**Havering Safeguarding Children Partnership Neglect Strategy (2021-2023)**

**Foreword**

Awareness of child neglect and its consequences on the future wellbeing and development of children has increased during the last two decades. Apart from being potentially fatal, neglect causes great distress to children and leads to poor health, educational and social outcomes in the short and long-term (NSPCC, 2014).

Consequences can include a variety of physical health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life (Toth and Manly, 2019), thereby repeating the cycle of neglect and consequential abuse.

The degree to which children are affected during their childhood and later in adulthood depends on the type, severity, and frequency of the neglect and on what support mechanisms, resilience strategies and protective factors were available to the child.

Neglect has been identified as a priority for the Havering Safeguarding Children Partnership because of the serious impact it has on the long-term chances for children. Neglect in the first three years of life can seriously impact on brain development and have significant consequences through adolescence and into adulthood.

The purpose of this document is to establish strategic aims, objectives, and priorities for Havering’s approach in tackling neglect. It was developed through the Local Safeguarding Children Partnership and as such applies to all agencies across all sectors working in Havering.

This document identifies both the current statutory definition of neglect and other factors to consider in assisting and further supporting practitioners in early identification and intervention. This strategy is intended as a practical guide to identify guiding principles under which all work around neglect should be undertaken. It also identifies four strategic priority areas to improve the quality, effectiveness, and outcomes of the borough’s multi-agency response to neglect.

This strategy recognises four main types of neglect (Howe, D 2005) and are a means by which to have a better understanding of what causes neglect:

* Emotional neglect
* Disorganised neglect
* Depressed or passive neglect
* Severe deprivation

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**Introduction**

**Definition**

The NSPCC (2014) provides the following definition of child neglect:

*“A persistent failure to meet a child’s basic physical and/or developmental needs. Neglect includes failing to provide for a child’s health, education, emotional development, nutrition, clothing, shelter, safety and safe living conditions, and includes exclusion of the child from the home and abandonment.”*

According to Dickerson et al (2020) neglect is different from poverty because it happens when there is a failure to provide the resources to meet a child’s needs if those resources exist or should be available. Working Together to Safeguard Children (2018) describes neglect as including:

* a parent’s or guardian’s failure to provide adequate food, clothing, and shelter, such as excluding a child from the home, abandoning them, and leaving them alone.
* failure to protect a child from physical or emotional harm, or danger.
* failure to ensure that the child has adequate supervision (including the use of inadequate and inappropriate caregivers)
* failure to ensure the child has access to appropriate medical care and treatment when needed.
* unresponsiveness to a child’s basic emotional needs

Neglect is defined developmentally, so that a parent or guardian failing to do or to provide certain things will have a detrimental impact on the development or safety of a young child, but not necessarily on an older child.

A child who is neglected will often suffer from other abuses as well. Neglect is dangerous and can cause serious, long-term damage - even death (NSPCC 2020).

There is a considerable body of research which demonstrates the damage done to young children living in situations of neglect; this includes the impact of a lack of stimulation, resulting in delayed speech and language, and the development of insecure attachments.

There is a pervasive and long-term cumulative impact of neglect on the well-being of children of all ages including physical and cognitive development, emotional and social well-being and children’s mental health and behaviour.

Action for Children (2013) presents neglect as differing from other forms of abuse because it is:

* Frequently passive.
* Not always intentional.
* More likely to be a chronic condition rather than crisis led and therefore impacts on how we respond as agencies.
* Combined often with other forms of maltreatment.
* Often a revolving door syndrome where families require long term support.
* Often not clear-cut and may lack agreement between professionals on the threshold for intervention.

**Why do we need a strategy?**

The impact of neglect on children cannot be overestimated. Neglect causes great harm to children, leading to poor health, educational and social outcomes and is potentially fatal.

Children’s abilities to make secure attachments are affected and this impacts on their well-being in adulthood and their ability to parent in the future, and so the cycle continues (Jaffee et al, 2013).

In Havering (as at 31st March 2020) of the 142 children subject to a child protection plan, 58.5% of these were under the category of Neglect. This is above the London average where 40% are subject to a child protection plan under the category of neglect.

Through this strategy, local partners agree to the following principles:

* The safety and welfare of children is paramount.
* Staff from all agencies have a statutory responsibility to safeguard children from neglect and its consequences. As such the aim of this strategy is to tackle the causes and effects of neglect in Havering.

To achieve this, the objectives of this strategy are:

* To strengthen local responses in line with current national and local guidance, policies, and good practice.
* To adapt, rather than duplicate, existing guidance, policies, or procedures to tackle neglect.
* To raise awareness and improve the safeguarding duty of all relevant agencies with regards to neglect.

**Scope of the strategy**

Neglect can affect everyone. The issue of neglect with regards to vulnerable adults is addressed by the Havering Safeguarding Adult Boards (SAB). This strategy addresses neglect in relation to Havering children from conception to the age of 18 years.

The organisations who are expected to understand, recognise, and appropriately respond to neglect are:

* Adult Services
* Adult mental health services
* Ambulance Service
* Animal Welfare Groups
* Children’s Services
* Clinical Commissioning Groups
* Community and in-patient CAMHS
* Community Rehabilitation Services
* Dentists
* Havering Council services
* Education – early years, primary, secondary, post-16, special schools, independent
* Emergency services
* Faith Groups
* General Practice
* National Probation Service
* NHS Trust Providers
* Opticians
* Youth Offending Teams
* Voluntary Groups

**Purpose of the strategy**

The purpose of the strategy is to set out Havering’s approach to tackling neglect. This strategy also identifies key principles and key priority areas of work to improve the local multi-agency response to neglect.

This document has been developed in conjunction with the partners represented on the Havering Safeguarding Children Partnership and should be considered alongside other key strategies, policies, procedures, and statutory guidance/legislation.

**Strategic Priorities**

Havering Safeguarding Children Partnership have developed the following priorities to achieve the aims and objectives of this strategy:

|  |  |  |
| --- | --- | --- |
|  | **Aim** | **Outcome** |
| Priority 1: **Governance** | To provide a robust strategic framework for the delivery of an effective range of interventions to tackle neglect in Havering. | Outcome: The delivery of the strategy is effectively governed through the Havering Safeguarding Children Partnership and its partners. |
| Priority 2: **Prevention** | To improve awareness, understanding and recognition of neglect in Havering. | Outcome: There is a strong focus on addressing causes not symptoms. |
| Outcome: Practitioners are confident enough to identify early where sustained change in families cannot be achieved. |
| Outcome: Members of the community are better equipped to recognise neglect in all its forms and how to effectively report it. |
| Priority 3: **Interventions** | To improve the effectiveness of interventions to tackle neglect in Havering. | Outcome: Proactive, multi-disciplinary assessment processes are in place and routinely used. |
| Outcome: Interventions match the identified/assessed needs with clear achievable targets in realistic timescales. |
| Outcome: Practitioners understand the importance of using family histories in identifying patterns of neglect. |
| Outcome: Practitioners are confident in making judgments and decisions that they can share with other agencies. |
| Priority 4: **Evaluation** | To monitor progress in reducing the risk of neglect in the population | Outcome: There is a robust, shared and jointly owned evaluation framework in place to measure success and impact of the four strategic priorities |

**Role of the Havering Safeguarding Children Partnership**

There is heightened interest in learning about neglect and applying this knowledge to joint safeguarding practice. Both central government and local safeguarding children partnerships are challenging agencies to improve local early intervention responses to reduce the incidence and recurrence of neglect.

Havering’s Safeguarding Children Partnership duties and responsibilities include promoting activity amongst local agencies and in the community to:

* Identify and prevent maltreatment or impairment of health or development, and ensure children are growing up in circumstances consistent with safe and effective care.
* Safeguard and promote the welfare of groups of children who are potentially more vulnerable than the general population.
* Increase understanding of safeguarding children issues in the professional and wider community, promoting the message that safeguarding is everybody’s responsibility.

**Common risk factors and indicators of neglect**

It is important for practitioners to be able to distinguish between a risk of neglect occurring and indicators of actual neglect. Several factors increase the likelihood of neglect in some families. However, there are issues of interpretation to be aware of in relation to both risks and indicators.

