



Professional Curiosity Workshop

 **The What,
Why & How?**



Introductions



Who you are?



Where you work?

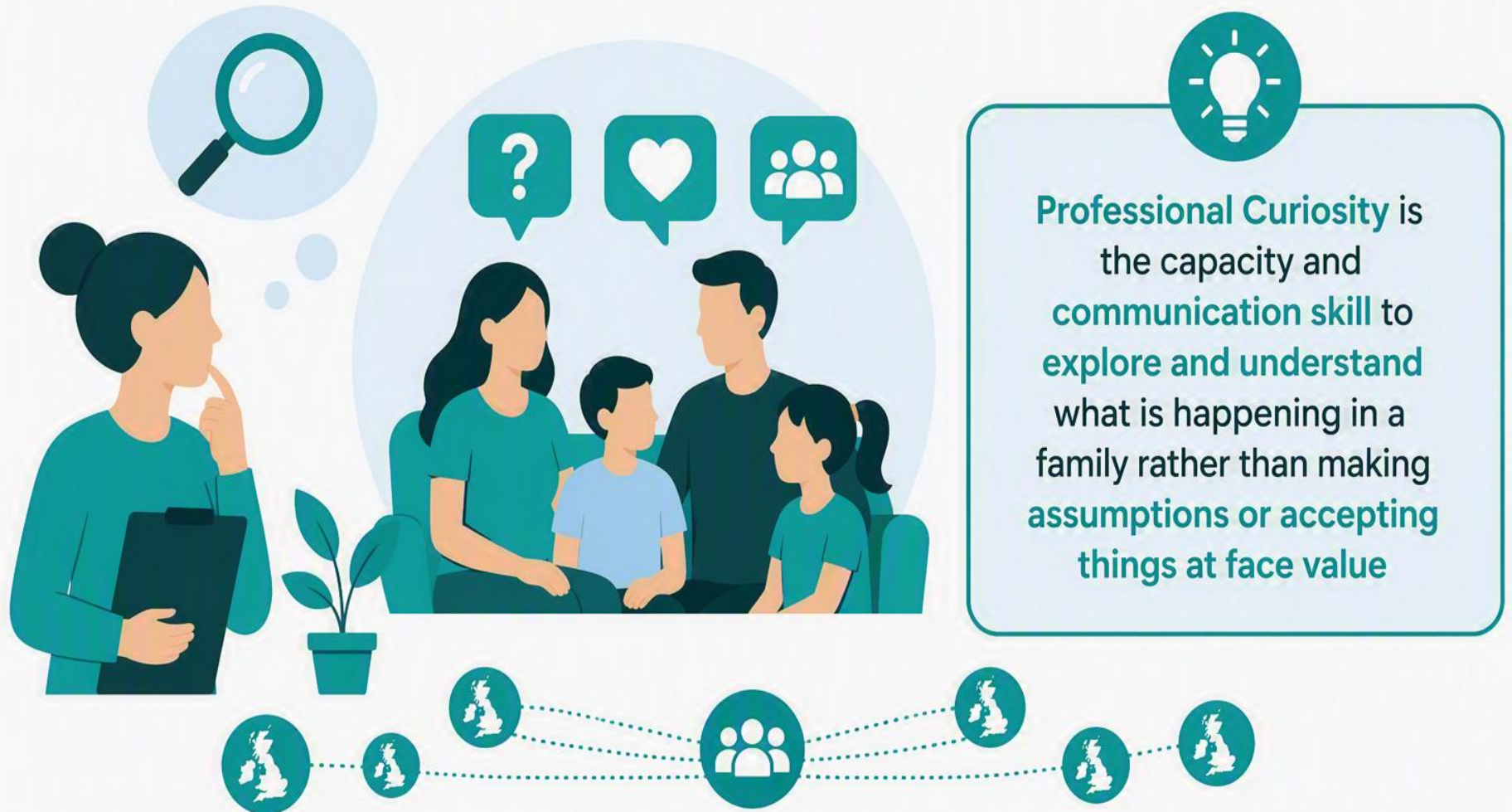


**What does
Professional Curiosity
mean to you?**

Resources



What is Professional Curiosity?



Professional Curiosity is the capacity and **communication skill** to **explore and understand** what is happening in a family rather than making **assumptions** or **accepting** things at face value

Source: [linked to many UK Safeguarding Partnerships](#)

Thoughts and Idea's

Thinking
the
Unthinkable



Respectful
Uncertainty



Asking
The Second
Question



Wondering
Why?



