

Delegate Workbook

Understanding Child Neglect

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**About this course**

These materials are part of a learning package that includes self-directed learning via this workbook and an in-person seminar. Please ensure that you have set aside at least 3 hours to complete the work **before** attending the in-person seminar. The seminar will build on your knowledge and understanding and will ask you to reflect on the content of the materials. **In order to get the most out of this workbook and maximise the opportunity for reflection, we suggest that you break your study time into manageable sections.**

You should set up an account with Research in Practice (RIP) if you don’t have one already (see below for instructions on how to set up your account). RIP is a free resource provided by the Safeguarding Partnership Board and contains a wealth of information including videos, briefings, webinars etc which will help you in your work.

All you need is a quiet place to work through the content and/or watch any videos, either alone or in a group. It might be useful, as you read or listen, to jot down thoughts that occur to you about the work you do and any questions or new ideas that come to mind.

**Important!**

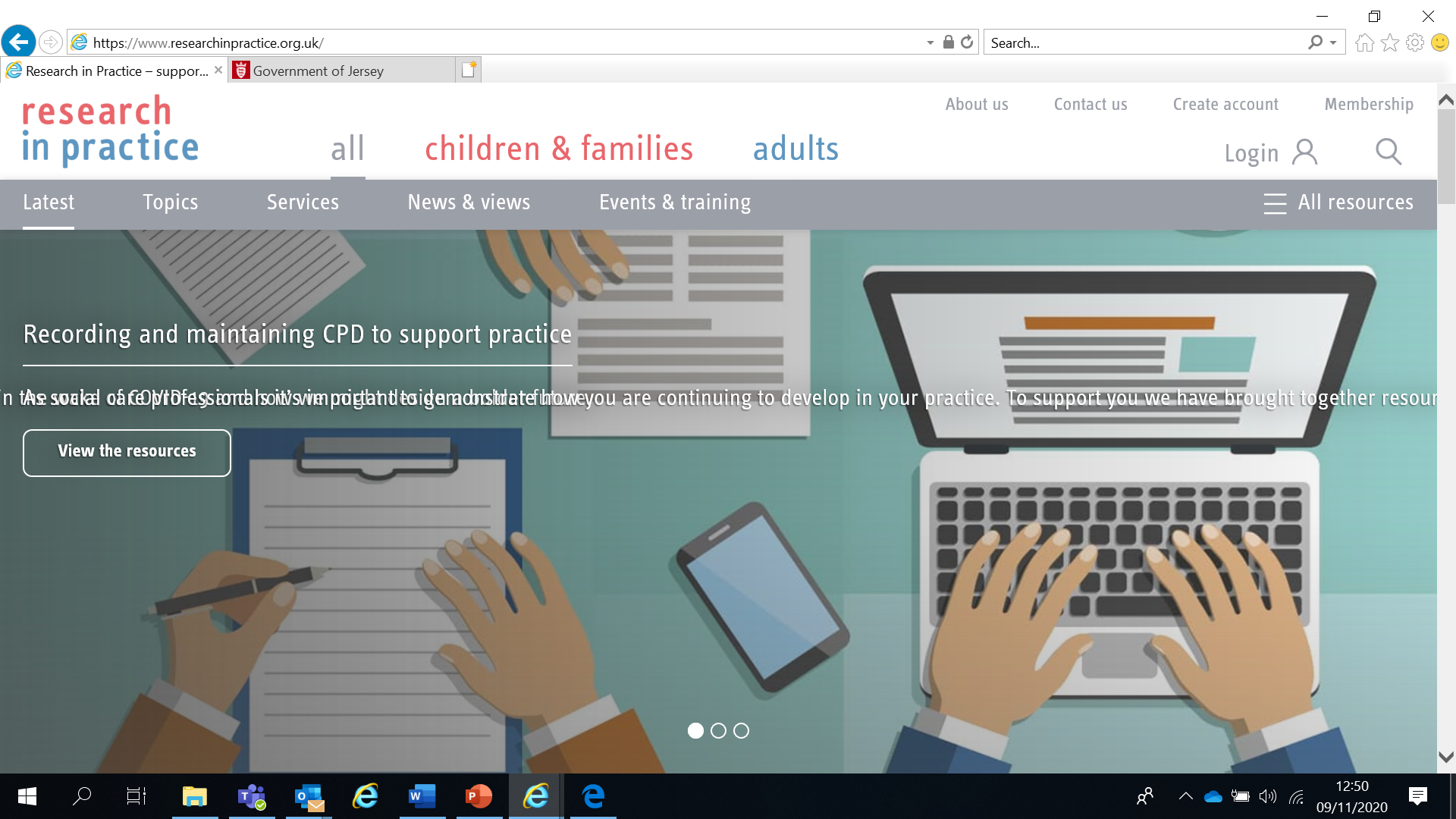
**You will need to bring your workbook to the seminar as we will be referring to it on the day.**