Research regularly reveals that factors associated with an increased risk of neglect may also act as risks for a range of adverse outcomes and not just for neglect or maltreatment; this means that these risk factors are not predictors of neglect. In addition, prospective longitudinal studies reveal that most families where risk factors are found will not go on to neglect or abuse children. (Sidebotham et al 2001)

Risk factors do aid understanding of the child’s experience, and help agencies determine priorities for offering support, however, they should be used and interpreted with care. Vulnerable families may have a combination of the following risk factors:

* Family violence, modelling of inappropriate behaviour.
* Multiple co-habitation and change of partner.
* Alcohol and substance abuse.
* Maternal low self-esteem and self-confidence.
* Poor parental level of education and cognitive ability.
* Parental personality characteristics inhibiting good parenting.
* Social and emotional immaturity.
* Poor experience of caring behaviour in parents own childhood.
* Depriving physical and emotional environment in parents own childhood.
* Experience of physical, sexual, emotional abuse in parents own childhood.
* Health problems during pregnancy.
* Pre-term or low birth weight baby.
* Low family income.
* Low employment status.
* Single parenting.
* Teenage pregnancy.

Delayed development, emotional and behavioural problems and poor socialisation are also all well recognised as potential indicators of child neglect. Such indicators are particularly helpful and should be taken seriously since both the causes and consequences of such parent/child behaviour may have important implications for the child both now and in the future.

**Environmental causes of neglect**

In addition to the risks highlighted in the previous section, Havering Safeguarding Children Partnership believe that the environmental factors of neglect are not always acknowledged. The many environmental indicators of neglect are not difficult to recognise. These factors relate to interactions between the family and their immediate environment and other significant factors in the immediate environment outside of the family (Glaser, 2011). Professionals (or wider family members) may be concerned when children come to school dirty or hungry, or when visiting homes that are indisputably filthy or unsafe.

Havering Safeguarding Children Partnership have identified the following main environmental factors:

**Poverty**. Research suggests that living in poverty damages physical and psychological health in children and their families and harms relationships. Poverty often brings social isolation, feelings of stigma, limited educational and employment prospects and high levels of stress which can in turn make coping with the psychological as well as the physical and material demands of parenting much harder (Gupta, 2017).

**Poor living conditions and unstable housing**. Neglect is commonly recognised where there are poor or unsafe physical living conditions and living circumstances such as:

* An unsafe home, for example: home cluttered, dark, holes in the floor, broken windows, exposed wires and other electrical problems, leaky roof, infestation of rodents/insects, appliances such as the fridge not working, toilet broken, no available hot water.
* Overcrowding: a high ratio of people to bedrooms, the home appears crowded.
* Instability as indicated by frequent moves, homelessness, short stays with friends/family, stays in shelters, living in abandoned buildings, on the streets or in vehicles (Marsh et al, 1999).

**Social isolation and lack of community support.** Parents who neglect their children have been found in systematic reviews and other studies either to have had fewer individuals in their social networks and to receive less support, or to perceive that they received less support from them, than did other parents. Isolation and limited networks may mean that parents have little social interaction and by implication little help with the day-to-day responsibility of supervising children. Alternatively, neglecting parents in low-income neighbourhoods have been found to have had as many social contacts as their peers but not to have accepted social support instead making considerable demands on friends and family (Coohey, 1996).

**Violence in communities**. For children living in dangerous neighbourhoods, it has been found they are at higher risk of neglect, physical abuse and sexual exploitation. Furthermore, social attitudes and the promotion of violence in communities and the media have also been suggested as risk factors for physical abuse (Margolin and Gordis, 2000).

**Good practice principles in tackling neglect**

Havering safeguarding children partnership advocates the development of effective working policies and protocols between the multiagency to ensure:

* Genuine efforts to engage both parents and other significant adults
* Tracking of families
* Clarity on confidentiality
* High quality information exchange
* Access to vulnerable children
* Challenging intimidation
* Prompt and sensitive action to support and protect children in all situations posing a risk to their health, wellbeing or safety

In order to do this, the following good practice principles must be adopted to ensure positive outcomes:

* Timely response to all expressions of concern about neglect
* An understanding of the child’s day-to-day lived experience
* Adequacy of child care must be addressed as the priority
* Engagement with mothers, fathers, male partners and extended family members
* Clarity on parental responsibility and expectations
* Full assessment of the children health and development
* Monitoring for patterns of neglect and change over time
* Avoiding assumptions and stereotypes
* Tracking families whose details change (name, address, school, GP)

Havering safeguarding children partnership will be adopting the following overarching principles in tackling neglect:

**Develop a whole family approach and ensure it is owned by all stakeholders**

This should ensure the approach is child focused as the safety, wellbeing and development of children is the overriding priority.

The approach should be inclusive of children with additional needs such as disability or special educational needs as they are potentially more vulnerable.

All agencies need to consider historical information to inform the present position and identify families at risk of intergenerational neglect. This whole family approach will include absent and new partners.

Improved understanding of patterns of neglect through use of chronologies to identify and evidence patterns of neglect.

**Be outcome focused**

Work with children and young people needs to be measured by its impact on outcomes. This will require good quality assessments and plans as these are key to getting it right for children and young people.

**Develop a shared understanding**

Significant regard needs to be given to the overlap between neglect and other forms of child maltreatment such as domestic abuse and substance misuse.

As such, collaboration and partnership arrangements will be central to ensuring effective identification, assessment and support and promote consistency of practice where agencies need to challenge each other about improvements made by families and its sustainability. This will require effective information sharing to inform assessments and evaluations of risk.

**Building resilience**

Help needs to be of a kind and duration that improves and sustains the safety of children and young people into the future. As such, early help will play a key role in ensuring the early recognition and identification of the signs and symptoms of neglect and the importance of effective collaboration amongst agencies coordinated through early help assessments.

**Risk management**

Suitable statutory action needs to be taken if insufficient progress is achieved and methods have been unsuccessful in addressing levels of risk present. Decisive action will be taken when improvements are not made.

**Reviewing and auditing practice**

The statutory guidance for Local Safeguarding Children Partnerships requires them to maintain a local learning and improvement framework. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result. The local frameworks for Havering reference different types of reviews that the LSCP will undertake:

* Child Safeguarding Practice Review - where abuse or neglect is believed to be a factor (statutory requirement)
* Child death review - a review of all child deaths up to the age of 18 (statutory requirement)
* Review of a child protection incident which falls below the threshold for a child safeguarding practice review
* Review or audit of practice in one or more agencies.

In addition to this, auditing is a key element of the Havering’s quality and performance framework. Case and thematic audits are completed regularly by a multi-agency group of practitioners. Findings from a multi-agency neglect audit undertaken in July 2019 for Havering showed that:

* The voice of the child was not always captured
* Neglect was not always identified at the earliest point
* History of neglect was not always used to help understand the current concern or support decision making
* Little exploration was undertaken on the impact of neglect on the childs peer relationships and educational attainment
* No neglect specific tools or risk assessments were utilised

This has further strengthened the need for both a neglect strategy and the utilisation of a toolkit to enable practitioners to better identify and respond to neglect.

**Workforce development**

Professionals may individually have concerns about a neglected child, but these concerns do not necessarily trigger effective action. Numerous factors have been identified as potential obstacles to effective action. Firstly, professionals may have concerns about neglect, but they may lack the knowledge to be aware of the potential extent of its impact. Secondly, resource constraints influence professional behaviour and what practitioners perceive can be achieved when they have concerns about neglect (Brandon 2014).

In terms of access to relevant knowledge, continuing professional development for all practitioners with safeguarding responsibilities may be a significant issue. Training for frontline practitioners, to ensure they are up to date with the major features that may be observed or assessed in a child experiencing neglect, is an important step towards ensuring appropriate and timely interventions.

The knowledge base is constantly changing in this area, and not all professionals may be sufficiently up to date with new research or best practice. One of the key underpinning principles of this strategy is to make the case for a well-trained workforce able to identify and intervene in cases of neglect.

In addition, supervision has a crucial role to play in ensuring that practitioners are supported not only to use their knowledge but also to withstand the emotional demands of the role.