Being
Nosey



Healthy
Scepticism



THE CHILD SAFEGUARDING PRACTICE REVIEW PANEL

Download Report! Annual Report

2024 to 2025

April 2026

OFFICIAL - FOR PUBLIC RELEASE

Local Priorities

Focused on what matters most in our communities



Neglect

Addressing the impact of neglect on children and families.



Mental Health and Suicide

Improving understanding, support and prevention for children and young people.



Working with fathers/hidden adults

Recognising and engaging the role of fathers and other important adults in safeguarding.



Suicide related cases in girls and women

Understanding gendered risks and ensuring appropriate support and responses.



Mental Health crisis response

Strengthening timely, effective and compassionate crisis support.



**Learning from
national case
reviews is *very*
relevant locally.**

**Cases are
echoed here.**



“

Working together to learn, improve and keep children and young people safe.



[Access CSPR Learning Hub](#)



SOUTH GLOUCESTERSHIRE CASE REVIEW LEARNING



YOUNG PEOPLE

- 1 Sam 2025
- 2 Children Exposed to Serious Youth Violence (Child T) 2024
- 3 Harry 2021



BABIES

- 1 Baby M 2023
- 2 Baby J 2025



FAMILIES

- 1 Family D 2021
- 2 Family A 2023
- 3 Family H 2025



Learning together. Improving outcomes. Safer communities.



South Gloucestershire Case Review Learning

Cross-Cutting Themes Across All Case Reviews and Learning Events



These cross-cutting themes reflect the key learning identified across case reviews and learning events. They highlight the areas where consistent focus and improvement can strengthen practice and outcomes for children and families.

OUR CROSS-CUTTING THEMES



Professional curiosity

Promote active enquiry and challenge assumptions to understand risks clearly.



Voice and lived experience of the child

Ensure children's voices are heard, valued and inform decisions.



Domestic abuse

Recognise the impact of domestic abuse on children and respond effectively.



Effective information sharing

Share the right information with the right people at the right time.



Recognition of neglect

Identify signs of neglect early and take timely, proportionate action.



Understanding cumulative risk and vulnerability

Look beyond individual incidents to understand the bigger picture.



Multi-agency working

Work together in partnership with families to achieve the best outcomes.



Learning today. Safer children tomorrow.

By focusing on these themes we strengthen our practice, work together effectively, and keep children and young people at the heart of everything we do.





CROSS-CASE LEARNING 2025

Shared Themes Between CSPR Sam (Child) & SAR Rita (Adult)



South Gloucestershire Children's Partnership & South Gloucestershire Safeguarding Adults Board

HOW TO READ THIS

The numbered themes show shared learning across both child and adult cases.



CENTRAL INSIGHT

Both cases show how trauma, minimisation, and fragmented multi-agency practice create predictable, escalating harm — whether the primary service user is a child or an adult.



**SAFETY PLANNING
TOO INCIDENT-FOCUSED**



**THINK FAMILY
NOT FULLY EMBEDDED**



**PROFESSIONAL
CURIOSITY NEEDED
TO BE STRONGER**



**FRAGMENTED
INFORMATION
SHARING**

CROSS-CASE LEARNING



Working together.
Safer for all.

**CHILDREN'S LIVED
EXPERIENCE NOT
FULLY SEEN**



**TRAUMA PRESENT,
COMPLEX, AND
UNDER-RECOGNISED**



**DOMESTIC ABUSE AS
CUMULATIVE HARM**



**NON-ENGAGEMENT &
MINIMISATION
MISINTERPRETED**



PAUSE AND THINK:

What adults may be in
this child's family?

What children may be
linked to this adult you
are working with?

WORK COLLABORATIVELY

across services to see the
whole picture.



Our Practice Principles 2026–27



1

Co-ordination /
Handover
between
Organisations



2

Professional
Curiosity –
'Asking the
second question'



