

## Childhood neglect: Notes for trainers

### Introduction to neglect: Option 3

Based on Appendix 3, Example 2 in *Childhood Neglect: Improving outcomes for children. Guidance for trainers.* London: DfE.

**2 days**

### Learning outcomes

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

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

To meet a child's developmental needs and support strengths

To assess family and environmental factors which may affect a child and parenting capacity

To consider effective interventions and measure for outcomes

**Audiences:** 2–4

**Seven-step model:** 1–7

### 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 two-day introductory courses. See also Introduction to neglect: Option 4: Assessing neglect and its impact on children's development over time.

The course has a strong emphasis on environmental factors likely to increase children's vulnerability to neglect and affect parenting capacity. You could use this model to support practitioners in assessing parental difficulties – e.g. domestic abuse, mental health problems, parental substance misuse – under the family and environmental factors domain. These are issues likely to affect the parent's functioning, and practitioners need to establish the extent to which these difficulties may have an impact on the parent's ability to care for their child, taking account of the child's age, development and any special needs.

## Introduction to neglect: Option 3

### 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
<b>Day 1</b>			
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	15m (5m 16s for audio)	10.00–10.15
Recognising neglect	Recognising neglect <b>P1</b> <b>N1</b> Introduction to definitions <b>H11</b> Identifying neglect – ten top tips <b>H16</b>	30m	10.15–10.45
Understanding neglect	Understanding neglect <b>E1</b> <b>G1</b> Fiona Evans' story <b>F1.1</b> <b>M1.1</b> audio Steve Evans' story <b>F1.2</b> <b>M1.2</b> audio Liam Evans' story <b>F1.3</b> <b>M1.3</b> audio	45m (3m 44s) (2m 15s) (2m 06s)	10.45–11.30
Break		15m	11.30–11.45
Identifying family and environmental factors which may contribute to neglect	Identifying family and environmental factors which may contribute to neglect <b>P3</b> <b>N3</b> Start with the child <b>H6</b> Structural factors affecting children and families <b>H5</b> The importance of historical information <b>H7</b>	30m	11.45–12.15
Assessing families and environmental actors which may contribute to neglect	Assessing families and environmental actors which may contribute to neglect <b>E4</b> <b>G4</b>	60m	12.15–13.15
Lunch		45m	13.15–14.00
Assessing children's developmental needs	Assessing children's developmental needs <b>P11</b> <b>N11</b>	30m	14.00–14.30

Session theme	Materials/Activity	Duration	Sample timing
Communicating concerns to parents	Communicating concerns to parents <b>E13</b> <b>G13</b> Henderson/Miller/Taylor 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)	14.30–15.50
Summing up and reflection on learning		20m	15.50–16.10
<b>Day 2</b>			
Recap of day 1		15m	9.30–9.45
Warm up	Exercise (Trainer to provide)	15m	9.45–10.00
Understanding environmental factors	Understanding environmental factors <b>P13</b> <b>N13</b>	30m	10.00–10.30
Assessing the child in their community	Assessing the child in their community <b>E15</b> <b>G15</b>	60m	10.30–11.30
Break		15m	11.30–11.45
Effective interventions	Effective interventions <b>P19</b> <b>N19</b>	30m	11.45–12.15
Ensuring a child's needs are met	Ensuring a child's needs are met <b>E24</b> <b>G24</b> Henderson/Miller/Taylor 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	45m  (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	12.15–13.00
Lunch		60m	13.00–14.00
Measuring outcomes for each child	Measuring outcomes for each child <b>P21</b> <b>N21</b>	30m	14.00–14.30

Session theme	Materials/Activity	Duration	Sample timing
Reviewing and sustaining change	Reviewing and sustaining change <b>E26</b> <b>G26</b>	45m	14.30–15.15
	<i>Either</i>		
	Evans family case study <b>F1.0</b>		
	Fiona Evans' story <b>F1.1</b> <b>M1.1</b> audio	(3m 46s)	
	Steve Evans' story <b>F1.2</b> <b>M1.2</b> audio	(2m 16s)	
	Liam Evans' story <b>F1.3</b> <b>M1.3</b> audio	(2m 07s)	
	Shireen Evans' story <b>F1.4</b> <b>M1.4</b> audio	(2m 24s)	
	Lewis Evans' story <b>F1.5</b> <b>M1.5</b> audio	(2m 22s)	
	<i>or</i>		
	Henderson/Miller/Taylor family case study <b>F2.0</b>		
	Claire Henderson's story <b>F2.1</b> <b>M2.1</b> audio	(2m 49s)	
	Darren Miller's story <b>F2.2</b> <b>M2.2</b> audio	(2m 58s)	
	Michelle Henderson's story <b>F2.3</b> <b>M2.3</b> audio	(1m 51s)	
	Troy Taylor's story <b>F2.4</b> <b>M2.4</b> audio	(3m 09s)	
Susan Miller's story <b>F2.5</b> <b>M2.5</b> audio	(2m 25s)		
Q&As, evaluation and close		15m	15.15–15.30

## 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*. <http://bit.ly/GXRZGx>

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>