

Childhood neglect: Notes for trainers

Introduction to neglect: Option 2 1 day	Learning outcomes
	<p>To enable learners to recognise children and young people who are or may be, being neglected</p> <p>To assess the nature and the extent of a child's developmental needs</p> <p>To meet a child's developmental needs and support strength</p> <p>To identify concerns about parenting capacity and/or family and environmental factors that may contribute to neglect</p>
Audiences: 2–4	
Seven-step model: 1–4	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 one of two options for a one-day introductory course. See also Introduction to neglect: Option 1. The course is suited to a multidisciplinary audience of staff working both with children and young people and their parents and carers or extended families. It offers practitioners the opportunity to consider neglect from the Assessment Framework triangle domains: child developmental needs, parenting capacity and family and environmental factors. The course supports practitioners when assessing the extent to which parental difficulties (such as domestic violence, parental mental health, substance misuse or learning disability, which are often associated with neglect) affect the parent/carer's functioning (family/environmental factor domain) and the impact on the adult's ability to parent (parenting capacity).

The last session offers you two additional exercise options: E4 is a generic exercise, which allows practitioners to consider the dimensions of the family/environment domain of the Framework; E22 supports staff in understanding that development is a dynamic process shaped by historical factors and interactions between child, family and their environment and enables practitioners to consider the implications of factors such as child poverty.

Introduction to neglect: Option 2

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	Optional: Emily's story M4.0 audio Discussion	15m (5m 16s for audio)	9.45–10.00
Understanding neglect – 1	Understanding neglect P1 N1 Introduction to definitions H11 Identifying neglect – ten top tips H16	30m	10.00–10.30
Break		15m	10.30–10.45
Understanding neglect – 2	Understanding neglect E1 G1 Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	45m (2m 07s) (2m 24s) (2m 22s)	10.45–11.30
Assessing children's developmental needs	Assessing children's developmental needs P11 N11 Start with the child H6	30m	11.30–12.00
Recognising the impact of neglect on children and young people	Recognising the impact of neglect on children and young people E5 G5	45m	12.00–12.45
Lunch		60m	12.45–13.45
Identifying when parenting capacity results in neglect	Identifying when parenting capacity results in neglect P2 N2	30m	13.45–14.15
Identifying concerns about parenting capacity	Identifying concerns about parenting capacity E3 G3	45m	14.15–15.00
Break		15m	15.00–15.15
Identifying family and environmental factors which may contribute to neglect	Identifying family and environmental factors which may contribute to neglect P3 N3 Structural factors affecting children and families H5 The importance of historical information H7	30m	15.15–15.45

Session theme	Materials/Activity	Duration	Sample timing
<i>Either</i>			
Assessing family and environmental factors which affect the child and parenting capacity	Assessing family and environmental factors which affect the child and parenting capacity E4 G4	30m	15.45–16.15
<i>or</i>			
Analysing interactions between parents and the community	Analysing interactions between parents and the community E22 G22		
	Fiona Evans' story F1.1 M1.1 audio	(3m 46s)	
	Steve Evans' story F1.2 M1.2 audio	(2m 16s)	
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>

Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.

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

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>

Tools and resources

The Family Pack of Questionnaires and Scales

<http://bit.ly/H7OLzY>

<http://bit.ly/H5ppU2>

The Home Inventory

<http://bit.ly/18swxUc>