The current economic situation due to Covid-19 is undoubtedly challenging for both families and professionals. Safeguarding services are under significant pressure and this is being felt by practitioners on the front line across the UK (Aughterson et.al 2021).

Expenditure across the UK has not been able to keep pace with the increased demand for services to protect children. A significant reduction in the Revenue Support Grant that Havering receives from central government has also had a negative impact of services offered to children and families.

**Picture of neglect**

Havering has an estimated population of 257,810 of which (63,625) are children. Havering has a lower population density than other London boroughs as large areas are parkland or metropolitan green belt protected land. The borough has a 4.5% unemployment rate which is below the greater London average and one of the lowest reported crime rates in London. However, Havering has an above average rate of reported neglect when compared to greater London and our statistical neighbour.

In 2020/2021 there was a total of 551 contacts with children’s social care where there was a concern around neglect. This was the 6th most prevalent contact reason recorded (or 4th if we disregard the catch-all categories of child welfare and early help service required).

In 2019/20 Havering was only able to report on contact reasons for the second half of the year due to a change in computer systems. However, in that period (September 2019 to March 2020) there were 387 contacts for Neglect – the 7th most prevalent reason (5th if we ignore the two catch all categories). To get a proxy annual figure for 2019/20, this could be doubled to 774, which would mean that contacts for Neglect in 2020/21 reduced by 29% when compared to 2019/20. This was anticipated due to lower professional visibility of children during the lockdowns and therefore does not give an accurate picture of neglect in the borough. During the 2020-2021 reporting period, there were clear peaks in referrals during times when schools had returned to face-to-face classroom-based learning. This further supports the hypothesis of a reduction in referrals due to lower professional visibility of children.

Neglect was the 4th most common identified feature in children’s social care assessments in 2019/2020 and the 8th most common in 2020/2021. However, for those cases that progressed to a child protection plan, 55.8% were under the category of neglect for 2019/2020 and 52% for 2020/2021. Both these rates are higher than Havering’s statistical neighbour and the greater London average.

Of the 606 re-referrals into children’s social care that occurred in 2020/2021, 20 were in relation to neglect and of the 45 repeat child protection plans that were initiated in 2020/2021, 22 were under the category of neglect.

In terms of gender, for the 100 children subject to a child protection plan under the category of neglect at the 31st March 2021, 53 were male, 46 were female and 1 identified as other. Males are slightly over-represented in this cohort when compared to the Havering child population where there is a 50:50 split between males and females.

**The four types of neglect and how they manifest**

There is a gap between the substantiated cases of maltreatment that come to the attention of child protection agencies and the larger number of cases that are not detected, reported or recorded.

In order to detect and tackle neglect in Havering, the safeguarding children partnership used the research of Howe (2005) which highlights four forms of neglect as the basis for their approach. Each form is associated with different effects on both parents and children, and implications for the type of intervention offered.

|  |  |
| --- | --- |
| **Emotional Neglect** | **Disorganised Neglect** |
| **Severe Depravation Neglect** | **Depressed or Passive Neglect** |

Emotional neglect ranges from ignoring the child to complete rejection. Children suffer persistent emotional ill treatment, they feel worthless and inadequate. Their parent keeps them silent, scapegoats them and show them no affection or emotion.

Disorganised neglect ranges from inconsistent parenting to chaotic parenting. Practitioners will see their classic ‘problem families’. The parent’s feelings dominate, children are demanding/action seeking and there is constant change and on-going disruption.

Severe deprivation neglect ranges from a child being left to cry to a child being left to die. Both the home and the child will be dirty and smelly. Children will be deprived of love, stimulation and emotional warmth. The parent will completely ignore them. Often children become feral and roam the streets.

Depressed or passive neglect ranges from a parent being withdrawn or detached to suffering from severe mental illness. There will always be a greater focus on themselves than the children and they will be uninterested in and unresponsive to professionals. The parent does not understand the child’s needs and believes nothing will change. They will fail to meet their child’s emotional or physical needs and will appear passive and helpless.

Havering Safeguarding Children Partnership has developed a neglect indicator guide for the four types of neglect (as outlined below) as well as a neglect toolkit (appendix 1) to support the workforce in recognising, responding and assessing potential cases of child neglect.

The neglect toolkit was developed as an operational tool to support the workforce in their task of recognising and reporting neglect. The Neglect toolkit uses an existing tool; Jane Wiffin’s standards of care. Jane Wiffin’s contribution looked at the impact of neglect from the child’s perspective, with a focus on persistence and motivation to change. These concepts were expanded upon to create the Havering’s neglect toolkit.

A selection of focus groups were held with stakeholders between January – March 2021 which looked at how neglect manifests in different age groups. The output from these focus groups have been incorporated into the neglect toolkit.

Following the publication of the Havering Safeguarding Partnership’s Learning Review child which explored obesity as a possible cause of neglect, it is important to ensure that workforce is equipped to recognise and respond to possible indicators of neglect in the context of childhood obesity.

Partners have developed a healthy weight management pathway (appendix 2) and a neglect safeguarding analysis tool in the Context of Obesity (appendix 3) to support practitioners in responding to this particularly challenging area of neglect.

**Key Indicators: Emotional Neglect**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Universal/early intervention | Early Help | Targeted Early Help | Children’s Social Care |
| Characteristics of carers | Cannot cope with children’s demands  Parents may feel awkward/tense when alone with their children  Inconsistent responses to child | Failure to connect emotionally with child  Lots of rules  Lack of attachment to child  Unrealistic expectations in line with child’s development | Dismissive/punitive response to child’s needs  Poor attachment to child | Parental responses lack empathy  Not emotionally available to child  No attachment to child |
| Characteristics of children | Over friendly with strangers  Over reliance on social media to interact  No risk CSE | Frightened/ unhappy/anxious/ low self-esteem  Know their role in family  Attention seeking  Mild risk CSE | Withdrawn/isolated  Fear intimacy and dependency  Self-reliant  Difficulties in regulating emotions  Extremely poor self esteem  Moderate risk CSE | Precocious  Unresponsive/no crying  Oversexualised behaviour  Self-harm  Significant risk of CSE |
| What professionals notice | Ignore advice  Children spend a lot of time on-line  Lack of engagement with universal services  Materially advantaged  Child not included  Child always immaculately clean  Child and family isolated in community  Pattern of rereferrals to Early Help  Poor dental hygiene | Avoid contact  Missed appointments  Child learns to block expressions  Child ‘shut down’  Risky behaviour on-line  Material advantages can mask the lack of emotional warmth and connection  Pattern of rereferrals to Early Help | Deride professionals  Children unavailable  Children appear overly resilient  Poor social relationships due to isolation  Scapegoated child  Regression in child’s behaviour  Pattern of step ups to social care  Severe dental disease | May seek help with a child who needs to be ‘cured’  Fabricated illness  Parents seeking a diagnosis/label for child  Pattern of step downs to early help |

**Key Indicators: Disorganised Neglect**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Universal/early intervention | Early Help | Targeted Early Help | Children’s Social Care |
| Characteristics of carers | Demanding and dependant  Cope with babies (babies need them) but then struggle  Flustered presentation  Late  Low mood  Unstructured  Problem driven  Revert back to own needs  Everything ‘big drama’ | Feelings of being undervalued or emotionally deprived as a child-so need to be centre of attention/ affection  Lack of ‘attunement’  Crisis response  Avoidance of contact  Poor attachment  Poor parenting  Not engaging with health | Disguised compliance  Putting own needs before child  Drug/alcohol misuse  Depression  Not getting children to school  Escalation of mental health | High criticism/low warmth  Continuous use of medical issues to cover up/disguise  Chaotic family  Escalation of depression |
| Characteristics of children | Anxious and demanding  Infants-fractious/ clinging-difficult to soothe  Lateness at school/ nursery  Overactive at school  No school equipment  Not able to sit still  Snatching  Struggle with quiet time  Vulnerable to unhealthy relationships  No boundaries or routines  Not at risk CSE | Young children attention seeking, exaggerated affect, poor confidence and concentration, jealous, show off, go too far  Fear intimacy  Missing school/ nursery  Disruptive at school  Fretful  Crying  Angry  Afraid  Mild risk CSE | Roaming late at night  Trouble during unsupervised times  Engaging in risky behaviours  Bullying  Aggressive  Jealous  Depressed  Poor school attendance  Speech and language delays  Moderate risk CSE | Self-harm  Causing harm to others  Substance/alcohol use  Offending  Left at home alone  Anti-social behaviour  Able to do what they want  Feral  Ignored  Danger to self/ others  Head lice infestation  Significant risk CSE |
| What professionals notice | Classic ‘problem families’  Numerous pregnancies  Missed appointments  Messy house  Erratic changes in mood  Unable to acknowledge problems  Not reporting absences  Disruptive behaviour  Poor hygiene  Poor dental hygiene | Annoy and frustrate but also endear and amuse  Chaos and disruption  Avoidance of home visits  Lots of contact  Regular lateness and absences  Family identify own need  No improvement  Persistent lateness  Children visibly tired | Thick case files  Feelings drive behaviour/social interaction  Dependency on services to provide support  Lack understanding/ acceptance of issues  Exclusion from school  Severe dental disease | Anti-social behaviour  Parents create new crises  Difficult to work with  Frequent exclusions  Non-engagement with education |

