

## Childhood neglect: Notes for trainers

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|---|--|
| <b>Managing neglect cases:<br/>Option 1<br/>Half day</b>  | <b>Learning outcomes</b><br><br>To overcome factors that impede assessment, analysis and planning<br>To analyse information and predict an outlook for the child<br>To identify intervention and monitor meaningful change<br>To measure outcomes  |
| <b>Audiences:</b> 5–6   |  |
| <b>Seven-step model:</b> 4–7  |  |
| <b>Brief key to audiences and work with children and/or families</b>  | <b>Brief key to seven-step model</b>   |
| <ol style="list-style-type: none"><li>1 Infrequent contact</li><li>2 Regular, or irregular but intense, contact</li><li>3 Work predominantly with children and/or families</li><li>4 Responsibilities relating to s47 enquiries</li><li>5 Professional advisors; named/designated professionals</li><li>6 Operational managers</li><li>7 Senior managers</li><li>8 LSCB board members</li></ol> | <ol style="list-style-type: none"><li>1 Consider referral and safety issues</li><li>2 Gather information</li><li>3 Organise information using Assessment Framework triangle</li><li>4 Analyse processes affecting child's health and development</li><li>5 Predict outlook for child</li><li>6 Plan interventions</li><li>7 Identify outcomes and measures</li></ol> |

## Comments

This can also be run as a one-day course (see Managing neglect cases: Option 2). The half-day programme can be used as a refresher course for managers; the one-day course is more suitable as an introduction to managing neglect cases.

Exercise E37 suggests using scenarios for both the Evans and the Henderson/Miller/Taylor families. When you have familiarised yourself with the materials and the audience's knowledge and expertise, and taken account of the size of the group, you may wish to use scenarios from just one of the two families instead.

# Managing neglect cases: 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  | The emotional impact of talking about children and families <b>E41</b> <b>G41</b>  | 15m      | 9.45–10.00    |
| Understanding assessment and decision making               | Understanding assessment and decision-making <b>P27</b> <b>N27</b><br>A language of feelings <b>H1</b><br>Process of assessment <b>H14</b>   | 30m      | 10.00–10.30   |
| Thinking about whether you have been worried about a child | Thinking about whether you have been worried about a child <b>E37</b> <b>G37</b><br><br>[The following clips are about Liam Evans]<br>Head of year <b>MS1.1</b> video (1m 52s)<br>Head of year <b>MS1.2</b> video (3m 48s)<br><br>[The following clips are about Wasim Akhtar]<br>Children's social care <b>MS3.1</b> video (3m 26s)<br>Children's social care <b>MS3.2</b> video (5m 59s) | 45m      | 10.30–11.15   |
| Break  |  | 15m      | 11.15–11.30   |
| Measuring outcomes for each child                          | Measuring outcomes for each child <b>P21</b> <b>N21</b>  | 30m      | 11.30–12.00   |
| Outcomes or indicators?                                    | Outcomes or indicators? <b>E28</b> <b>G28</b>  | 45m      | 12.00–12.45   |
| Child neglect and supervision                              | Child neglect and supervision <b>P30</b> <b>N30</b><br>Child neglect and supporting workers <b>H2</b><br>Guarding against bias <b>H3</b>   | 30m      | 12.45–13.15   |
| Q&As, evaluation and close                                 |  | 15m      | 13.15–13.30   |

## Research and links

### Publications

Burns, S. and MacKeith, J. (2010) *The Outcomes Star*. East Sussex: Triangle Consulting Social Enterprise Ltd. Online versions available at [www.staronline.org.uk](http://www.staronline.org.uk)

- Calder, M. (ed.) (2008) *Contemporary Risk Assessment in Safeguarding Children*. Lyme Regis: Russell House.
- Calder, M. and Hackett, S. (2005) *Assessment in Child Care: Using and developing frameworks for practice*. Lyme Regis: Russell House.
- Carson, D and Bain, A. (2008) *Professional Risk and Working with People*. London: Jessica Kingsley Publishers.
- 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.
- Cox, A. Bingley Miller, L. and Pizze, S (2009) 'Assessing children's needs – a model of assessment, analysis, planning interventions and identifying and measuring outcomes for the child.' In A. Bentovim, A. Cox, L. Bingley Miller and S. Pizze (eds) *Safeguarding Children Living with Trauma and Family Violence: Evidence-based assessment, analysis and planning interventions*. London: Jessica Kingsley Publishers.
- Davys, A. and Beddoe, L. (2010) *Best Practice in Professional Supervision: A guide to the helping professions*. London: Jessica Kingsley Publishers.
- 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.
- Helm, D. (2010) *Making Sense of Child and Family Assessment: How to interpret children's needs*. London: Jessica Kingsley Publishers.
- HM Government (2013) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*. London: Department for Education.  
<http://bit.ly/Yc53ZP>
- Hoggarth, L. and Comfort, H. (2010) *A Practical Guide to Outcome Evaluation*. London: Jessica Kingsley Publishers.
- Hughes, L. and Pengelly, P. (2002) *Staff Supervision in a Turbulent Environment*. London: Jessica Kingsley Publishers.
- Kadushin, A. and Harkness, D. (2002) *Supervision in Social Work* (4th edition). Columbia, NY: Columbia University Press.
- McLeod, A. (2008) *Listening to Children*. London: Jessica Kingsley Publishers.
- Morrison, T. (2005) *Staff Supervision in Social Care* (3rd edition). Brighton: Pavilion.
- Munro, E. (2008) *Effective Child Protection* (2nd edition). London: Sage.
- Pritchard, J. (2000) *Good Practice in Supervision*. London: Jessica Kingsley Publishers.
- Reder, P. and Duncan, S. (1999) *Lost Innocents: A follow-up study of fatal child abuse*. London: Routledge.
- Reder, P., Duncan, S. and Gray, M. (1993) *Beyond Blame: Child abuse tragedies revisited*. London: Routledge.

## Tools and resources

Assessing families in complex child care cases using The Family Assessment (training course)

<http://bit.ly/GVpmcQ>

Assessing parenting and the family life of children (training course)

<http://bit.ly/17yoH7P>

*The Family Pack of Questionnaires and Scales* (Department of Health, Cox and Bentovim 2000)

<http://bit.ly/1cR9mX4>

<http://bit.ly/H5ppU2>

Strengths and Difficulties Questionnaires

<http://bit.ly/1cR9mX4>

<http://bit.ly/H5ppU2>

[www.sdqinfo.org](http://www.sdqinfo.org)

## Organisations

Research in Practice

[www.rip.org.uk](http://www.rip.org.uk)

Social Care Institute for Excellence (SCIE)

[www.scie.org.uk](http://www.scie.org.uk)