3

Effective risk
assessment &
decision making



4

Strong emphasis
on review and
escalating
concerns



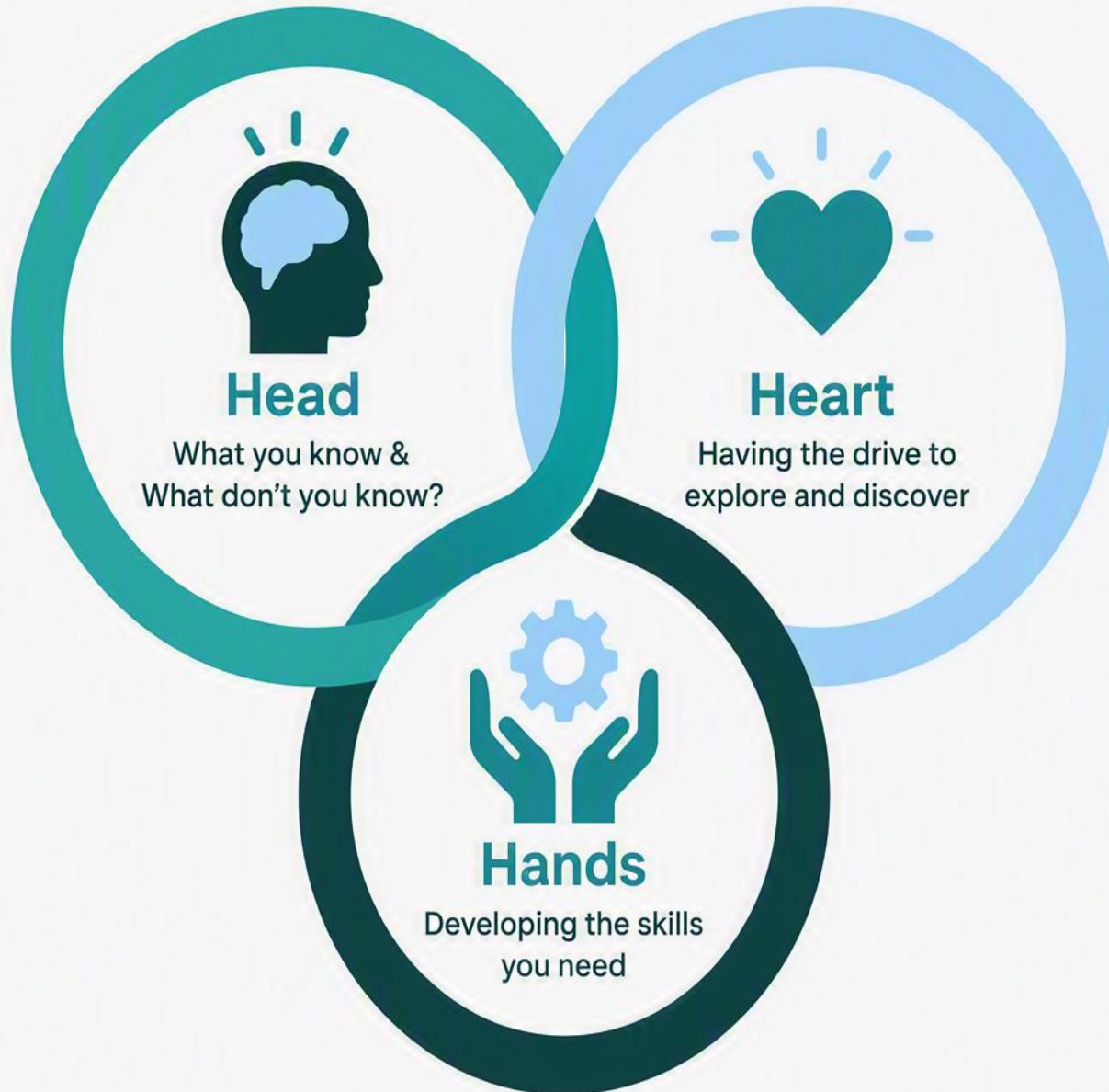
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Consistently
seeking, hearing &
sharing voice of
child(ren)

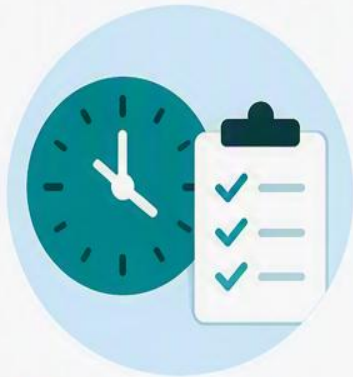
What Makes a Professionally Curious Practitioner?



Whole Self - Head, Heart & Hands



Barriers to Professional Curiosity?



