

# Quality Improvement Framework

## Section 1 – Safeguarding

### Subsection: Neglect

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>“Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.”</p> <p style="text-align: right;">Early Years Foundation stage (2021)</p> <p>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.</p> <p>Children that suffer neglect are often subject to other forms of abuse.</p> <p>Practitioners should be observant of the signs and indicators of neglect such as:</p> <ul style="list-style-type: none"> <li>• Being particularly hungry</li> <li>• Being unclean</li> <li>• Having unwashed or unsuitable clothing</li> <li>• Being tired</li> <li>• Poor attendance/time keeping</li> <li>• Delays in development</li> <li>• Parental engagement</li> <li>• Emotional wellbeing of the child</li> </ul> <p>Factors that are recognised as contributing to neglect include ‘parenting capacity’ and ‘family and environmental factors’.</p>	<ul style="list-style-type: none"> <li>• Are staff confident in identifying the signs and indicators of neglect?</li> <li>• Are staff able to articulate what they would do should they suspect this form of abuse?</li> <li>• What training/support has been made available to the staff team to keep them well informed about neglect?</li> <li>• Do the safeguarding policies and procedures for the setting provide enough information about neglect?</li> <li>• Do practitioners endeavour to effectively engage parents when concerns arise</li> <li>• What are the potential obstacles when engaging parents and how could they be overcome?</li> <li>• How do you ensure that the child’s well-being remains the primary focus?</li> <li>• How do you allow for the child’s voice to be heard?</li> <li>• What other professionals may you wish to engage with for further support?</li> </ul>	<p><b>Q Cards</b></p> <p>Neglect</p> <p>Voice of the child</p> <p>Signs of safety</p> <p>Early Help</p> <p>Professional curiosity</p> <p>Emotional Health</p> <p>Children’s mental health</p> <p><b>Training</b></p> <p>LLR safeguarding Partnership events</p> <p>LRSB - Neglect</p> <p><b>Useful links</b></p> <p>NSPCC</p> <p><a href="http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect">www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect</a></p> <p><a href="http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect/research-and-resources">www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect/research-and-resources</a></p> <p>Neglect Toolkit</p> <p>LLR Procedures Online</p> <p>LLR LSCB Neglect Strategy</p> <p>Neglect Toolkit 2021</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

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.