**Setting up your account with Research in Practice**

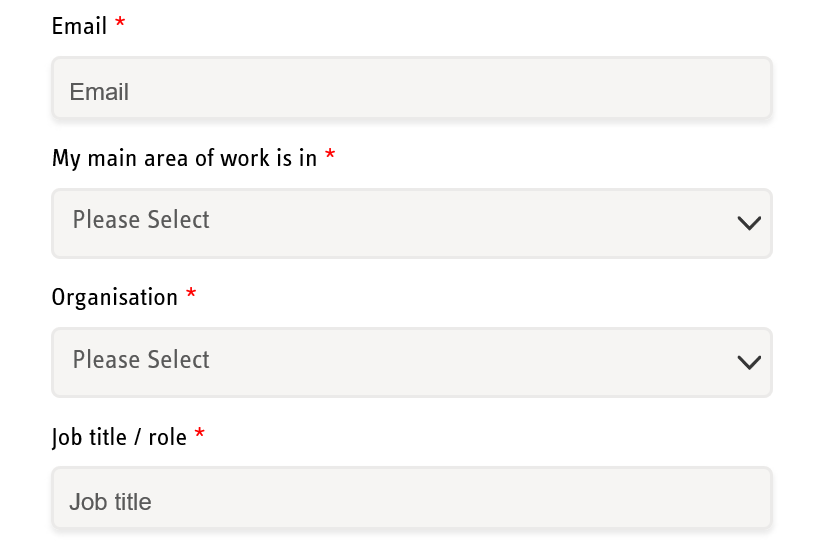
Research in Practice (RIP) supports evidence-informed practice with children and families, young people and adults. RIP brings together academic research, practice expertise and the experiences of people accessing services to develop a range of resources and learning opportunities.

As a partner of the Safeguarding Partnership Board, your organisation is able to access RIP’s resources free of charge. To do this, you will need to set up a RIP account:

Go to [www.researchinpractice.org.uk](http://www.researchinpractice.org.uk) and select ‘create account’ at the top.

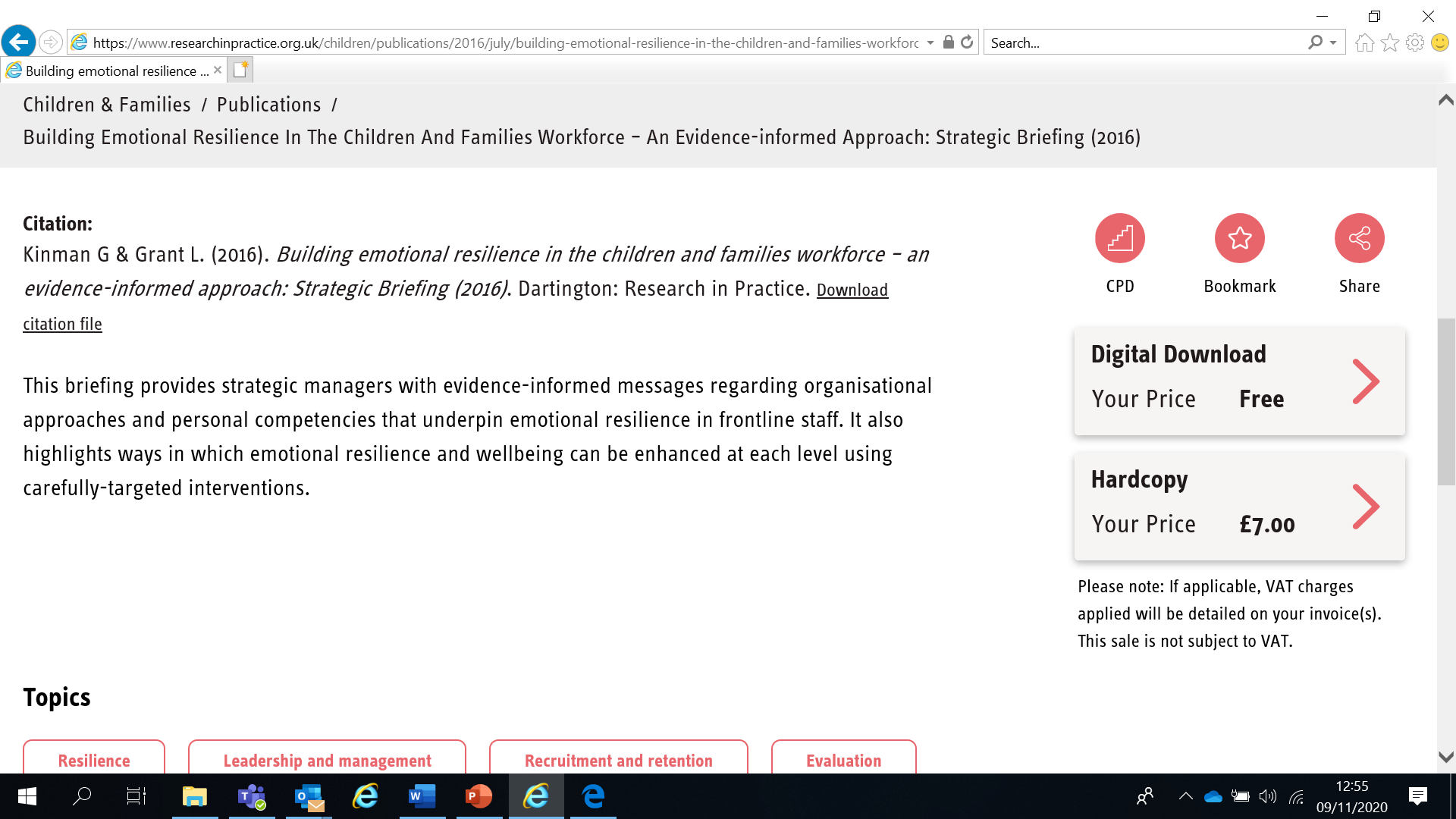


Use your work email and select **‘States of Jersey’** as your organisation from the drop-down list