Time constraints
and workload



Knowledge, Skills &
Self Awareness



Partnership
Working



Rule of
Optimism



Understanding
Risk



Professional
Differences



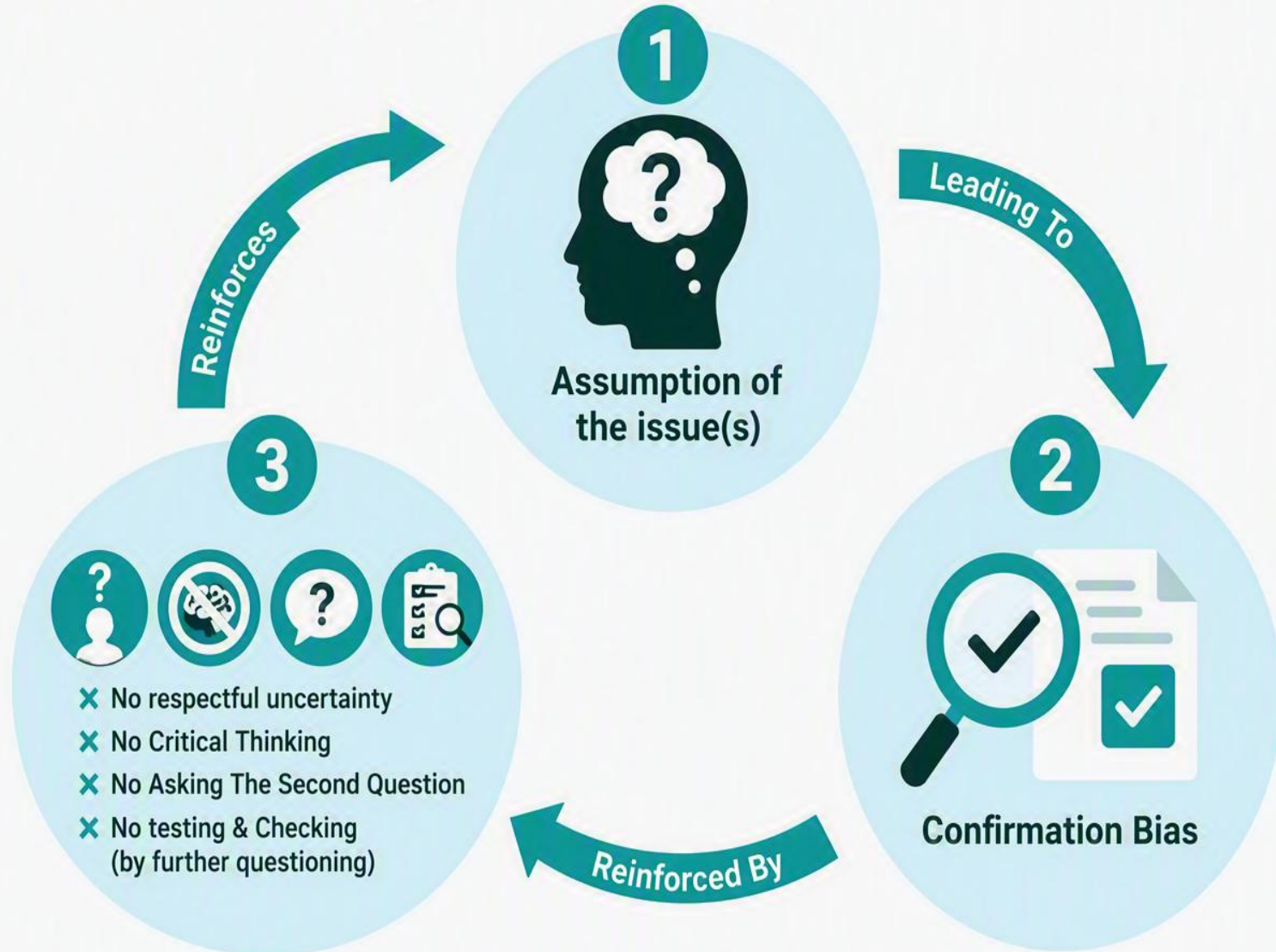
Engagement



Disguised
Compliance

Confirmation Bias Aka Case-Theory

(We just Cant Help Ourselves!)



CONFIRMATION BIAS



A

= Assume Nothing!



B

= Believe Nothing!



C

= Check Everything!



Think Critically. Stay Safe. Protect Yourself.





Moving Beyond Story Telling!



Think about it, stories have a lot of...



What happened



Where it happened



When it happened



Who was there

But not a lot about...

?

why ?

?

How?



