

Childhood neglect: Notes for trainers

Working with neglect: Keeping the child at the centre 1 day	Learning outcomes
	To assess the nature and extent of the child’s developmental needs
	To recognise signs and symptoms of children and young people who are, or may be, neglected
	To meet a child’s developmental needs and support strengths
	To understand the importance of looking beyond a single incident (cumulative harm)
	To review outcomes and measure whether intervention is successful
Audiences: 3–5	
Seven-step model: 3–7	

Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact	1 Consider referral and safety issues
2 Regular, or irregular but intense, contact	2 Gather information
3 Work predominantly with children and/or families	3 Organise information using Assessment Framework triangle
4 Responsibilities relating to s47 enquiries	4 Analyse processes affecting child’s health and development
5 Professional advisors; named/designated professionals	5 Predict outlook for child
6 Operational managers	6 Plan interventions
7 Senior managers	7 Identify outcomes and measures
8 LSCB board members	

Comments

This can be used as a follow-up to one of the Introduction to neglect courses. When assessing neglect, practitioners often become distracted by parental problems such as domestic abuse, mental ill health or substance misuse. Serious case reviews show that often practitioners focus on parental problems, which means that children’s experiences can be overlooked.

This course supports practitioners in focusing on the experiences of individual children in the family, by seeking to explore their wishes and feelings, and hearing their voices.

Depending on the needs of the audience, presentation P6 on disabled children can be replaced with presentation P22 on working with looked after children, or the two can be integrated to consider children in special circumstances.

The choice of case scenarios for E19 can similarly be made according to the needs of the audience.

Working with neglect: Keeping the child at the centre

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Exercise (Trainer to provide)	15m	9.45–10.00
Assessing children's developmental needs	Assessing children's developmental needs P11 N11 Start with the child H6	30m	10.00–10.30
Break		15m	10.30–10.45
Keeping the child at the centre	Keeping the child at the centre E23 G23	45m	10.45–11.30
<i>Either</i>			
Disabled children	Disabled children P6 N6	30m	11.30–12.00
<i>or</i>			
Working with looked after children	Working with looked after children P22 N22		
Working directly with a child or young person	Working directly with a child or young person E25 G25	45m	12.00–12.45
Lunch		60m	12.45–13.45
Communicating with the child	Communicating with the child E12 G12	15m	13.45–14.00
Understanding cumulative harm	Understanding cumulative harm P28 N28	30m	14.00–14.30
Break		15m	14.30–14.45
Assessing and planning to meet a child or young person's needs	Assessing and planning to meet a child or young person's needs E19 G19 <i>Select from:</i>	45m	14.45–15.30

Session theme	Materials/Activity	Duration	Sample timing
person's needs	Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	(3m 46s) (2m 16s) (2m 07s) (2m 24s) (2m 22s)	
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	30m	15.30–16.00
Q&As, evaluation and close		15m	16.00–16.15

Research and links

Publications

- Brandon, M., Dodsworth, J. and Rumball, D. (2005) 'Serious case reviews: Learning to use expertise.' *Child Abuse Review* 14, 176, 160–176.
- Department for Education (2011) *Support and Aspiration: A new approach to special educational needs and disability*. A consultation. London: Department for Education.
<http://bit.ly/1au8wJJ>
- Dickens, J., Howell, D., Thoburn, J. and Schofield, G. (2007) 'Children starting to be looked after by local authorities in England: An analysis of inter-authority variation and case-centred decision-making.' *British Journal of Social Work* 37, 4, 597–617.
- Farmer, E. and Lutman, E. (2010) 'Case management and outcomes for neglected children returned to their parents: A five year follow-up study.' Research Brief. London: Department for Children, Schools and Families.
- Kennedy, M. and Wonnacott, J. (2005) 'Neglect of disabled children.' In J. Taylor and B. Daniel (eds) *Child Neglect: Practice issues for health and social care*. London: Jessica Kingsley Publishers.
- Miller, D. and Raymond, A. (2008) 'Safeguarding disabled children.' In M. Baginsky *Safeguarding Children and Schools*. London: Jessica Kingsley Publishers.
- Murray, M. and Osborne, C. (2009) *Safeguarding Disabled Children. Practice Guidance*. London: Department for Children, Schools and Families. <http://bit.ly/1i2b4Tp>
- Sinclair, I., Baker, C., Wilson, K. and Gibbs, I. (2005) *Foster Children: Where they go and how they get on*. London: Jessica Kingsley Publishers.
- Stalker, K. and McArthur, K. (2010) 'Child abuse, child protection and disabled children: A review of recent research.' *Child Abuse Review*, 21, 1, 24–40, doi: 10.1002/car.1154.
- Wade, J., Biehal, N., Farrelly, N. and Sinclair, I. (2010) *Maltreated Children in the Looked After System: A comparison of outcomes for those who go home and those who do not*. London: Department for Education. <http://bit.ly/19eC4gH>

Ward, H., Brown, R., Westlake, D. and Munro, E. R. (2010) 'Infants suffering, or likely to suffer, significant harm: A prospective longitudinal study' Research Brief. London: Department for Education. <http://bit.ly/1aW8YIA>