**NOTE: You cannot set up an account with RIP if your work email uses Gmail, Hotmail or other generic accounts. Please contact us if this applies to you.**

Once you have logged in with your new account, the resources are free to download:



If you have any problems setting up an account, please contact safeguardingtraining@gov.je

**Learning Objectives**

In this module you will:

* Name the six different forms of child neglect
* Recognise the signs and indicators of child neglect and where these are identified on the SPB’s Continuum of Need
* Demonstrate an awareness of the impact of child neglect
* Recognise the risk factors for child neglect
* Name the tool used in Jersey to assess child neglect

**Links to Professional Practice**

**SPB:** Child Procedures Manual, Child Workforce Competency Framework, Child Neglect Strategy

**Intercollegiate Competency Framework:** Level 1 and above

**PQS KSS:** Analysis, decision-making, planning and review; Child and family assessment; Relationships and effect direct work; Shaping and influencing the practice system; Confident analysis and decision-making; Purposeful and effective social work; Support effective decision-making

**CQC:** Responsive, Effective, Caring

**PCF:** Critical reflection and analysis; Rights, justice and economic wellbeing; Diversity and equality; Values & ethics

**Top Tips**

**Do the readings** – we've selected reading material that we know will enhance your knowledge and skills

**Do the exercises** – the more you put into this course, the more you will get out of it.  The exercises will give you the opportunity to reflect on what you've read.  You'll get a chance to discuss ideas and ask questions in the seminar

**Emotional Alert!**

We acknowledge that this is a sensitive subject – look after yourself and others.

This content:

* can trigger memories of experiences which were in some way abusive
* can highlight areas of difficulty for individual people who are aware of others or their own personal experiences
* can have an emotional impact on those working to protect children, families and adults
* seek support from your manager if you are upset by any of the materials

**What is Neglect?**

Neglect is the persistent failure to meet a child’s basic physical, emotional and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once the child is born, neglect may involve the parents or carers failing to:

* Provide adequate food, clothing & shelter (including exclusion from home or abandonment)
* Protect the child from physical and emotional harm or danger
* Ensure adequate supervision (including the use of inadequate care-givers)
* Ensure access to appropriate medical care or treatment
* Ensure child receives a suitable education

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

*(Working Together)*

**The Profile of Neglect**

Child neglect is the most common reason for a child to be subject to a child protection plan. Neglect features in 60% of serious case reviews. Domestic abuse, mental ill health and/or substance misuse are common in households where children are neglected. Neglect commonly occurs alongside other forms of abuse.



**Neglect is one of the Adverse Childhood Experiences or ACEs.**

**Watch the video on ACEs at** <https://player.vimeo.com/video/189290361> **(5m 43s)**

Neglect is a key priority of the Safeguarding Partnership Board and aligns with the [Jersey’s Children’s First Practice Framework](https://www.gov.je/caring/jerseyschildrenfirst/Pages/index.aspx). The SPB’s Multi-Agency Child Neglect Strategy aims to improve outcomes for children, young people and families in Jersey and gives guidance to all professionals in seeing, monitoring and assessing child neglect.

**The SPB’s Multi-Agency Child Neglect Strategy is available at** [Strategies | Jersey Safeguarding Partnership Board](https://safeguarding.je/document-category/strategies/) **and includes a Neglect Toolbox (pages 18-21) with:**

* **Indicators**
* **Chronology Guide**
* **Assessment Resources**
* **Safer Sleeping Risk Assessment Tools**
* **Training materials**

**Forms of Neglect**

**Physical neglect:** child may have inadequate or inappropriate (eg for the weather conditions) clothing, poor levels of hygiene, lack of clean living conditions, abandonment or exclusion from home

**Medical neglect:** child’s health needs are not met, or they are not provided with appropriate treatment needed as a result of illness or accidents

**Nutritional neglect:** child is given insufficient calories to meet their physical/developmental needs, or they are given food of insufficient nutritional value, e.g. high fat or high sugar food in place of balanced meals; childhood obesity can be a sign of neglect