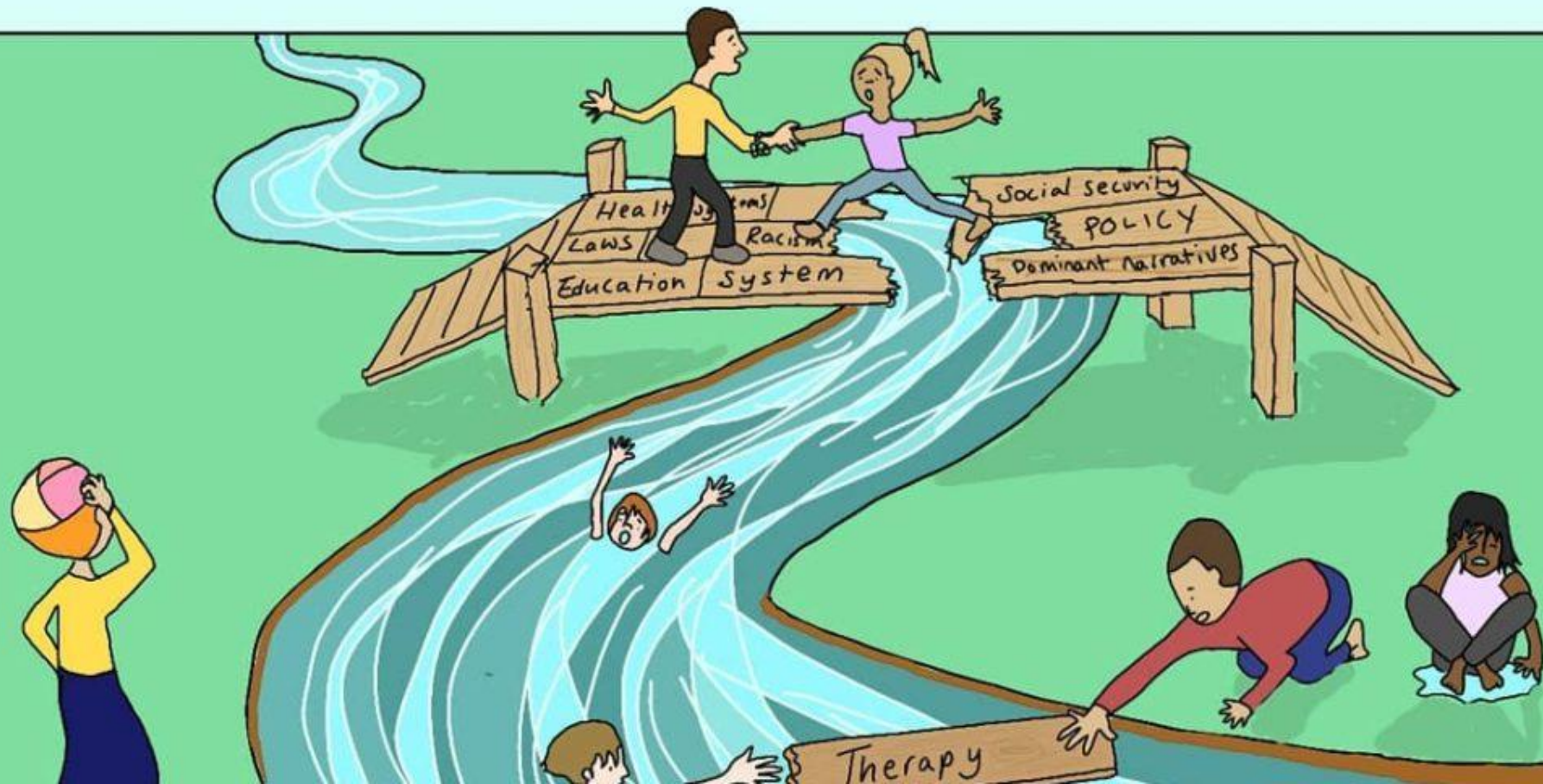
Professional Curiosity



Ask the second question

Triangulate

There comes a point where we need to stop just pulling people out of the river. Some of us need to go upstream and find out why they are falling in. (Desmond Tutu)



Top Tips

See It, Hear It, Explore It, Check it



See It

LOOK

- Is there anything which makes you feel uneasy or prompts questions?
- Is this indicative behaviour?
- Does what you see support or contradict what you know?



Hear It

LISTEN

- Does anything need further clarification?
- Are you concerned about what you hear from what family members say to each other?
- Is someone trying to tell you something and it's difficult?



Explore It

ASK

- Questions to understand risk, vulnerability and impact.

TRIANGULATE

- ▲ Compare information from different sources to gain better understanding.



Check it

TEST

- Other professionals involved
- Others seeing same as you?
- Others concerned?
- Action so far?
- What else could or should be done
- Check what you are told
- Be open and honest that this is your role.



