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| **Guidance notes:** | **Reflective questions:** | **Links to supporting information:** | **LCC 75mm TIFFYour evidence:** |
| Widely considered as the most common form of abuse, neglect can present itself in a multitude of ways such as; **emotional, physical, educational and medical**.  Children that suffer neglect are often subject to other forms of abuse.  Practitioners should be observant of the **signs and indicators** of neglect such as;   * Being particularly hungry * Being unclean * Having unwashed or unsuitable clothing * Being tired * Poor attendance/time keeping * Delays in development * Parental engagement * Emotional wellbeing of the child   Factors that are recognised as contributing to neglect include ‘**parenting capacity’** and ‘**family and environmental factors**’. And whilst a family approach for support is most effective, the child’s well-being should remain paramount.  The **LLR Neglect Toolkit** provides further advice and support for professionals working with children and families in identifying neglect and what support to provide. Available online, the scoring process included in the toolkit provides a breakdown of specific signs and indicators of neglect, practice guidance and useful links to relevant information.  **Training** is available both online and through the LLR Multiagency Training Programme.  **Where neglect is suspected, practitioners should act in accordance with the settings safeguarding policies and procedures.** | * Are staff confident in identifying the signs and indicators of neglect? * Are staff able to articulate what they would do should they suspect this form of abuse? * What training/support has been made available to the staff team to keep them well informed about neglect? * Do the safeguarding policies and procedures for the setting provide sufficient information about neglect? * Do practitioners endeavour to effectively engage parents when concerns arise? * What are the potential obstacles when engaging parents and how could they be overcome? * How do you ensure that the child’s well-being remains the primary focus? * How do you allow for the child’s voice to be heard? * What other professionals may you wish to engage with for further support? | **Q cards:**  Neglect – **Coming soon**  **Useful Links:**  **NSPCC**  <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect/>  <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect/research-and-resources/>  **Neglect Toolkit**  <http://lrsb.org.uk/uploads/llr-lscb-neglect-toolkit-2016-20.pdf>  **LLR Procedures Online**  <http://llrscb.proceduresonline.com/chapters/g_neglect.html>  **LLR LSCB Neglect Strategy**  <http://www.lcitylscb.org/media/1210/llr-lscb-neglect-strategy-2016.pdf>  **Training:**  **LLR LSCB**  <http://www.childrensworkforcematters.org.uk/neglect-essential-awareness-%E2%80%93-llr>  **Virtual College**  <https://www.virtual-college.co.uk/courses/safeguarding-courses/awareness-of-child-abuse-and-neglect-core> | **Guidance note: Remember to date your evidence to allow you to revisit and review relevance.** |