**Key Indicators: Severe Depravation Neglect**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Universal/early intervention | Early Help | Targeted Early Help | Children’s Social Care |
| Characteristics of carers | Contact with GP for depression  History of chronic mental health  Long term unemployed  Low cognitive functioning  Poor physical presentation  Socially isolated | Contact with specialist agency for depression, mental health – in treatment.  Postnatal depression  Poor attachment with children | Carers with serious issues of depression, learning disabilities, substance misuse  Homeless  Not in treatment | Institutional neglect  Suicidal thoughts |
| Characteristics of children | Arrive late at school  Poor presentation  Hungry  Tired  Miss initial health checks  Lack confidence  Poor attachment with parents  Anxiety and low self esteem  Minor accidents at home  Poor dental hygiene  Poor school attendance  Not at risk CSE | Inhibited, withdrawn, passive, rarely smile, autistic type behaviour and self-soothing  Relationships shallow, lack reciprocity  Disinhibited: attention-seeking, clingy, very friendly  Not accessing early years  High absence from school  Mild risk CSE | Infants- poor pre attachment behaviours of smiling, crying, eye contact  Children-impulsive, hyperactive, attention deficit, cognitive impairment and developmental delay, eating problems, poor relationships  School exclusion  Moderate risk CSE | Self-harm  Mental ill health  Sexualised behaviour  Failure to thrive  Recurrent illnesses  Going missing  Out of education  Significant risk CSE |
| What professionals notice | Clutter  Disorganised home  Hoarding  Not enough furniture  Lots of animals  Not attending appointments  Poor dental hygiene | Dirty home and children  Poor physical and mental health  Poor hygiene  Regularly attending A&E | Material and emotional poverty  Head lice  Homes and children dirty and smelly | Urine soaked mattresses, dog faeces, filthy plates, rags at the window  Children left in cot or serial care giving  Child essentially alone-severe neglect, absence of selective attachment.  Unable to get into house  Severe dental disease |

**Key Indicators: Depressed/Passive Neglect**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Universal/early intervention | Early Help | Targeted Early Help | Children’s Social Care |
| Characteristics of carers | Often severely abused/neglected by own parents  Given up thinking and feeling  Withdrawn  Lack of meaningful engagement  Forgetting appointments  Can’t impose boundaries  Focused on own needs  Not seen in school  Blame others for children’s behaviour | May seem unmotivated/mild learning disability  Learned helplessness  No structure/poor supervision  Stubborn negativism-passive aggressive  Missing appointments  Disorganised  Seeking services to solve problems (but not changing)  Emerging criticisms  One or two elements of toxic trio emerging  Change schools | No smacks/ no shouting/no deliberate harm BUT no hugs, warmth emotional involvement either.  Unresponsive to children’s needs  limited interaction  Avoiding appointments  Struggling to engage  Blaming services for lack of progress  Refuse to engage with early help | Obstructing appointments  Blaming others  Combination of toxic trio reaching crisis  No ability to change  No boundaries |
| Characteristics of children | Lack of interaction with carers  Presents as hungry  Lack of progression  Tired, withdrawn, isolated  Poor diet  Lateness at school  Dirty clothes  Developmental milestones not met  Attendance at A&E  Not at risk of CSE | Infant-not curious, unresponsive, moans and whimpers but does not cry or laugh  Tend not to say much  Unwashed, ill-fitting clothes  Missing school  Repeated attendance at A&E  Unmet health needs  Obese  Mild risk CSE | At school - isolated, aimless, lacking in concentration, drive, confidence and self esteem  Anxious  Goes missing  Poor school attendance  Self-harm  Self-isolating  Unresponsive  Moderate risk CSE | Developmental delay  Absent from school  Regularly goes missing  Not accessing health services  Inappropriate behaviour for age  Morbidly obese  Significant risk CSE |
| What professionals notice | Shut down and block out all information.  Absence from school/nursery  Children appear hungry  Inconsistent engagement  Turn up late at school  Poor dental hygiene | Parents do not believe they can change so do not even try  A sense of hopelessness and despair-which can be reflected in the workers too  Poor dental hygiene  Stealing food | Material and emotional poverty  Homes and children dirty and smelly  Chaotic, dirty households  Children not saying anything or making excuses for their parents  Children attending appointments on their own  Repeated concerns reported by neighbours  Severe dental disease | Urine soaked mattresses, dog faeces, filthy plates, rags at the window  Children parenting their parents  Offending behaviour  Difficult to work with  Not in for visits |

**Governance and accountability**

Governance will be provided to the Havering Safeguarding Children Partnership by the quality and effectiveness subgroup. This subgroup will monitor progress against the strategic objectives on a quarterly basis and challenge multi agency partners where appropriate.

The following outcome indicators are examples of how the effectiveness of the strategy and its implementation will be measured. These will be further developed over the first year of the strategy.

* Reduction in the incidents of neglect while acknowledging that figures may initially rise (due to better recognition and awareness) particularly at early help levels where neglect is a feature.
* Reduction over time in the number of children subject to a child protection plan due to neglect/incidents of neglect in comparison to our statistical neighbours.
* Reduction in the number of repeat referrals to children’s services post child and family assessment where neglect is a feature. • Improvement in school attendance.
* Percentage of early help assessments where neglect has been identified as a factor.
* Percentage of referrals to children’s services for reasons of neglect.
* Percentage of children subject of a child protection plan for reasons of neglect.
* Number of children not brought (<16 years) or not attending (16-17 years) medical, including dental, appointments.
* Average length of child protection plan for neglect at point of closure (in months).
* Number of crimes recorded for neglect.

It must be acknowledged that the impact of effective recognition and intervention in respect of neglect is long term, sometimes spanning generations rather than short term or immediate.

This strategy will be reviewed on a two-yearly basis by the HSCP. Delivery plans and performance frameworks will be reviewed annually and monitored through the quality and effectiveness subgroup.

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**Appendix 1: Havering Neglect Toolkit:**

**This Neglect toolkit contains multiple tools to support you to assess and identify Neglect. This toolkit can be used by all agencies who have responsibility for safeguarding children in Havering.**

**Stage 1: Neglect Checklist**

1. **What kind of neglect is this? Does it relate to:**

Child’s basic physical needs

Child’s emotional and attachment needs

Child’s cognitive development

Child’s medical needs

Child’s needs for safety and security

Exclusion from home or abandonment

Failing to protect a child from physical and emotional harm or danger

Unresponsiveness to, a child’s basic emotional needs

Is it Global are all areas of a child’s development impacted upon?