Information Sharing Duty



IN FORCE 1ST SEPTEMBER 2026

Better information sharing • Better decisions • Better outcomes for children and families

1 CORE REQUIREMENT



Professionals
MUST SHARE
information to support
risk and need assessments
or provide support to a
child and family.

2 WHAT'S CHANGING?



Guidance →
Legal duty



Greater clarity,
consistency,
accountability

3 CULTURE SHIFT



From uncertainty →
confident,
proactive sharing



Challenges myths
around GDPR
& consent

4 BROADER THRESHOLD



Not just crises
(Significant Risk!)



Includes early help
and emerging risk



CONSENT

Consent should be sought from parents and from young people aged 11+ whenever it is safe. They should know and understand what information is being shared and why.



You can share without consent if necessary, but always aim to gain it when safe and record your rationale.



Share the **right** information, with the **right** people, at the **right** time.

Working together to keep children and families **safe** and **supported**.



THE SEVEN GOLDEN RULES FOR INFORMATION SHARING



Share **safely**. Share **responsibly**. Build **trust**.

1 Protect Personal Information



Ensure that personal information about living individuals is shared appropriately and securely.

2 Understand and Follow Sharing Agreements



Share information only in accordance with the agreement, unless it is unsafe or inappropriate to do so.

3 Share with Consent When Possible



Where you can, obtain consent before sharing or requesting personal information.

4 Share Only What's Necessary



Be mindful that an individual might not expect information to be shared; share only what is necessary.

5 Consider Safety and Wellbeing



Consider safety and wellbeing when sharing decisions are made for the individual and others.

6 Be Accountable and Transparent



Be clear about the reasons for sharing, where the information came from, and how it will be used.

7 Keep Records of Your Decisions



Keep a record of your decision and the reasons for it—whether it is to share information or not.



Triangulate Your Thinking!



Wants Analysis

[illegible]

A Person Centred Approach



Unsubstantiated or
Inconclusive
Information?

+



Retracted
Information/
Detail?

+



Rely on and add your
PROFESSIONAL JUDGEMENT
not just tools or
assessment scores!
Weigh it all up.



Ask the second, third, fourth....questions!



Curiosity Check List'

Broadhurst et al. 2010



1

Am I remaining curious and inquisitive?



2

Am I open to new information?



3

Would I be willing to change my mind about this?



4

Is there sufficient quality of evidence for professional judgement?



5

Am I exploring process as well as content?



6

Am I able to challenge this...?
(Person/Process/Professional)





Safeguarding Checklist

Record Rationale & Review Decisions

1

Were risks identified?

2

What was the response to the identified risk to ensure safety for all?

3

Was the VOICE of the child/family/person considered and recorded?

4

What other agencies were involved in the case discussion/review?

5

Is my decision and rationale recorded and appropriate (based on what I know or knew at the time?)

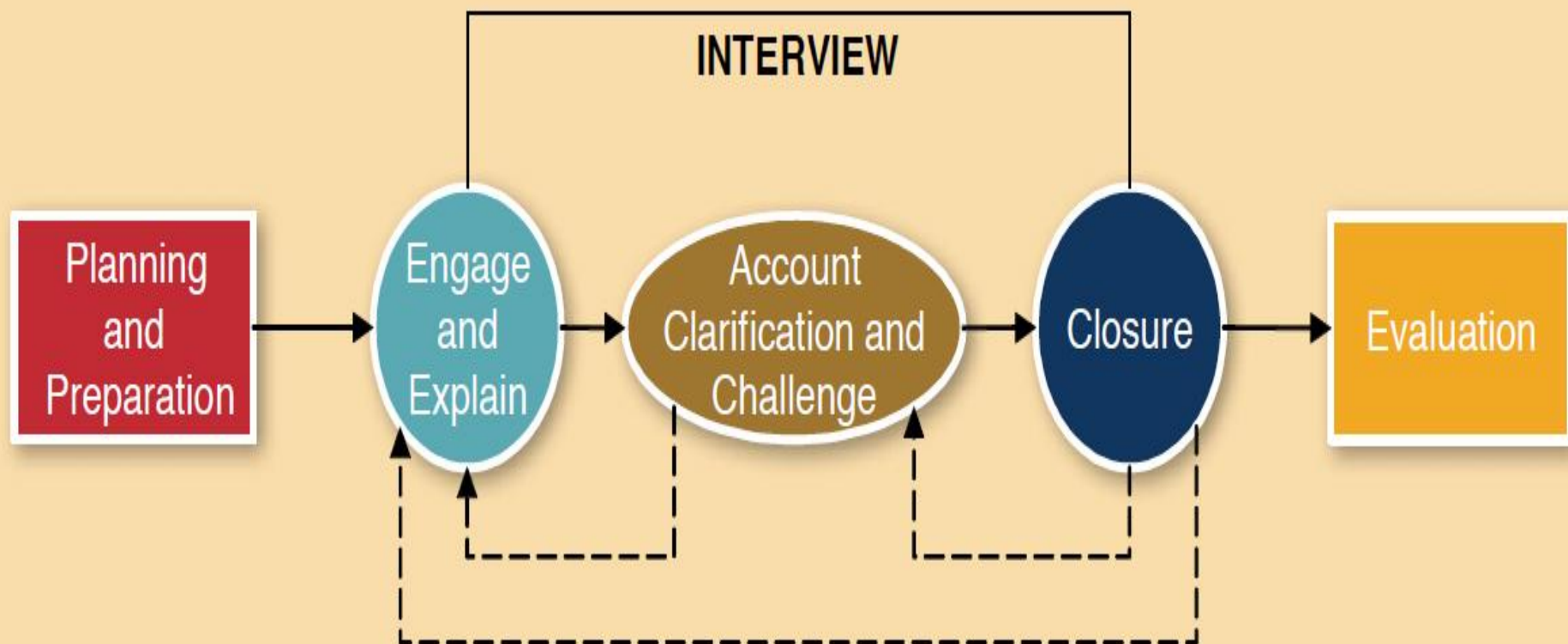
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Are outcomes and actions clearly recorded.



