

## Childhood neglect: Notes for trainers

### Introduction to neglect: Option 1

Based on Appendix 3, Example 1 in *Childhood Neglect: Improving outcomes for children. Guidance for trainers*. London: DfE.

**1 day**

### Learning outcomes

To enable learners to recognise children and young people who are, or may be, being neglected

To assess the nature and extent of a child's developmental needs

To meet a child's developmental needs and support strength

To review outcomes and measure whether interventions are successful

**Audiences:** 2–4

**Seven-step model:** 1, 2, 3, 7

### Brief key to audiences and work with children and/or families

- 1 Infrequent contact
- 2 Regular, or irregular but intense, contact
- 3 Work predominantly with children and/or families
- 4 Responsibilities relating to s47 enquiries
- 5 Professional advisors; named/designated professionals
- 6 Operational managers
- 7 Senior managers
- 8 LSCB board members

### Brief key to seven-step model

- 1 Consider referral and safety issues
- 2 Gather information
- 3 Organise information using Assessment Framework triangle
- 4 Analyse processes affecting child's health and development
- 5 Predict outlook for child
- 6 Plan interventions
- 7 Identify outcomes and measures

## Comments

This is the first of two options for a one-day introductory course. See also Introduction to neglect: Option 2. The course focuses on working directly with children. It considers recognition and assessment of neglect, taking into account different stages of children and young people's development, offering practitioners the opportunity to consider the impact of intervention and how to measure progress and changes in relation to individual children. The course is suitable for practitioners working predominantly with children and young people – for example children centre workers and youth workers.

# Introduction to neglect: Option 1

## Suggested programme

### Key to codes

<b>P</b> PowerPoint presentation	<b>N</b> Presentation notes	<b>E</b> Exercise	<b>H</b> Handout
<b>G</b> Trainer guidance	<b>F</b> Family case study	<b>M</b> Audio	<b>MS</b> 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	Warm up <b>E</b> <b>G</b>	15m	9.45–10.00
A child's experience	Emily's story <b>M4.0</b> audio Discussion in pairs	15m (5m 16s for audio)	10.00–10.15
Understanding neglect	Understanding neglect <b>P1</b> <b>N1</b> A language of feelings <b>H1</b> Child neglect and supporting workers <b>H2</b>	45m	10.15–11.00
Break		15m	11.00–11.15
Understanding neglect	Understanding neglect <b>E1</b> <b>G1</b> Liam Evans' story <b>F1.3</b> <b>M1.3</b> audio Shireen Evans' story <b>F1.4</b> <b>M1.4</b> audio Lewis Evans' story <b>F1.5</b> <b>M1.5</b> audio	45m (2m 07s) (2m 24s) (2m 22s)	11.15–12.00
Assessing children's developmental needs	Assessing children's developmental needs <b>P11</b> <b>N11</b>	30m	12.00–12.30
Lunch		45m	12.30–13.15
Communicating concerns to parents	Communicating concerns to parents <b>E13</b> <b>G13</b> Henderson/Taylor/Miller family case study <b>F2.0</b> Claire Henderson's story <b>F2.1</b> <b>M2.1</b> audio Darren Miller's story <b>F2.2</b> <b>M2.2</b> audio Michelle Henderson's story <b>F2.3</b> <b>M2.3</b> audio Troy Taylor's story <b>F2.4</b> <b>M2.4</b> audio Susan Miller's story <b>F2.5</b> <b>M2.5</b> audio	100m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	13.15–14.35
Break		10m	14.35–14.45
Measuring outcomes for each child	Measuring outcomes for each child <b>P21</b> <b>N21</b>	45m	14.45–15.30
Ensuring a child's needs are met	Ensuring a child's needs are met <b>E24</b> <b>G24</b>	45m	15.30–16.15
Q&As, evaluation and close		15m	16.15–16.30

## Research and links

### Publications

Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000) *Child Maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect*. London: NSPCC. <http://bit.ly/SUMdc9>

Davies, C. and Ward, H. (2012) *Safeguarding Children Across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

Department of Health, Cox, A. and Bentovim, A. (2000) *The Family Pack of Questionnaires and Scales*. London: Department of Health. <http://bit.ly/1cR9mX4> <http://bit.ly/GQSmCx>

Hicks, L. and Stein, M. (2010) *Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers*. London: Department for Children, Schools and Families. <http://bit.ly/1gK2o6v>

HM Government (2013) *Working Together to Safeguard Children*. London: Department for Education. <http://bit.ly/Yc53ZP>

Radford, L., Corral, S., Bradley, C., Fisher, H. et al. (2011) *Child Abuse and Neglect in the UK Today*. London: NSPCC. <http://bit.ly/ntc6Wu>