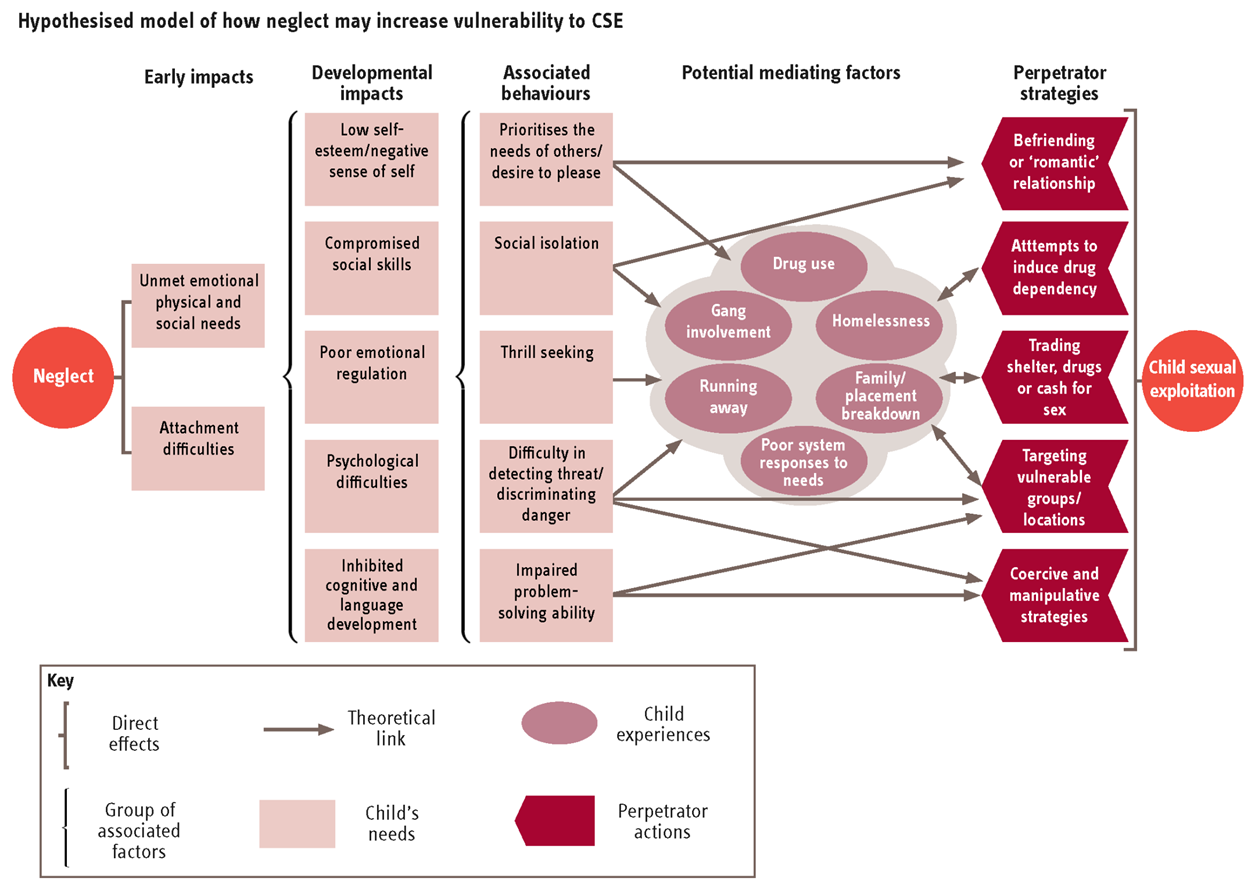
**Emotional neglect:** parent/carer does not respond to the child’s basic emotional needs, including failing to interact or provide affection

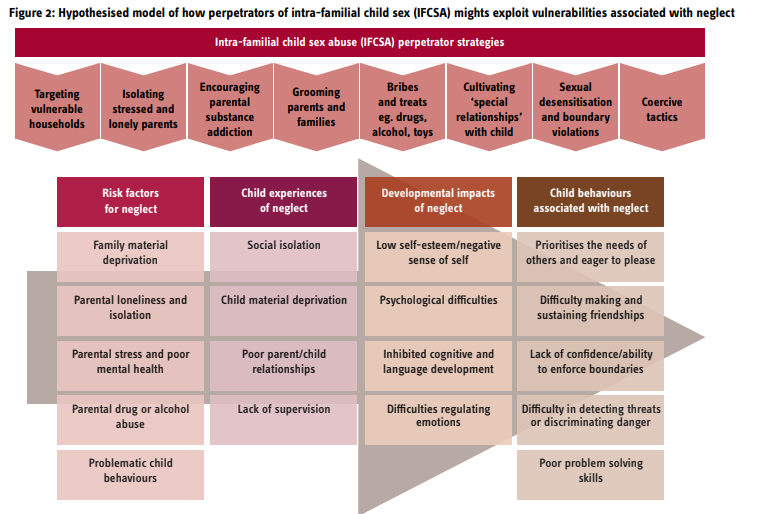
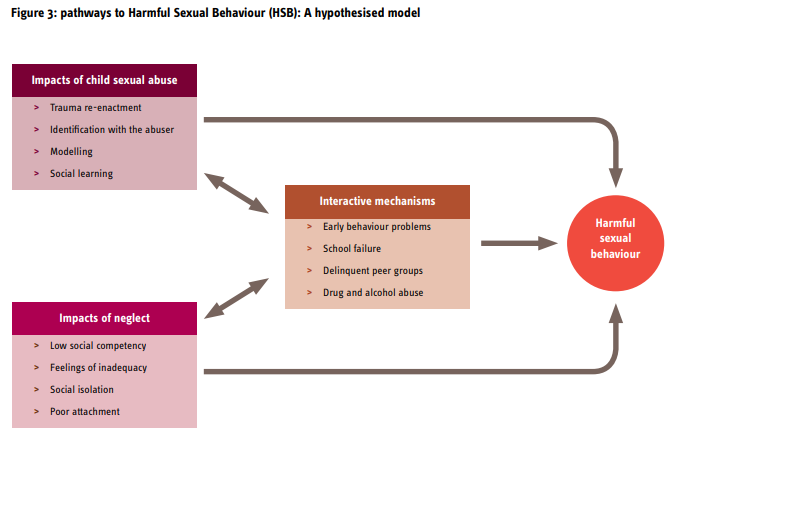
**Lack of supervision and guidance:** child may be exposed to hazards, parents or caregivers may be inattentive to avoidable dangers or may leave the child with inappropriate carers. Lack of supervision can include not providing appropriate boundaries for young people

