Skinner & Dr Hibbert. Wider family Grandpa Simpson has dementia and lives in a home. Marg has 2 sisters Selma & Patsy, the relationship between them and Homer is tenuous. Homer has an employer Mr Burns, this is a difficult relationship, Homer has some friends Apu and Moe(he goes to Moe for a drink when he is down)- Can you build this into an Ecomap- what lines would you add?

Identifying gaps

- Where families are vulnerable or lack support, what could be help to strengthen their support systems.
- What can they think of? What happens in their community? Tea & toast at school, baby groups etc.
- What can you think of together? Men shed, Baby steps, community groups, community walking groups etc.



Checking in & Tell it once

Check with families that the eco – map is right, do they want to add or change anything.

Do they want a copy of their eco- map? This can help with telling their story once. Consider safety who might see the eco map.

Feedback 3
quick
questions

<https://forms.office.com/e/TuYYsTm1Mz>

The background is a solid teal color. It features several decorative elements: a cluster of white dots in the top-left corner, a larger, irregularly shaped area of white dots in the top-center, a smaller cluster of white dots in the bottom-left corner, and several soft, light-teal abstract shapes scattered across the page, including one on the left edge and one on the right edge.

Questions

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Resources

Eco maps

- <https://safeguarding.network/content/ecomaps/>
- <https://www.socialworkerstoolbox.com/ecomap-activity/>
- You tube animation on ecomaps
https://www.google.com/search?q=you+taube+eco+maps&rlz=1C1GCEO_enGB1049GB1049&oq=you+taube+eco+maps&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKKGKABMgcIAhAhGJ8F0gEIMzYzMmowajmoAgCwAgA&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:cce0f783,vid:IRwwWMTESD0,st:0

Genograms

<https://safeguarding.network/content/genograms/>

<https://www.england.nhs.uk/mental-health/perinatal/perinatal-mental-health-resources/involving-and-supporting-partners-and-other-family-members-in-specialist-perinatal-mental-health-services-good-practice-guide/idea-1-mapping-the-family-and-support-network/>

References

The child safeguarding review panel (2023) Annual Report 2022/23 Patterns in practice, key messages and 2023/24 work programme. Available at <https://mailchi.mp/9bb80f69420c/newsletter-child-safeguarding-practice-review-panel-13572159?e=f5e4c5108b>

Safeguarding network (2023) Eco Maps. Available at <https://safeguarding.network/content/ecomaps/>

Morrison & Wonacott (2009) Discrepancy Matrix. chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://adultsdp.researchinpractice.org.uk/media/yaroympj/tool12.pdf