

Childhood Neglect: Choosing an appropriate course

Introductory courses

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Introduction to neglect: Option 1 1 day	To recognise signs and symptoms of children and young people who are, or may be, neglected To assess the nature and extent of a child's developmental needs To meet a child's developmental needs and support strengths To review outcomes and measure whether interventions are successful	2, 3, 4 Suitable for practitioners working predominantly with children – e.g. nursery workers, youth workers, teachers and children's centre workers	1, 2, 3, 7	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
Introduction to neglect: Option 2 1 day	To recognise signs and symptoms of children and young people who are, or may be, neglected To assess the nature and extent of a child's developmental needs To meet a child's developmental needs and support strengths To identify concerns about parenting capacity and/or family and environmental factors that may contribute to neglect	2, 3, 4 Suitable for a multidisciplinary audience: staff working with children, parents/carers and extended family	1–4	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
Introduction to neglect: Option 3 2 days	To recognise signs and symptoms of children and young people who are, or may be, neglected To assess the nature and extent of a child's developmental needs To meet a child's developmental needs and support strengths To assess family and environmental factors that may affect a child and parenting capacity To consider effective interventions and measure for outcomes	2, 3, 4 Provides practitioners with an opportunity to consider some topics in greater depth with an emphasis on assessing parental difficulties such as domestic abuse, mental health problems and parental substance misuse under the family and environmental factors domain	1–7	

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<p>Introduction to neglect: Option 4: Assessing neglect and its impact on children's development over time</p> <p>2 days</p>	<p>To support learners in understanding neglect in the context of child development</p> <p>To explore some parenting issues which may increase the vulnerability of children and young people to being neglected</p> <p>To assess parenting capacity and environmental factors</p> <p>To assess attachment and cumulative harm</p> <p>To assess motivation and willingness to change</p> <p>To consider effective intervention in neglect cases</p>	<p>3, 4, 5</p> <p>Suitable for practitioners working predominantly with children and young people – the course includes more in-depth aspects of child development, including brain development and attachment</p>	<p>1–7</p>	<p>Brief key to audiences and work with children and/or families</p> <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 <p>Brief key to seven-step model</p> <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

Focus on the child

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Focus on young people: Option 1 1 day	To identify concerns about parenting capacity that may contribute to neglect To assess parenting received by a child To address factors affecting parenting capacity	2, 3, 4, 5 The course is suitable for professionals working with parents and carers, with a focus on parenting and environmental factors, including the role of schools	1–6	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
Neglect of young people: Option 2 1 day	To recognise signs and symptoms of young people who are, or may be, neglected To assess the nature and extent of a young person's developmental needs To consider tools for communicating with young people To understand what hinders or facilitates integrated working	2, 3, 4, 5 The focus is on the assessment of young people's experience of neglect	1–7	
Working with neglect: Keeping the child at the centre 1 day	To assess the nature and extent of the child's developmental needs To recognise signs and symptoms of children 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	3, 4, 5 The course can be offered as a follow-up to one of the Introduction to neglect courses, supporting practitioners in maintaining their focus on the experiences of individual children in the family	3–7	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

Focus on parenting

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Focus on parenting capacity 1 day	To identify concerns about parenting difficulties that may contribute to neglect To assess parenting received by a child To address factors affecting parenting capacity	2, 3, 4 Suitable as an introductory course for practitioners and can support practitioners in assessing parental difficulties such as domestic abuse, mental health problems and substance misuse and their impact on the parent's ability to care for the child	1–6	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
Parental difficulties and child neglect 1 day	To identify when parental difficulties may result in child neglect To understand how some parental difficulties may increase children and young people's vulnerability to neglect To understand the impact of cumulative harm on children and young people's health and development To consider effective interventions in neglect cases To measure outcomes for children	3, 4, 5 The course considers the range of parental problems that can result in child neglect, with a focus on interventions and measuring outcomes	1–7	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
Neglect and parental substance misuse 1 day	To identify concerns about parenting capacity that may contribute to neglect To assess parenting received by a child To address factors affecting parenting capacity	2, 3, 4, 5 The course focuses on the ways in which parental drug and alcohol misuse may affect the parent's ability to meet the needs of the child	1–7	
Neglect and attachment 1 day	To recognise neglect To assess the extent and nature of children's developmental needs To assess the quality of attachments To assess the role of fathers/father figures To consider effective intervention in working with children and their parents	2, 3, 4, 5 The course supports practitioners in considering the importance of multiple attachments and their meanings in different family and community structures and/or culturally and ethnically diverse family structures	1, 4, 6	

Managing neglect

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Managing neglect cases: Option 1 3.5 hours	To understand and support assessment and analysis processes To analyse information and predict an outlook for the child To identify intervention and monitor meaningful change To consider how to measure outcomes for children and young people	5, 6 The half-day course is suitable as a refresher course for managers	4–7	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
Managing neglect cases: Option 2 1 day	To understand and support assessment and analysis processes To analyse information and predict an outlook for the child To identify intervention and monitor meaningful change To consider how to measure outcomes for children and young people	5, 6 The one-day course is suitable as an introduction to managing neglect, including planning interventions and measuring outcomes	4–7	
Overcoming practice and organisational barriers 1 day	To understand personal values in relation to neglect To understand barriers to recognition of, and response to, neglect	5, 6, 7, 8 The course is appropriate for both managers and LSCB members, and addresses the question of why practitioners may miss a child who is being neglected	4–6	
Neglect: Differing perceptions Half day	To understand the social context of neglect To understand the barriers to recognition of, and response to, neglect	6, 7, 8 The course challenges differing professional and public views on what constitutes childhood neglect and considers the implications for assessing children's needs	1, 4, 5	
Supervising neglect cases Half day	To understand barriers to recognition of neglect To maintain the momentum of change	4, 5, 6 The course supports professionals and managers responsible for supervising staff involved in assessing child neglect	5–7	