**Educational neglect:** child does not receive appropriate learning experiences; they may be under-stimulated and/ or experience a lack of interest in their achievements. This may include not sending their child to school regularly, and/or failing to respond to special educational needs

**Child neglect and its relationship to other forms of harm**

Neglect may heighten vulnerability to other forms of harm including CSE, intra-familial sexual abuse and HSB (<https://www.researchinpractice.org.uk/children/publications/2016/november/child-neglect-and-its-relationship-to-other-forms-of-harm-responding-effectively-to-children-s-needs-evidence-scopes/>)

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|  |
| --- |
| How does your professional experience compare to the national picture on neglect? |
| How do you or your team analyse the range of issues under the umbrella term ‘neglect’? |
| What are some of your experiences of working with children at different stages of development and life circumstances? What are the similarities? What are the differences? |



**Watch the NSPCC ‘We’re Here’ video** [child neglect - Google Search](https://www.google.com/search?q=child+neglect&safe=active&sca_esv=561269084&tbm=vid&ei=EA7vZKaJHou1hbIPm4WYwAY&start=40&sa=N&ved=2ahUKEwim0eyCi4SBAxWLWkEAHZsCBmg4HhDw0wN6BAgOEB0&biw=1280&bih=609&dpr=1.5#fpstate=ive&vld=cid:ee6462ef,vid:M-KkM3VTDmo)

**Reflect on the following questions and write your thoughts below.**

**Continuum of Need and Neglect**

It is important that all professionals have an understanding of the local picture of neglect, with a common language and understanding of neglect thresholds with the use of the Continuum of Need. The focus should be on promoting early identification and support in line with the [Jersey’s Children First practice framework](https://www.gov.je/caring/jerseyschildrenfirst/Pages/index.aspx).

**Using the SPB’s Continuum of Need, complete the table below by finding THREE indicators at each level.**

[Continuum of Needs](https://safeguarding.je/document-category/policies/)

|  |  |
| --- | --- |
| **Level of Need** | **Indicators of Neglect** |
| Early Help |  |
| Child in Need of Support |  |
| Child in Need of Protection |  |

**The SPB’s** [Resolving Professional Differences/Escalation Policy](https://safeguarding.je/document-category/policies/) **should be used to escalate unresolved disputes where professional curiosity or challenge has not resolved any professional conflict**



**Watch the Research in Practice film ‘Poverty-aware practice’ (19m 41s)** <https://www.researchinpractice.org.uk/children/content-pages/training-and-development-programmes/online-learning-packages-tailored-support/neglect-and-poverty-aware-practice/>

**Reflect on the following questions and write your thoughts below.**

|  |
| --- |
| How do you use chronologies – in particular, thinking about the evidence from Serious Case Reviews – to evidence the cumulative harm of chronic unmet need? |
| How do you share ideas and resources for talking and listening to children? What creative approaches have you developed? |
| What is the best support you’ve been given in supervision to support you to deal with the emotional intensity of child protection work? |

**Risk factors for neglect**

|  |  |  |
| --- | --- | --- |
| **Children** | **Man changing baby** | **User network** |
| **Child risk factors**  Disability  Behavioural problems  Chronic ill health  ACEs | **Parental risk factors**  Poor mental health  Substance use  Domestic violence and abuse  Previous ACEs | **Wider risk factors**  Poverty / affluence  Unemployment  Poor social support  Learning difficulties  Lack of experience of positive parenting in childhood  Emotionally unavailable/detached parents |

**The impact of poverty**

Poverty is defined in different ways. Whichever definition is used, it is important to remember that:

