

PRACTICE LEARNING HUB

Adult Safeguarding

Participant Worksheet: Reflection, Scenarios and Professional Curiosity

Intended audience	Practitioners, ASYE social workers and students taking part in the learning session
Estimated time	Use during a 45 to 60-minute session
Sector	Adult social care
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Intended use

This resource is for learning, reflection and discussion. It is not legal advice and does not replace local policies, statutory guidance or supervision.

Please do not discuss or record identifiable details about people, families, colleagues or live cases when using this resource.

Before watching

When I hear 'professional curiosity', what comes to mind from my own practice?

One area of safeguarding practice where I would like more confidence:

While watching

Something that confirms what I already do well:

Something that prompts a question or that I want to check:

A principle I want to hold onto in my next safeguarding conversation:

Fictional scenario cards

These scenarios are entirely fictional and deliberately incomplete - like real referrals often are. For your chosen scenario, discuss: What do we know, and what do we not know? What would professional curiosity look like here? What would 'making safeguarding personal' mean for this person? What would you record, and why?

Scenario A - Edna

Edna, 84, lives alone. Her neighbour reports that Edna's nephew has recently moved in, that Edna seems withdrawn, and that she no longer sits in her front garden. Edna told her carer 'everything is fine' but would not make eye contact.

Scenario B - Marcus

Marcus, 47, has a learning disability and lives in supported accommodation. Staff notice he has stopped attending his day service and has been giving his money to a 'new friend' who visits often. Marcus says the friend helps him shop and he does not want to talk about it.

Scenario C - Tomas

Tomas, 71, is recovering from a stroke and is cared for by his wife, who appears exhausted. During a review visit, Tomas has a bruise on his arm. His wife answers every question on his behalf and says he 'bruises easily these days'. Tomas smiles but says little.

Our scenario - what we know and what we do not know:

What professional curiosity would look like here:

What making safeguarding personal would mean for this person:

What I would record, and my rationale:

Professional curiosity prompts

Questions to carry into practice and supervision:

- What am I being told - and what am I seeing? Do they match?
- Whose voice have I actually heard, and whose am I hearing second-hand?
- What would I want to know if this were my relative?
- What might make it hard for this person to tell me what is really happening?
- Am I being invited to accept a comfortable explanation?
- What does uncertainty here mean for risk - and for my recording?

Connecting to my practice

In my next safeguarding conversation, I want to pay attention to:

Something I want to check in my local safeguarding procedures:

Something to raise in supervision:

Remember

Keep your notes general - no identifiable details about people, families, colleagues or live cases.

If this session has raised a concern about a live situation, take it to supervision or your safeguarding lead through the proper route.

Using this with your team?

If your team, authority or university is using this resource, Kayleigh would love to hear how. Your feedback shapes future materials.

Share feedback: kayleighroseevans@gmail.com

To invite Kayleigh to deliver a live session linked to this resource, visit kayleighroseevans.com and use the speaking enquiry contact.