1. **What is the harm to the child/young person?**

(Harm done – the absence of care to promote a child's optimal development)

**Short term (including impact on day to day life)**

**Medium term**

**Long term (making reference to research findings)**

1. **What is driving the failure to provide care by care?**

Poverty

Lack of skills and knowledge

Lack of skills, knowledge, and social isolation

Parenting capacity

Domestic violence

Learning disability

Substance misuse

Mental health issues

Parental separation and divorce

Lack of a relationship of care

1. **What other kinds of abuse is the neglect driving or enabling?**

Sexual abuse

Physical abuse

Emotional Abuse

1. **Is neglectful care enabling other risks?**

Child gone missing

Sexual Exploitation

Gang involvement

Exposure to extremism or radicalisation

**What do we need to know more about?**

**Comments:**

**This checklist does NOT replace your own safeguarding policy and procedures in cases where you are concerned that a child/young person has been or is at risk of immediate harm. This checklist may aid you in making decisions about threshold.**

**Stage 2: Neglect Questionnaire to understand the history and persistence of Neglect.**

**Upon completing stage 1, you may wish to have further discussions to explore what we know about the Neglect identified in stage 1: Neglect Checklist. The Neglect Questionnaire may support discussions during supervision, professional case consultations, and help you to develop hypothesises to understand the causation and barriers to the concerns of neglect.**

***(Amended from Jane Wiffin, Standard of care tool)***

|  |
| --- |
| 1. **Is there a history or a pattern of neglect behaviour emerging?** |
| 1. **Is there evidence that this is a persistent problem?** |
| 1. **What is the evidence of this?** |
| 1. **Where has the information come from?** |
| 1. **If this is NOT the first time this information has been shared, what is the frequency of when this has been referred? Is the information from the same source each time?** |
| 1. **Has the neglect been present over a significant period of time?** |
| 1. **Have efforts to intervene to minimise or prevent neglect had any significant impact in the past?** |
| 1. **What do you hypothesise as the barriers for why change hasn’t been sustained?** |
| 1. **If this is the first time a referral has been made, is there evidence of long term chronic neglect or is this an acute response to the family’s current circumstance?** |
| 1. **If this is an acute response, does it have the potential to cause serious harm to the child?** |
| 1. **What is the impact of harm if things do not change?** |

This questionnaire does NOT replace your own safeguarding policy and procedures in cases where you are concerned that a child/young person has been or is at risk of immediate harm. This checklist may aid you in making decisions about threshold.

**Stage 3: Day in My Life**

This tool is designed to provide a thorough assessment of the strengths and needs for a child who you have identified in stages 1 or 2 as suffering from Neglect. This assessment includes analysis of the factors, which can affect parental motivation. In order to support you to maintain a focus on the impact of Neglect on the child, please use the Day in My Life prompts which are organised by age group (Appendix A).

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Care and Health**  (Nutrition, Housing, Clothing, Hygiene, Health) | | **Safety**  (Awareness, Practice, Online safety, Safety in traffic, Home safety, Safety in parents absence) | |
| **Strengths** | **Worries & Concerns** | **Strengths** | **Worries & Concerns** |
|  |  |  |  |
| **Emotional care and love**   | | **Developmental care and Stimulation**  (Stimulation, Approval, Disapproval, Acceptance) | |
| **Strengths** | **Worries & Concerns** | **Strengths** | **Worries & Concerns** |
|  |  |  |  |
| **Analysis & overall summary of the standard of care provided to the child/young person.** | | | |

**Parental Motivation to change**

|  |  |  |  |
| --- | --- | --- | --- |
| **Safety**  (Awareness, Practice, Online safety, Safety in traffic, Home safety, Safety in parents absence) | | **Emotional Health** | |
| **Strengths** | **Worries & Concerns** | **Strengths** | **Worries & Concerns** |
|  |  |  |  |
| **Support Network** | | **Finances and Accommodation** | |
| **Strengths** | **Worries & Concerns** | **Strengths** | **Worries & Concerns** |
|  |  |  |  |
| **Analysis & overall summary of the standard of parent’s motivation to change.** | | | |

***From Jane Wiffin, Standard of care tool***

**The child and the impact of neglect**

What does the child say about his or her experience neglect?

|  |
| --- |
| Use the child’s own words.... |

|  |
| --- |
| What do other professionals say the child has said about their circumstances? Provide quotes about what they have said the child has said to them. |

**Overall Summary of Care Action Plan**

**Use the below table to create an outcomes focused action plan to address the concerns you have identified in each standard.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area of care** | **Overall summary of standard of care provided (positive and negative)** | **Impact on child if this standard continues?** | **Actions to address concerns** | **Outcomes for child** | **Timescales** |
| **Physical care** |  |  |  |  |  |
| **Health** |  |  |  |  |  |
| **Safety and supervision** |  |  |  |  |  |
| **Love and Emotional care** |  |  |  |  |  |
| **Developmental care and Stimulation** |  |  |  |  |  |
| **Parental Motivation to Change** |  |  |  |  |  |
| **Overall Analysis and Recommendation** | | | | | |

**APPENDIX**

The Day in My Life prompts are organised by age group, from baby to teenager. These questions are written from the perspective of the child to help you remain focused on the impact of the neglect upon the child. These questions serve as prompts; you should NOT ask Parents/Carers these questions directly.

* **Day in My Life (Baby)**

Things to think about when assessing the appropriateness of the daily routine and care of a baby.

|  |  |
| --- | --- |
| **Physical Care and Health**  (Nutrition, Housing, Clothing, Hygiene, Health) | **Safety**  (Awareness, Practice, Online safety, Safety in traffic, Home safety, Safety in parents absence) |
| * Do I take milk from a bottle or am I breastfed? * Am I easy to feed or can it be difficult sometimes? * How often do I have milk and do I have it at the same times every day? * Are my bottles clean and sterilised and who does this? Are my bottles prepared properly? Am I fed freshly made bottled milk each time I feed? * Who gives me my milk? Am I particular about who can feed me? * Am I held whilst I am fed or am I propped in a cot or bouncer? * Do I have eye contact with my carer whilst feeding? * Am I ‘burped’ during and at the end of feeding? * Am I settled and contented after a feed? * Am I weaning? What foods do I like? * Are the weaning foods varied and healthy? * Do I feed better at different times of the day? * Do I have feeds during the night? * Do I often need a nappy change during the night? * Do I have a bath and if so what time of day do I have this and how often? * Do I like baths? * Who baths me and do I bath with any of my siblings? * How am I kept clean in between baths? * Are my clothes clean and appropriate for the weather? * Are they the right size for me? * Are bibs/muslin cloths used whilst I am fed and if I am teething? * Are my clothes changed through the day if they get wet or soiled? * Who changes my nappy and helps me to get dressed? Is this the same every day?   **Health**   * Am I a healthy weight and height? Am I meeting my developmental milestones? * Have I seen my Health Visitor lately? Is my development recorded in my Red Book and are my immunisations up to date? * Does my carer smoke cigarettes near me? * Are my room, clothes and bedding free from the smell of cigarette smoke? * Do I have any health conditions that require medical attention? * If I have medication/treatment, does my carer follow the professional advice? * Does my carer know when my medical appointments are and am I taken? * If I miss appointments are these rescheduled straight away? * Am I or my carer’s sleep deprived as a result of my condition? * If I stay in hospital am I being visited regularly and appropriately by my main carer giver(s)? * Are my social and emotional needs being met while I am in hospital? | * Do I watch TV with any of my family in the evenings? If so is what I watch okay for my age? * Do I go to bed at the same time every night? * Am I put to bed or do I fall asleep whenever I am tired enough? * Where do I sleep? Do I have my own cot or am I sharing a bed? * If I am placed in my cot, do I settle well by myself? Do I have appropriate bedding? * What is my bedroom like? * Do I go to sleep with toys? Are these safe to keep with me? * Does my carer use a monitor? * Who is normally in the house at night time? * Do I sleep well at night or do I tend to wake? * How often do I wake? * What happens when I wake up? * Does my carer respond or am I left to cry / self soothe? * Do I join in on the school-run? * If I go how do I get there? * If I stay at home, who looks after me? * What happens to me when my sibling(s) are home – do they play with me nicely? * Is our carer around to make sure the play is appropriate? * Where do the pets sleep in the house? * Do we have any pets in the house? * How am I protected from any pets? |
| **Emotional care and love**   | **Developmental care and Stimulation**  (Stimulation, Approval, Disapproval, Acceptance) |
| * Am I comforted when I am unsettled/crying? * Who comforts me? * How do they comfort me? * Do I know who my main care giver is? * Are there many people looking after me? * How am I around new people? * Do I go to other people easily or am I cautious? * How am I around loud noises? * What time do I tend to wake in the morning? * Am I attended to as soon as I wake up or after a while? * Who gets me up and ready in the morning? * What do they do for me? * Do I have a regular night time routine? | * What do I like to do during the day? * Who do I spend the most time with and where do they take me? * What is my home environment like? Is it clean and warm? Is there safe space for me to move around? * Have I moved homes since I was born? How many times have I moved? Am I likely to move again? * Do I go to baby and toddler groups to make friends or do I go wherever my carer needs to go? * Does my carer help me to learn by playing with toys and books with me? * Do I sleep in the day and is that at regular times each day? * Do I like to sleep at home in my cot, or out in my buggy or car seat? * Who feeds me and is this at the same time each day? * Is my nappy changed regularly and by whom? * Am I ever left alone unsupervised with any pets? * Do I like to watch a lot of television? Is the television on child appropriate channels? * Do I like to sit a lot in car seats or pushchairs during the day? * Am I encouraged to explore my environment? If so, can I do so safely, e.g. not climb the stairs unsupervised or put my fingers in plug sockets? * Do I have regular eye contact and communication time with my carer? This is really important very early on in my life. * Does my carer find it easy to understand my needs from my cues (e.g. tired, hungry, in pain, overstimulated)? * Does my carer encourage my sounds and babbling development? * Does my carer respond to my noises or mirror my sounds? * Do I respond to their facial expressions when they are trying to calm me / talk to me / play with me? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs) * Do I join in meal times as appropriate to my needs? |