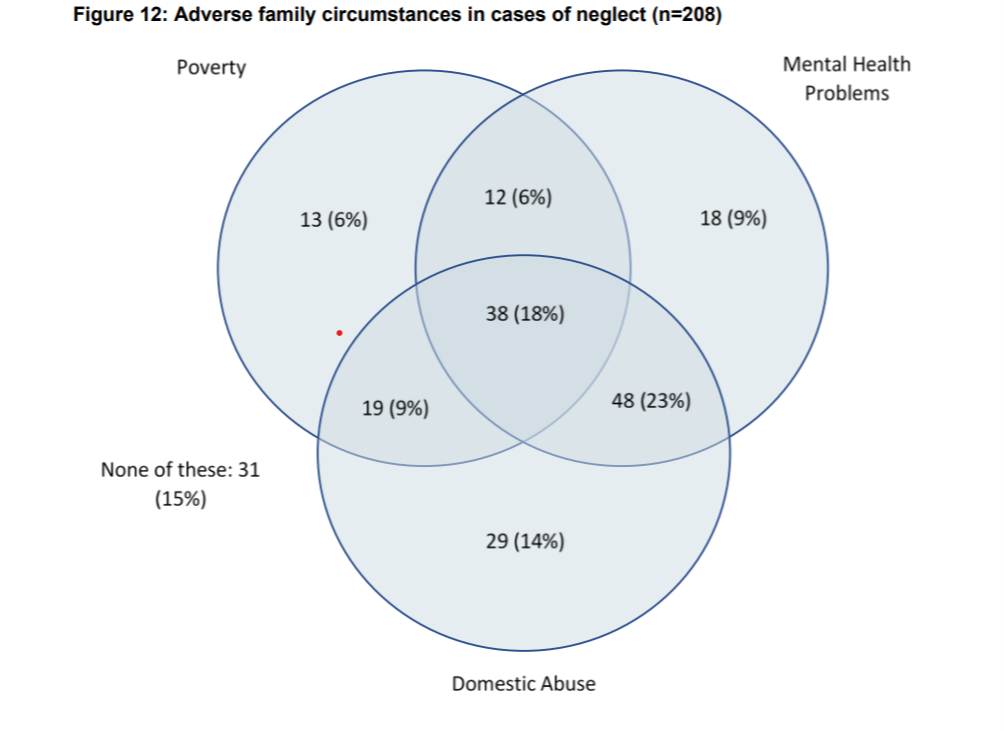
* Resources and opportunities are shaped by the way the economy and society are structured, and by political decisions about the distribution of resources
* What constitutes ‘enough’ money is socially defined. Not having enough can result in exclusion and feelings of being ‘outside’ of social norms
* A lack of resources within the household will often be compounded by a lack of resources in the local community

**Read pp4-6 of the Research in Practice briefing ‘Neglect in a context of poverty and austerity’ (**<https://www.researchinpractice.org.uk/media/2344/frontlinebriefing-neglectmay19_web-2.pdf>**)**

**Neglect by affluence**

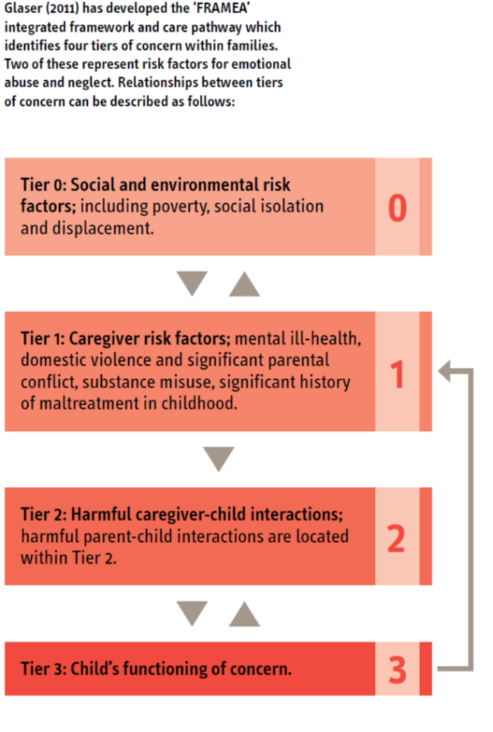
Whilst poverty is a recognised risk factor of neglect, not all the risk factors are exclusive to children and young people living in poor households. Professionals must remain alert to **neglect by affluence**. Research suggests limited attention has been paid to neglect of children in affluent families because they are considered to be ‘low risk’. Children from affluent families may suffer maltreatment in less visible ways - they might not be materially neglected, dirty or malnourished, but may be emotionally neglected.

Adverse family circumstances in cases of neglect



[Triennial analysis of serious case reviews 2014-17 | Research in Practice](https://www.researchinpractice.org.uk/children/content-pages/videos/complexity-and-challenge-triennial-analysis-of-serious-case-reviews-2014-17/)

Danya Glaser’s FRAMEA care pathway, organised around four tiers of concern (see also Schrader-McMillan and Glaser 2014)





**Watch the Research in Practice film ‘A child’s experience of neglect’ (20m 50s)** <https://www.researchinpractice.org.uk/children/content-pages/training-and-development-programmes/online-learning-packages-tailored-support/neglect-and-poverty-aware-practice/>

**Reflect on the following questions and write your thoughts below.**

|  |
| --- |
| How do both the direct and indirect experiences of poverty affect the families you work with? Can you think of examples from your own practice of each? |
| How might you as a team analyse the use of terms like ‘resistant’ or ‘failure to engage’ and the different factors underlying that term? |

**The Impact of Neglect Across the Life Course**

**Watch the video on The Science of Neglect (6 minutes)**

<https://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect-video/>

The impact of neglect is often cumulative – advancing gradually and imperceptibly. It can also have an instant impact, eg a young child left alone at home or crossing a busy road without supervision. The impacts below are indicative rather than definitive and illustrate how neglect can impact across the life course. It is not possible to predict when or which impacts may occur in any individual’s life.