Figure 1: PEACE interviewing model

P E A C E



Planning and Preparation



Engage & Explain

Use **RESPONSE** to build trust, create understanding and move conversations forward.



R		RESPECT Show respect for the person and their experience.
E		EMPATHY Listen with empathy and seek to understand their perspective.
S		SUPPORT Offer support and reassurance to help them feel heard.
P		POSITIVE MINDSET Stay positive and solution-focused, even in challenging conversations.
O		OPEN Be open and transparent to build trust and openness.
N		NON-JUDGMENTAL Remain non-judgmental and create a safe space to speak.
S		STRAIGHTFORWARD TALK Communicate clearly and honestly, without unnecessary complexity.
E		EQUALITY SIGNALS Use equality signals to show fairness, inclusion and impartiality.



Using **RESPONSE** helps create meaningful conversations, stronger relationships and better outcomes.

Questioning Styles

TED(S)

Tell Me

Explain

Describe

Show





Don't Forget – 5 WH'



● Use the Funnel Technique

Start with
broad open questions to
obtain maximum
information



Use clarifying questions
to funnel down to the
missing information and
fill gaps



Use closed questions to
research specific points

Risk What Have You Done to MANAGE or MITIGATE Risk?



10 Principles of Decision Making

– College of Policing



**Harm can never be
totally prevented.**

Risk decisions should
therefore, be judged by
the quality of the
decision making not by
the outcome.

R

EMOVE

A

VOID

R

EDUCE

A

CCEPT

'Conflict & Disruption'

Professional Courage & Challenge



Monopolising
the talking turn



Overtalking



Interrupting



Not paying
attention



Minimal
responses



Assuming -
finishing
sentences



Word picker
(focus on one
word used in
the conversation)



