***The following questions can be used to support CPD and action planning around Neglect.***

**Knowledge and Understanding of Neglect Baseline questionnaire**

1. Neglect is (please tick all those you think apply):
   * Failure to provide adequate food
   * Failure to provide enriching experiences
   * Failure to provide an outside space
   * Failure to provide adequate shelter
   * Failure to facilitate social interaction
   * Failure to protect a child from physical and emotional harm or danger
   * Failure to buy new clothes and toys
   * Failure to ensure adequate supervision
   * Failure to access appropriate medical care or treatment
   * Being unresponsive to a child’s basic emotional needs
   * Failure to provide an education
2. How would you record concerns around neglect?
3. What do you understand as disguised compliance?
4. Which external agencies do you know of to report concerns about Neglect?
5. What systems could school put in place to support your own understanding of neglect and/or raise the profile of Neglect?
6. How can we educate pupils in their understanding of neglect?

Please note the answers to Q1, which aren’t true indicators of Neglect, but could be used as development/discussion points for staff.

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| **Ambiguous answer** | **What could be a sign of neglect** |
| Failure to buy new clothes and toys  *Key word here is ‘new’* | * The parent/caregiver does not promote the child’s access to books and toys. * The child or young person regularly has unclean, ill-fitting clothing that is not suited to the weather conditions |
| Failure to provide enriching experiences | * The parent/caregiver restricts opportunities for play and to develop social skills when their own needs come first |
| Failure to provide an outside space | * Developmental delay; not meeting milestones e.g. crawling, sitting * Poor physical co-ordination/dexterity * Pale skin, poor hair/skin conditions * The parent/caregiver restricts opportunities for play and to develop social skills when their own needs come first |
| Failure to facilitate social interaction | * The child or young person lacks stable and secure friendships * Attendance at nursery/school is irregular * The parent/caregiver restricts opportunities for play and to develop social skills when their own needs come first |

For further information and reading about Neglect, please visit [OCSB](https://www.oscb.org.uk/safeguarding-themes/neglect/) pages on Neglect or [NSPCC](https://www.nspcc.org.uk/globalassets/documents/advice-and-info/neglect-matters.pdf) Neglect matters information page.

If staff need further training, then please go to the [OCSB training portal](https://www.oscb.org.uk/learning-zone/training/).