|  |  |
| --- | --- |
| **Life Stage** | **Reported Impacts** |
| Early impacts  (impacts most commonly associated with an early onset) | Alterations in the body’s stress response (the body’s stress response (the hypothalamic-pituitary adrenal system)  Insecure attachments  Delayed/declining cognitive development  Decreased language function  Low self-esteem  Low confidence  Negative self-representations  Withdrawal, difficulty in making friends  Acting out/aggression/impulsivity  Poor coping abilities  Poor problem-solving skills  Disorganised attachments  Low achievement in school |
| Medium and longer-term impacts  (impacts that are more likely to manifest over the medium to longer term – including, in some cases, emerging in later adolescence or adulthood) | Depression, anxiety  Dissociation  Poor affect/emotion regulation  ADHD symptoms  Running away  Anti-social behaviour  Violence and delinquency  More likely (than peers) to be arrested for violent offences  Substance misuse and addition  Social withdrawal, social isolation  Conflict and hostility in relationships  Poor educational achievement  Longer-term mental health problems, including PTSD and personality disorders  Suicide attempts  Physical health problems, such as increased risk of hypertension and chronic pain |

Flood S and Holmes D (2016) ‘Child neglect and its relationship to other forms of harm – responding effectively to children’s needs’ *Research in Practice, NSPCC & Action for Children*. Available at: <https://www.researchinpractice.org.uk/children/publications/2016/november/child-neglect-and-its-relationship-to-other-forms-of-harm-responding-effectively-to-children-s-needs-evidence-scopes/>

**Watch the video on Rethinking ‘Did Not Attend’ (2 minutes) and consider the impact of not being brought to medical appointments -** [www.youtube.com/watch?v=dAdNL6d4lpk](https://www.youtube.com/watch?v=dAdNL6d4lpk)



**For information on the forms of neglect by age group, read pages 28-29 of the SPB’s Child Neglect Strategy at** [Strategies | Jersey Safeguarding Partnership Board](https://safeguarding.je/document-category/strategies/)

**Aspects of child development that may raise concerns about neglect**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of effect** | **Infants 0-2** | **Early Childhood** | **The School Years** |
| **Development** | Poor growth/intellectual capacity  Under stimulation  Nappy rash, infections hospital attendances  Failure to thrive | Short stature, dirty, unkempt  Delay in learning new skills  Learning slow and painful  Language delay | Severe educational deficits: learning disabilities, poor problem solving  Poor reading, writing and maths |
| **Behaviour** | Withdrawn, lethargic, depressed  Self-stimulating behaviour, eg rocking | Lacking social skills – either aggressive or withdrawn  Indiscriminate friendliness | Disruptive/overactive in class  Desperate for attention  Few friends  Overcompensation |
| **Emotional** | Absence of learned trust | Shame and self-doubt  Lack of confidence and expectation of failure  Poor self-concept | Encopresis/eneuresis  Guilt/self-blame  Self-harming  Disturbed eating patterns |

Neglect can be difficult to assess neglect because:

* It can be subjective and prone to bias
* There is a high threshold for recognition
* It is difficult to capture and compare
* It can be complex and intergenerational

In Jersey we use a tool called the Graded Care Profile 2 (GCP2) to assess neglect. GCP2 is an objective, evidence-based assessment that identifies parental strengths as well as areas of concern. We will look at the GCP2 during the seminar and signpost you to further training on the tool if required.

**Watch the Research in Practice film ‘Parental capacity to change and working effectively with parents (26m 02s)** <https://www.researchinpractice.org.uk/children/content-pages/training-and-development-programmes/online-learning-packages-tailored-support/neglect-and-poverty-aware-practice/>

**Reflect on the following questions and write your thoughts below.**

|  |
| --- |
| Give some thought to your own relationship-based practice with parents. How do you establish trust? What helps? What hinders? |
| Consider the three spheres, ‘authority’, ‘empathy’ and ‘humility’. What support do you have to develop these aspects of your practice?  (Sidebotham et al, 2016) |

**Next Steps**

You have now finished the independent learning ahead of the in-person seminar.

In the seminar, we will reflect on your learning from this module and in particular we will:

* **Consider the factors specific to Jersey that impact on neglect**
* **Look at the GCP2 (Graded Care Profile 2) tool to assessing neglect**
* **Consider a case study**

**Important!**

**Please bring this workbook to the seminar with you. We will be referring to it throughout the session.**

**Further Learning**

The [SPB website](https://safeguarding.je/) has a series of 7 Minute Briefings on a range of topics which you can use with your teams to prompt discussion and reflection on practice and systems. You can find 7 Minute Briefings under the [Resources](https://safeguarding.je/resources/) page on the website – including an explanation of what they are.

The Research in Practice website is an excellent source of further material.

The SPB has a range of courses which will help you to further your knowledge. Please check our website for further details.