* **Day in My Life (Pre-School aged child)**

Things to think about when assessing the appropriateness of the daily routine of a pre-schooler.

|  |  |
| --- | --- |
| **Physical Care and Health**  (Nutrition, Housing, Clothing, Hygiene, Health) | **Safety**  (Awareness, Practice, Online safety, Safety in traffic, Home safety, Safety in parents absence) |
| * Do I eat food at breakfast, lunch and dinner? What food is available? What do I like to have? * Is the food healthy and varied or the same every day? * Is there someone to help me eat? * Do I eat my breakfast with others or by myself? * Where do I eat my breakfast? * Do I have snacks in between meals? Are these snacks healthy for me? * What do I drink through the day? Am I given sugary drinks? How often do I have these if I do? * Do I have enough clothes? * Are my clothes clean, the right size for me, right for the weather? * Does someone help me get dressed or do I do it myself? * Do I have water/a toothbrush and does someone help me to wash and brush my teeth? * Am I potty trained? Am I cleaned properly between toileting? * Do I have a bath and if so what time of day do I have this and how often? * Do I like baths? * Who baths me and do I bath with any of my siblings? * How am I kept clean in between baths?   **Health**   * Am I a healthy weight and height? Am I meeting my developmental milestones? * Have I seen my Health Visitor lately? Is my development recorded in my Red Book and are my immunisations up to date? * Does my carer smoke cigarettes near me? * Are my room, clothes and bedding free from the smell of cigarette smoke? * Do I have any health conditions that require medical attention? * If I have medication/treatment, does my carer follow the professional advice? * Does my carer know when my medical appointments are and am I taken? * If I miss appointments are these rescheduled straight away? * Am I or my carer’s sleep deprived as a result of my condition? * If I stay in hospital am I being visited regularly and appropriately by my main carer giver(s)? * Are my social and emotional needs being met while I am in hospital? | * Do I watch TV with any of my family in the evenings? If so is what I watch okay for my age? * Do I go to bed at the same time every night? * Am I put to bed or do I fall asleep whenever I am tired enough? * Where do I sleep? Do I have my own cot or am I sharing a bed? * If I am placed in my cot, do I settle well by myself? Do I have appropriate bedding? * What is my bedroom like? * Do I go to sleep with toys? Are these safe to keep with me? * Does my carer use a monitor? * Who is normally in the house at night time? * Do I sleep well at night or do I tend to wake? * How often do I wake? * What happens when I wake up? * Does my carer respond or am I left to cry / self soothe? * Do I join in on the school-run? * If I go how do I get there? * If I stay at home, who looks after me? * What happens to me when my sibling(s) are home – do they play with me nicely? * Is our carer around to make sure the play is appropriate? * Where do the pets sleep in the house? * Do we have any pets in the house? * How am I protected from any pets? * What time do I normally get up? * Do I normally sleep well? Am I kept awake by TV or anything? * Do I wet the bed? If so is there someone to help with the sheets? * Does someone help me get up or do I get myself up? * Do I have to get anyone else up? * Is there anyone else up when I get up? * Are my mornings the same or is it different every day? * How much time do I spend at home? Who is there to look after me? Is there anyone else who looks after me other than my main carers? * Do I have any siblings? How is care split between us? * Do I watch TV and if so, is what I watch okay for my age? * What type of food do I eat at home? Do I have regular meals? Who makes them for me? What is my favourite food? Do I eat that food all the time or do I try new things? * Do I eat with others, and at the table, or do I eat by myself? * Is there anyone I can tell if I am hungry and do they provide food for me? * Do I have toys and games at home? Are they age appropriate / help me to learn? What is my favourite toy to play with? * What do my carers do? Do we spend time together or do our own things? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs)   **Bedtime**   * Do I go to bed at the same time every night? * Who decides when it is bed time? * Does someone help me wash and get ready for bed? * Where do I sleep? * Do I like where I sleep? * Who else is in the house at night time? * Do I have my own room or do I share with others? * Do I have what I need in my room (bed, curtains, warm floors)? * Do I sleep well at night or do I get up a lot? |
| **Emotional care and love**  (Sensitivity, Response timing, Reciprocation quality) | **Developmental care and Stimulation**  (Stimulation, Approval, Disapproval, Acceptance) |
| * Am I comforted when I am unsettled/crying? * Who comforts me? * How do they comfort me? * Do I know who my main care giver is? * Are there many people looking after me? * How am I around new people? * Do I go to other people easily or am I cautious? * How am I around loud noises? * What time do I tend to wake in the morning? * Am I attended to as soon as I wake up or after a while? * Who gets me up and ready in the morning? * What do they do for me? * Do I have a regular night time routine? | * Do I go to any childcare settings – pre-school / nursery / childminder? How far away is it? How do I get there? Who takes me / picks me up? Is it the same people each day or does that change regularly? * Do I attend appropriate and relevant activities for my development such as short breaks for disabled children. * Do I tend to arrive at my setting on time or am I late? * Do I have meals at my childcare setting? Do I tend to eat them well? * Do I like my setting? Do I settle well there? Do I interact well with other children there? What do I like doing when I am there? * Do I see anyone for extra help with my behaviour or development in the setting e.g. Portage? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs) |

**Day in My Life (Primary School Child)**

Things to think about when assessing the appropriateness of the daily routine of a primary school child.