Fogging /
Distracting



Verbal
aggression

'Bad' Behaviour Iceberg

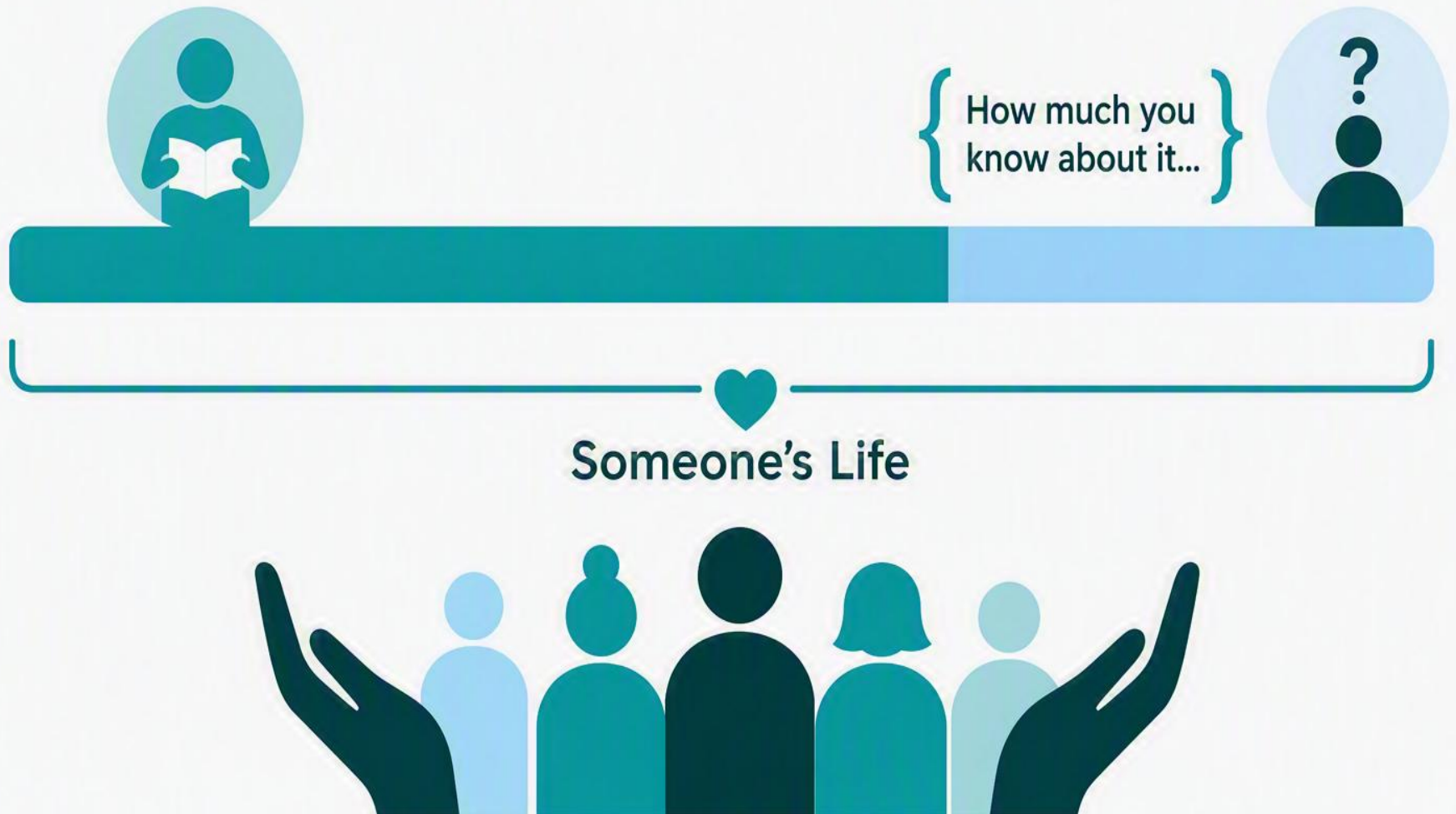
What we See

What might be
underneath

Context



Are you a Trauma Informed Practitioner?



How to DEAL with Conflict / Disruption?

D

Describe

State the facts objectively.
Focus on what happened.



E

Explanation

Explain the impact.
Help others understand why it matters.



A

Action Required

Clarify what needs to happen.
Agree on next steps.



L

Likely Consequences

Highlight potential outcomes.
Reinforce the importance of action.





Planning to Challenge



”

We start small, build confidence, and work up to the challenges that matter most.

LEAST IMPACTFUL

MOST IMPACTFUL

1



Ask Questions

Seek clarity and understanding in a safe way.

2



Share Perspective

Offer a different view or experience respectfully.

3



Have a Conversation

Talk it through, listen and explore together.

4



Challenge the Idea (not the person)

Question assumptions and logic with curiosity and care.

5



Challenge the Decision

Raise concerns about impact, risks, and better alternatives.

Challenges - As Simple as ABC

A

Earlier you told us that you never leave your children alone at home at night.

B

The police inform us that last Wednesday they were called to your home at 1.30am and that your two children were alone in your house.

C

Help me understand what happened?



Challenges - Challenging Other Professionals?

1

Sometimes necessary to help find a way to improve outcomes



2

Expect to be challenged, seek feedback and safe reflection



3

Clarify roles and responsibilities to avoid need to challenge.



4

Respect views of others (regardless of position or experience)



5

Respect and remember all responsible for own cases, action and decisions



6

Resolve as quickly and as easily as possible



Closure



Polite – ‘Thanks for assisting me today....’



Positive – ‘What I’m going to do now is’



Perspective – ‘This is what will happen...’



Professional – You may have to speak to this person again.

Evaluate



What have you got?



What will you do with it?



What next?



What will you do next time to improve?