

BEING PROFESSIONALLY CURIOUS - TOP TIPS

It does not mean assuming the worst but keeping an open mind and thinking objectively about the information presented. Find out more on the SSP webpage:

[Professional curiosity – Swindon Safeguarding Partnership.](#)



Look

- Is there anything about what you see that makes you feel uneasy?
- Are you observing any behaviour which indicates abuse or neglect?
- Consider why someone is behaving a certain way – think broadly about what this might mean?
- Does what you see support or contradict what you're being told?
- Be aware of responses to questions and read body language; are they seeming reluctant to answer the question, is something being held back?



Listen

- Does something not sound right?
- Are you being told anything which needs further explanation?
- Have you spoken to the person that you are concerned about? Are they free to give their views? Can you talk to them on their own?
- Does what you hear, match with what you have seen? Could there be an alternative explanation?



Ask

- Are there questions you can ask, to explore what you have seen or been told?
- Some examples include: How do you spend a typical day? Who do you live with? When were you last happy? What do you look forward to? How did you get that injury? Who is this with you? When do you feel safe?
- Maintain an open mind – Try to avoid making assumptions, taking information at face value and jumping to conclusions.
- Is your use of language, clear, accessible, understandable to the person you are talking to?



Check it out

- Treat what people say with 'respectful uncertainty'. Take what people say seriously but then look for other information that confirms or challenges what you have been told.
- Be proactive and check out your concerns, don't wait for others to ask you. Can you build a picture of what is happening?
- Are other professionals involved? Have other professionals seen or been told the same as you? Are there family members you could speak to?
- Are others concerned? If so, what action has been taken so far? By whom?
- Have you recorded your concerns? Discussed them with a manager/safeguarding lead? Referred to your organisation's policy and procedures?
- Is there anything else which should or could be done by you or anyone else?
- Consider does a safeguarding concern need to be raised?

Reflect

- Do not accept a single piece of information at face value.
- Weigh up all information you have collated from multiple sources including the child/ren, adult, family, other professionals and records.
- Seek independent confirmation of individuals' accounts, particularly when there appear to be discrepancies.
- Professionals need to be aware of their own values without letting them influence their decision making and practice in a way that is non-judgemental and anti-discriminatory.
- What is the information telling you? Why?
- Be confident in your judgement where professional opinions differ. Refer to your manager and SSP [Multi-Agency Process for the Resolution of Professional Disagreements](#) when required.
- Sharing your findings/ concerns with colleagues and managers can help to maintain a clear focus
- 'Think Family': Consider risk to others e.g. children and adults at risk.



ASK WHY?