|  |  |
| --- | --- |
| **Physical Care and Health**  (Nutrition, Housing, Clothing, Hygiene, Health) | **Safety**  (Awareness, Practice, Online safety, Safety in traffic, Home safety, Safety in parents absence) |
| * Do I eat food at breakfast, lunch and dinner? What food is available? What do I like to have? * Is the food healthy and varied or the same every day? * Is there someone to help me eat? * Do I eat my meals at home with others or by myself? * Where do I eat? * Do I have snacks in between meals? Are these snacks healthy for me? * What do I drink through the day? Am I given sugary drinks? How often do I have these if I do? * Do I have enough clothes? * Are my clothes clean, the right size for me, right for the weather? * Does someone help me get dressed or do I do it myself? * Do I have water/a toothbrush and does someone help me to wash and brush my teeth? * Do I need appropriate assistance as a result of my additional needs with my personal hygiene over and above age related expectations? * Do I think I look ok in my clothes? Do I have a positive body image? Do I think I look fat/thin in my clothes? Do I get bullied or picked on because of how I look or what I wear? * Do I have a bath and if so what time of day do I have this and how often? * Do I like baths? * Who baths me and do I bath with any of my siblings? * How am I kept clean in between baths?   **Health**   * Am I a healthy weight and height? * Does my carer smoke cigarettes near me? * Are my room, clothes and bedding free from the smell of cigarette smoke? * Do I have any health conditions that require medical attention? * If I have medication/treatment, does my carer follow the professional advice? * Does my carer know when my medical appointments are and am I taken? * If I miss appointments are these rescheduled straight away? * If I stay in hospital am I being visited regularly and appropriately by my main carer giver(s)? * Are my social and emotional needs being met while I am in hospital? | * Do I use a clock to get up? * What time do I normally get up? * Does someone help me get up or do I get myself up? * Do I have to wait for someone to help me get up if I require it? * Do I have to get anyone else up? * Is there anyone else up when I get up? * Who else is at home when I get up? * Are my mornings the same or is it different every day? * If I need medicine or other interventions, does someone help me with them? * How do I get home from school? * Do I go home at the end of the school day or do I go to afterschool clubs? * Does someone meet me at the end of the day and take me home or do I go to friends’ houses or somewhere else? * Is there anyone at home? * Do I watch TV and if so, is what I watch okay for my age? * Do I play any video games? Do I play online? Does anyone supervise me when I play online? Do I play with other people online and do I know who they are? * Do I have a Facebook account, or other social media account? * Do I have my own mobile phone and do I use this to message friends? Who are the friends? Are they all from school or are there others? Have I met them all? Do I send any photos or picture messages? * Do I have homework to do and does anyone help me with it? * Do I watch TV and what do I watch? * Do I use the internet or social networking sites? What device do I use – laptop / tablet / phone? Does anyone check what I am doing on the internet / are there any parent controls? * What sites do I visit online and what do I do? * Do I chat online or share any information or pictures? What do I talk about? * Do I go out in the evening and if so, who do I go out with? Where do I go and what I do there? * Do I have to be home by a set time? * Does my carer know who I play with? * Do I like doing my homework, does anyone check that I have done it? * Is my home to school communication book maintained? * Do I have to look after anyone else? * Is there food available? * Does anyone help me get some food? * Do I need to get food for anyone else? * Do I play out with friends after school? Who and where do we go? * Do I like to play with toys? Do I have toys and games at home to play with? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs)   **Bedtime**   * Do I go to bed at the same time every night? * Who decides when it is bed time? * Does someone help me wash and get ready for bed? * Where do I sleep? * Do I like where I sleep? * Who else is in the house at night time? * Do I have my own room or do I share with others? * Do I have what I need in my room (bed, curtains, warm floors)? * Do I sleep well at night or do I get up a lot? |
| **Emotional care and love**  (Sensitivity, Response timing, Reciprocation (quality)) | **Developmental care and Stimulation**  (Stimulation, Approval, Disapproval, Acceptance) |
| * Is there anyone I can tell if I am hungry and do they provide food for me? * What do I do with my family in the evenings? * What do my carers do? * Do we spend time together or do our own things? * Is there an appropriate behaviour management plan in place and is this adhered to? * Do I go to bed at the same time every night? * Who decides when it is bed time? * Is my bedtime appropriate to my needs? * Does someone help me wash and get ready for bed? * Does someone help me to wash and brush my teeth? * Where do I sleep? Do I like where I sleep? * Who else is in the house at night time? * Do I have to look after anyone else at bed time? * Do I have my own room or do I share with others? * Do I have what I need in my room (clean bed, curtains, warm floors)?   **School holidays/weekends**   * What do I do in the school holidays? * Do I attend appropriate and relevant activities for my development such as short breaks for disabled children. * Do I have to look after anyone? * Do have chores / jobs to do? If so what are they? * Do my carers look after me during the holidays or are they at work? If at work where do I go – to holiday camps or friends houses? * Is there anyone else who looks after me? * Do I go on days out and play with friends? * If I get free school meals during the term what happens in the holidays? * Is there food to eat at home? Is there someone around to help make food and supervise mealtimes? | * Do I go to school? How far away is it? How do I get there? Are there busy roads to cross? Does someone take me to school or do I go by myself? * Do I need to take anyone else to school i.e. younger siblings? * Do I tend to arrive at school on time or am I late? * Do I see anyone for extra help with my behaviour or development in the setting e.g. Portage? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs) * Do I like school? * What is my favourite bit? Which bit don’t I like so much? * Do I have any friends there? * Are my friends the same age or older/younger? * What do I do at breaks? Do I have a snack? * Do I eat school dinners or packed lunch? Am I hungry at school? * Do I have the right things for school – uniform, coat, wellingtons, PE kit? * Do I have a favourite teacher or someone I like to talk to? * Do I fall asleep in class or struggle to concentrate? * Do I see anyone for help at school either for my development or behaviour – ELSA, school counsellor, support worker etc? * Are my medical and care needs (e.g. medication and moving and handling protocols) appropriately met while at school and consistent with at home? * Is there anyone that I don’t like at school or think is mean? * Have I ever been bullied? * Do I go on school trips? |

**Day in My Life (Teenager)**

Things to think about when assessing the appropriateness of the daily routine of a teenager.

|  |  |
| --- | --- |
| **Physical Care and Health**  (Nutrition, Housing, Clothing, Hygiene, Health) | **Safety**  (Awareness, Practice, Online safety, Safety in traffic, Home safety, Safety in parents absence) |
| * Do I eat food at breakfast, lunch and dinner? What food is available? What do I like to have? * Is the food healthy and varied or the same every day? * Do I eat my meals at home with others or by myself? * Where do I eat? * Do I have snacks in between meals? Are these snacks healthy for me? * What do I drink through the day? Am I given sugary drinks? How often do I have these if I do? * Do I have enough clothes? * Are my clothes clean, the right size for me, right for the weather? * Does someone help me get dressed or do I do it myself? * Do I have water/a toothbrush and does someone help me to wash and brush my teeth? * Do I need appropriate assistance as a result of my additional needs with my personal hygiene over and above age related expectations? * Do I think I look ok in my clothes? Do I have a positive body image? Do I think I look fat/thin in my clothes? Do I get bullied or picked on because of how I look or what I wear? * Do I have a bath and if so what time of day do I have this and how often? * Do I like baths? * Who baths me and do I bath with any of my siblings? * How am I kept clean in between baths?   **Health**   * Am I a healthy weight and height? * Does my carer smoke cigarettes near me? * Are my room, clothes and bedding free from the smell of cigarette smoke? * Do I have any health conditions that require medical attention? * If I have medication/treatment, does my carer follow the professional advice? * Does my carer know when my medical appointments are and am I taken? * If I miss appointments are these rescheduled straight away? * If I stay in hospital am I being visited regularly and appropriately by my main carer giver(s)? * Are my social and emotional needs being met while I am in hospital? | * Do I use a clock to get up? * What time do I normally get up? * Does someone help me get up or do I get myself up? * Do I have to wait for someone to help me get up if I require it? * Do I have to get anyone else up? * Is there anyone else up when I get up? * Who else is at home when I get up? * Are my mornings the same or is it different every day? * If I need medicine or other interventions, does someone help me with them? * How do I get home from school/college? * Do I go home at the end of the school day or do I go to afterschool clubs? * Do I want to go home or do I avoid going home? * Does someone meet me at the end of the day and take me home or do I go to friends’ houses or somewhere else? * Do I have to get anyone else home, i.e. siblings? * Is there anyone at home? * Do I watch TV and if so, is what I watch okay for my age? * Do I play any video games? Do I play online? Does anyone supervise me when I play online? Do I play with other people online and do I know who they are? * Do I have a Facebook account, or other social media account? * Do I have my own mobile phone and do I use this to message friends? Who are the friends? Are they all from school or are there others? Have I met them all? Do I send any photos or picture messages? * Do I have homework to do and does anyone help me with it? * Do I watch TV and what do I watch? * Do I use the internet or social networking sites? What device do I use – laptop / tablet / phone? Does anyone check what I am doing on the internet / are there any parent controls? * What sites do I visit online and what do I do? * Do I chat online or share any information or pictures? What do I talk about? * Do I go out in the evening and if so, who do I go out with? Where do I go and what I do there? * Do I have to be home by a set time? * Does my carer know who I play with? * Do I like doing my homework, does anyone check that I have done it? * Is my home to school communication book maintained? * Do I have to look after anyone else? * Is there food available? * Does anyone help me get some food? * Do I need to get food for anyone else? * Do I play out with friends after school? Who and where do we go? * Do I like to play with toys? Do I have toys and games at home to play with? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs)   **Bedtime**   * Do I go to bed at the same time every night? * Who decides when it is bed time? * Does someone help me wash and get ready for bed? * Where do I sleep? * Do I like where I sleep? * Who else is in the house at night time? * Do I have my own room or do I share with others? * Do I have what I need in my room (bed, curtains, warm floors)? * Do I sleep well at night or do I get up a lot? |
| **Emotional care and love**  (Sensitivity, Response timing, Reciprocation (quality) | **Developmental care and Stimulation**  (Stimulation, Approval, Disapproval, Acceptance) |
| * Is there anyone I can tell if I am hungry and do they provide food for me? * What do I do with my family in the evenings? * What do my carers do? * Do we spend time together or do our own things? * Is there an appropriate behaviour management plan in place and is this adhered to? * Do I go to bed at the same time every night? * Who decides when it is bed time? * Is my bedtime appropriate to my needs? * Does someone help me wash and get ready for bed? * Does someone help me to wash and brush my teeth? * Where do I sleep? Do I like where I sleep? * Who else is in the house at night time? * Do I have to look after anyone else at bed time? * Do I have my own room or do I share with others? * Do I have what I need in my room (clean bed, curtains, warm floors)?   **School holidays/weekends**   * What do I do in the school holidays? * Do I attend appropriate and relevant activities for my development such as short breaks for disabled children. * Do I have to look after anyone? * Do have chores / jobs to do? If so what are they? * Do my carers look after me during the holidays or are they at work? If at work where do I go – to holiday camps or friends houses? * Is there anyone else who looks after me? * Do I go on days out and play with friends? * If I get free school meals during the term what happens in the holidays? * Is there food to eat at home? Is there someone around to help make food and supervise mealtimes? | * Do I go to school? How far away is it? How do I get there? Are there busy roads to cross? Does someone take me to school or do I go by myself? * Do I need to take anyone else to school i.e. younger siblings? * Do I tend to arrive at school on time or am I late? * Do I see anyone for extra help with my behaviour or development in the setting e.g. Portage? * Does my carer attempt to communicate with me in ways which are useful to me? (E.g. for children with sensory impairment or social communication needs) * Does my carer stimulate me in ways which are supportive of my development? (E.g. for children with sensory impairment or social communication needs) * Do I like school? * What is my favourite bit? Which bit don’t I like so much? * Do I have any friends there? * Are my friends the same age or older/younger? * What do I do at breaks? Do I have a snack? * Do I eat school dinners or packed lunch? Am I hungry at school? * Do I have the right things for school – uniform, coat, wellingtons, PE kit? * Do I have a favourite teacher or someone I like to talk to? * Do I fall asleep in class or struggle to concentrate? * Do I see anyone for help at school either for my development or behaviour – ELSA, school counsellor, support worker etc? * Are my medical and care needs (e.g. medication and moving and handling protocols) appropriately met while at school and consistent with at home? * Is there anyone that I don’t like at school or think is mean? * Have I ever been bullied? * Do I go on school trips? |