**Acronyms**

|  |  |
| --- | --- |
| ABE | Achieving Best Evidence |
| ADRT | Advance Decisions to Refuse Treatment |
| APVA | Adolescent to Parent Violence and Abuse |
| ASCIT | Autism and Social Communication Inclusion Team |
| AWDO | Adult Workforce Designated Officer |
| CAMHS | Child and Adolescent Mental Health Service |
| CCE | Child Criminal Exploitation |
| CDC | Child Development and Therapy Centre |
| CEOP | [Child Exploitation and Online Protection Agency](https://jerseyscb.proceduresonline.com/local_keywords/ceop.html) |
| CEYS | Childcare and Early Years Service |
| ChiSVA | Children and Young People’s Sexual Violence Advisor |
| CIN | Child In Need |
| CLA | Children who are Looked After (formerly known as LAC Looked After Children) |
| CMHT | Community Mental Health Team |
| CP | Child Protection |
| CPC | [Child Protection Conference](https://jerseyscb.proceduresonline.com/local_keywords/cpc.html) |
| CQC | Care Quality Commission |
| CSDL | Capacity and Self-Determination Law |
| CSE | Child Sexual Exploitation |
| CYPES | Children Young People Education and Skills |
| DA(DV) | Domestic Abuse (Domestic Violence) |
| DBS | Disclosure and Barring Service |
| DSL | Designated Safeguarding Lead |
| ECHR | [European Convention on Human Rights](https://jerseyscb.proceduresonline.com/local_keywords/echr.html) |
| EP | Educational Psychologist |
| EWO | Education Welfare Officer |
| EYAT | Early Years Advisory Team |
| EYFS | Early Years Foundation Stage |
| EYIT | Early Years Inclusion Team |
| FGM | Female Genital Mutilation |
| FII | Fabricated or Induced Illness |
| FLO | Family Liaison Officer |
| FNHC | Family Nursing and Home Care |
| GDPR | General Data Protection Regulation |
| GSF | Gold Standards Framework |
| HBV | Honour Based Violence |
| HSB | Harmful Sexual Behaviour |
| ICA | Independent Capacity Advocate |
| ICPC | Independent Child Protection Conference |
| IDVA | Independent Domestic Violence Advisor |
| IPVA | Inter Personal Violence and Abuse in Young People’s Relationships |
| ISS | Independent Safeguarding and Standards |
| ISVA | Independent Sexual Violence Advisor |
| JCAF | Jersey Common Assessment Framework |
| JCCT | [Jersey Child Care Trust](https://jerseyscb.proceduresonline.com/local_keywords/jcct.html) |
| JCF | Jersey’s Children First |
| JDO | Jersey Designated Officer |
| JFCAS | [Jersey Family Court Advisory Service](https://jerseyscb.proceduresonline.com/local_keywords/jfcas.html) |
| JPACS | [Jersey Probation and After-Care Service](https://jerseyscb.proceduresonline.com/local_keywords/jpacs.html) |
| JMAPPA | Jersey Multi Agency Public Protection Arrangements |
| LADO | Local Area Designed Officer (see JDO) |
| LPA | Lasting Power of Attorney |
| MAF | Managing Allegations Framework |
| MARAC | [Multi Agency Risk Assessment Conference](https://jerseyscb.proceduresonline.com/local_keywords/marac.html) |
| MARRAM | [Multi Agency Risk Review Action Meeting](https://jerseyscb.proceduresonline.com/local_keywords/marams.html) |
| MASH | Multi Agency Safeguarding Hub |
| MSP | Making Safeguarding Personal |
| NAI | Non Accidental Injury |
| PBS | Positive Behaviour Support |
| PPU | Public Protection Unit |
| PR | Parental Responsibility |
| RCPC | Review Child Protection Conference |
| RRRT | Rapid Response and Reablement Team |
| SALT | Speech and Language Therapy/Therapist |
| SARC | Sexual Assault Referral Centre |
| SCR | [Serious Case Review](https://jerseyscb.proceduresonline.com/local_keywords/scr.html) |
| SEMHIT | Social, Emotional and Mental Health Inclusion Team |
| SEN | [Special Educational Needs](https://jerseyscb.proceduresonline.com/local_keywords/sen.html) |
| SENCO | Special Educational Needs Coordinator |
| SEND | Special Education Needs and Disability |
| SNRM | [Self-Neglect Risk Management Meeting](https://jerseyscb.proceduresonline.com/local_keywords/snrm.html) |
| SOJP | States of Jersey Police |
| SOLO | Sexual Offences Liaison Officer |
| SPB | [Safeguarding Partnership Board](https://jerseyscb.proceduresonline.com/local_keywords/spb.html) |
| SPOC | Single Point of Contact |
| SPOR | Single Point of Referral |
| SRoL | Significant Restriction on Liberty |
| SUDI | Sudden Unexplained Death in Infancy |
| SUI | Serious or Untoward Incident |
| TAC | Team Around the Child |
| TAF | Team Around the Family |
| YES | [Youth Enquiry Service](https://jerseyscb.proceduresonline.com/local_keywords/yes.html) |

**For information on services in Jersey, please see:**

**Children & Families Hub** [www.gov.je/caring/childrenandfamilieshub/Pages/ChildrenAndFamiliesHubHomepage.aspx](http://www.gov.je/caring/childrenandfamilieshub/Pages/ChildrenAndFamiliesHubHomepage.aspx)

**Jersey Online Directory** [www.jod.je](http://www.jod.je)

**Children with Disabilities Directory** [www.gov.je/Health/Children/ChildDevelopment/Pages/Centre.aspx](http://www.gov.je/Health/Children/ChildDevelopment/Pages/Centre.aspx)

**Special Educational Needs pages on gov.je** [www.gov.je/Education/Schools/Sen/Pages/WhatSupportAvailable.aspx](http://www.gov.je/Education/Schools/Sen/Pages/WhatSupportAvailable.aspx)

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