|  |  |  |  |
| --- | --- | --- | --- |
| **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.**  |