**Appendix 2: Healthy weight management pathway**

**Healthy Weight Management Pathway**

Teacher/other professional raises concerns of child’s weight to School Nurse via email to generic 0-19 universal service email address

School Nurse contacts parent/carer for consent to weigh and measure height of the child and arranges meeting

**BMI Chart 91st & <98th centile (Overweight)**

* Discuss child’s weight referring to centile chart
* Link to healthy eating resources given
* Discuss responsibility of parent
* Introduce safeguarding pathway to parent
* Review in 3/12 and refer to Dietician if no significant change in BMI
* GP notified

**BMI Chart >98th Centile (Obesity)**

* Discuss child’s weight, referring to centile chart
* Explain co-morbidities and link to healthy eating resources given
* Discuss responsibility of parent
* Introduce safeguarding pathway to parent
* Gain consent for referral to GP/Paediatrician
* GP notified via letter
* Refer to dietitian
* Review in 3/12 a~~nd refer to Dietician if no significant change in weight~~

**A free, fun and informal day focused on your health**

**Consent gained by parent/carer**

**Consent denied by parent/carer:**

***Refer to Safeguarding Tool***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NAME:** |  | | **OBESITY ANALYSIS TOOL** | | **DATE:** | |
| **D.O.B:** | *Always co* | | *nsider the potential of neglect when assessing* | | **School:** | |
| **NHS NO:** |  | |  | *obesity* |
|  | | | | | **BMI = weight**  **Height2 ( *weight in kg/*** | **v y** |
|  | | **YES** | **NO** | **COMMENTS** |
| **Is the child currently engaged with Children's Services or any other Services (e.g. CAMHS, Early Help)** | |  |  |  | ***height in cm)***  **Centile =** |  |
| **Is the child severely obese (on or above 99.6th centile)?**  *Attach centile chart to show BMI trajectory if weight history known* | |  |  |  | **What is the impact or obesity on the child's health and wellbeing**  (10 appropriate lifestyle and 0  severely impacted **&** will lead to serious harm or death)-please circle | |
| **Has the child had some weight management advice including a**  **weight management plan?** | |  |  |  |
| **Has the child made any progress with weight management advice?** | |  |  |  |
| **Are there any other Child Safeguarding Concerns? (inci. other indicators of abuse/neglect)** | |  |  |  | **10**  **9**  **8**  **7**  **6**  **5**  **4**  **3**  **2**  **1**  **0** |  |
| **Has a medical professional informed the family of the**  **significance of their child's weight and the health risks involved?** | |  |  |  |
| **Do parents/carers understand the concerns around their child's weight?** | |  |  |  |
| **Are parents/carers willing to engage?** | |  |  |  |
| **Does the child understand the concerns around their weight?** | |  |  |  |
| **Is the child willing to engage?** | |  |  |  |
| **Are there concerns of 'Disguised Compliance'?** | |  |  |  |
| **Are the concerns escalating over time?** | |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CHILD HEALTH FACTORS** | | | | | | **COMMENTS** | | |
| **PHYSICAL PROBLEMS** | |  | □ Is there a diagnosis of any health conditions.......................... | | |  | | |
| □ Joint pain/problems | |  | □ Is the child on any medication | |  |
| □ Fatigue, exhaustion | |  |  | |  |
| □ Difficulties with self-care/ dress | | | **EMOTIONAL PROBLEMS** | |  |
| □ Hygiene | |  | □ Low self-esteem | |  |
| □ Appearance/ ill-fitting clothes | | | □ Loneliness or isolation | |  |
| □ Unable to walk to and from school | | | □ Sadness or depression | |  |
| □ Enuresis / incontinence | |  | □ Worry, fear or anxiety | |  |
| □ Constipation/ diarrhoea | |  | □ Feelings of insecurity | |  |
| □ Shortness of breath | |  | □ Anger or frustration | |  |
| □ Sleep apnoea / snoring | |  | □ Teasing/bullying/social discrimination | | |
| □ Type II Diabetes | |  | □ Reclusive/ uncomfortable to go out | | |
| □ Asthma | |  | □ Trigger (bereavement, accident, separation) | | |
| □ Raised BP | |  |  | | |
| □ Raised Cholesterol | |  |  | | |
| **PARENT** & **FAMILY FACTORS** | | | | | | | | |
| □ Absence of meal routines/ meals unplanned | | | | □ Are parents or siblings obese or overweight? | | |  |  |
| □ Are parents/carers unsure of what child is eating | | | | □ Has a whole family approach been considered? | | |  |  |
| □ Does child go to bed after parents/carers | | | | □ Are they receiving DLA for this child | | |  |  |
| □ Does the parent see any of the above as a problem? | | | | □ Is the child LAC /CPP/CIN ....................... | | |  |  |
| □ Does parent agree child is overweight? | | | Social Worker .............................................. | | |  |  |  |
| □ Does parent enable child to attend health appointments | | | | □ Does parent accept health advice? | | |  |  |
|  | & comply with treatment? |  |  | |  |  |  |  |
|  | **Main concerns identified** | **Danger Statement** | | | **Plan of action** | | **Expected Outcome &** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | **Timescale** |
|  |  |  |  |
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|  |  |  |  |

Evidence Child's wishes and feelings (include the child's view of their weight/obesity):

Staff: Date: