**Neglect in educational settings – an audit tool 2021-2022**

This piece of work is intended to inform, as well as support your existing action plans in school. It can inform and develop your school’s safeguarding plans as well as whole school development planning. Please provide summary notes of where you can find the relevant information within your school to support your judgements to whether your setting is in the Common Practice, Best Practice or Exceptional Practice category.

Before completing this, it may be useful to start with a Knowledge and Understanding baseline questionnaire which can be found at the bottom of this document. This could be used in educational settings as a paper activity with your staff, sent out as a Google form or Survey monkey. This Knowledge and Understanding Neglect baseline questionnaire could then inform your action plans, CPD programme and next steps for the academic year.

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| KPI 1: Knowledge and Training | Common Practice | Best Practice | Exceptional Practice | Evidence |
| 1.1 An awareness and use (where appropriate) of the [Childcare Development Checklis](https://www.oscb.org.uk/safeguarding-themes/neglect/tools/)t(2019). The school is part of the area neglect practitioner forum. The school uses the [Threshold of Needs](https://www.oscb.org.uk/wp-content/uploads/2019/07/6-Oxfordshire_Threshold_of_Needs-2019.pdf) and accesses the Neglect Practitioner portal on the [OCSB website](https://www.oscb.org.uk/safeguarding-themes/neglect/) or from the [Schools Safeguarding page](https://schools.oxfordshire.gov.uk/cms/content/safeguarding) | DSL/Deputy DSL know of the CDC  DSL attends neglect practitioner forums  Thresholds of needs is referred to by the DSL and the Neglect Practitioner portal on the [OCSB website](https://www.oscb.org.uk/safeguarding-themes/neglect/tools/) is used when needed | All teaching staff (primary) and wider pastoral and safeguarding teams (secondary)  know of the CDC and threshold of needs. They know which areas are of importance to support their role  Chronologies reference support/resources used to identify neglect e.g. Neglect Practitioner portal | All staff are able to access and reference CDC and the threshold of needs to support their role with pupils  All pastoral teams and DSLs actively use the resources available around neglect through OCSB and use these to complete chronologies, signpost to support using a multi-agency approach where needed and action plan for the pupil/family based on these | Specific examples where CDC/threshold of needs/neglect portal has been used |
| 1.2 There is clear evidence that Neglect is a focus for CPD within the school for example; [Neglect OSCB training course](https://training.oscb.org.uk/events-list), Safer Together Course (for more information contact [LCSS](https://www.oxfordshire.gov.uk/residents/children-education-and-families/childrens-services/integrated-childrens-services/locality-and-community-support))  [Oral health training](https://forms.office.com/Pages/ResponsePage.aspx?id=BGTVb1eNdkuheiLEHw6uPYcHW8mOlyFLruSoOGm3QZhUOUZKWTBTSFJONUVWVlczMlZaOEUzSkZETi4u) | DSL/ Deputy DSL undertake key courses e.g. Neglect OSCB training course | Wider pastoral and safeguarding teams have a clear CPD focus on neglect  There is a named Neglect lead who supports the school in their CPD needs around neglect  Individual Courses undertaken by key staff to support prevention around neglect e.g. Protective behaviours – these are then disseminated to key personnel in school | All staff – a clear and structured whole school focus on neglect and a CPD programme is in place to support the school’s development planning  The Neglect lead is able to work across settings to develop best practice beyond their own school  Annual CPD is for all staff and prevention strategies for neglect are built in to the school’s improvement planning, to which the governors hold the school accountable | Training logs, CPD logs, governor minutes |
| 1.3 Staff knowledge of signs of neglect | Teaching staff are able to identify the key areas of neglect and know to whom they should report this to.  Gaps in knowledge and understanding are addressed through training | All staff are able to identify the key areas of neglect and record accurately and carefully their concerns in a timely fashion.  Clear impact of work done to ensure staff’s understanding of neglect is secure e.g. baseline assessment re-done after training schedule has been implemented for the year (see above)  The Knowledge and Understanding baseline questionnaire is completed annually with staff as part of safeguarding training - action planning developed from this | Key personnel in school (DSL, home-school link workers) are able to correctly and accurately access support for pupils and families where there is a concern.  Bespoke support and training given to ensure all staff are supported and able to recognise signs of neglect. Gaps in knowledge will be identified through  The Knowledge and Understanding questionnaire.  Significant improvements shown with identifying signs of neglect and reporting when baseline questionnaire is re-done after a year | The Knowledge and Understanding Neglect questionnaire – baseline, action planning from this and re- evaluation |
| 1.4 Curriculum - Prevention – promotion of good self-care, protective behaviours etc. | Neglect areas are addressed through generic school themes e.g. Healthy Eating week | The school has a 3-year strategic safeguarding plan and Neglect is a key element identified within the plan.  Bespoke curriculum interventions are in place to address specific e.g. poor dental hygiene | A spiral curriculum is embedded within school which focuses on all areas of self-care and supports understanding of neglect at all levels.  Additional accreditation, such as Healthy School status may also be in place | Curriculum maps, evidence of CPD, accreditation documents |
| **Next Steps:** | | | | |
| **Evaluation:** | | | | |
| KPI 2: Reporting and recording | Common Practice | Best Practice | Exceptional Practice |  |
| 2.1. Systems for recording and reporting neglect | Every member of staff needs to understand the importance of reporting every neglect concern which builds into a chronology.  Evidence of multi-agency work and using the multi-agency chronologies | Records show a clear chronology of neglect concerns and actions contributed to by all member’s staff.  DSL/Deputy DSL or Neglect lead to build chronologies accurately which will show multi-agency work. | Records show systematic recording of Neglect and Neglect sub-category alongside actions taken within a suitable time scale.  On-going review and welfare checks are recorded as part of the records.  All children, where there are concerns relating to neglect, will have a multi-agency chronology in place | Internal school records/ monthly or termly reports are scrutinised to identify any emerging trends or to identify any individuals in need of pre-emptive work.  Safeguarding reports are shared regularly and discussed in SLT/ governor meetings, including an overview of the current context in relation to neglect. |
| 2.2 Staff understand how to report neglect and are confident in naming neglect | DSL/Deputy DSL | All teaching staff (primary)  Wider pastoral and safeguarding teams (secondary) | All staff | Staff survey, governor visits, reporting to governors |
| 2.3 Meetings with a specific focus on neglect will happen with the Neglect lead/DSL three times a year, with class teachers or tutors, to discuss concerns about all pupils | Neglect is raised as a concern to DSLs outside of meetings.  Meetings happen 3x a year and action planning around the child will happen if there are concerns.  DSL will take a lead where there are concerns through the relevant pathway e.g. No names consultations, Network meetings, TAF  Teachers carry out a 3x annual neglect checklist against pupils in their class | Neglect is regularly discussed with colleagues at governor level, SLT level and in staff information platforms.  Neglect discussions are integrated within the normal cycle of the school’s pupil meetings where attendance, attitudes, learning is discussed  Linking families to access support with relevant agencies –signposting  Clear planning for strategic support for pupils e.g. .school nurse in secondary school  Chronologies | Clear multi-agency chronologies are kept and maintained with neglect named and identified – outcomes/support/strategic planning for the child/family are in place  Support is given across settings to families  Neglect lead supports other educational settings to maintain conversations and embed neglect meetings within their setting | Internal records/meeting notes/chronologies |
| **Next Steps:** | | | | |
| **Evaluation:** | | | | |
| KPI3: Monitoring, evaluation and impact | Common Practice | Best Practice | Exceptional Practice |  |
| 3.1 School systems for monitoring and evaluating neglect | Neglect is discussed as a distinct item in Safeguarding Review meetings  Monthly analysis of reports of neglect  Named neglect lead/DSL | DSL/ Neglect lead will conduct fortnightly analysis of reports of neglect  DSL will present an overview of safeguarding/ neglect focus in SLT/ Governor meetings. (Minutes) | DSL/ Pastoral leads to monitor neglect cases and safeguarding reports in weekly meetings/ reviews.  DSL to present in weekly SLT meetings/ focus on neglect as part of the safeguarding discussion.  Neglect actions within the strategic plan are evaluated and evidenced on a termly basis. | In-house recording systems, governor visits and reporting to governors |
| 3.2 Learning from neglect cases over time will inform best practice within the school | Monitored and reviewed annually through the strategic plan to then form part of the safeguarding review/audit  [Learning summaries from OSCB](https://www.oscb.org.uk/learning-zone/learning-from-audits/case-reviews/) are read by DSL/Neglect lead and improvements made to internal systems based on these  Active engagement with [systems already in place](https://schools.oxfordshire.gov.uk/cms/content/safeguarding) e.g. LA forums, 7 minute briefings, DSL briefings | Learning from the previous year underpins practice and training needs for that academic year  Sharing information with staff about best practice – Insets and/or staff meetings will have a focus on the learning summaries from OSCB and there will be a whole school approach to how to improve the school’s own practice in relation to these | The wider pastoral and safeguarding teams within school are aware of any common indicators of neglect in their setting and address these through a variety of avenues e.g. curriculum, targeted intervention, school improvement  Out-reach support is offered from the school to other settings where the monitoring and evaluation cycle around Neglect may not be secure | CPD, curriculum, school improvement plans |
| **Next Steps:** | | | | |
| **Evaluation:** | | | | |
| KPI 4: Communication and Response | Common Practice | Best Practice | Exceptional Practice |  |
| 4.1: Relationships with parents and pupils | Records show that school staff tackle neglect through direct conversations with parents and via reports to Social Care (if relevant/ awareness of disguised compliance)  Aspects within the curriculum develop knowledge and understanding for students about neglect  DSLs are trained in Early Help – part of this is having difficult conversation  The DSLs and wider pastoral teams have good relationships with parents and pupils and allow them opportunities to have open and honest conversations around neglect | Parents ask for support around their environmental needs  The teaching staff have good relationships with parents and pupils and, where appropriate) allow them opportunities to have open and honest conversations around neglect  Opportunities are built into the PSHE/tutoring system for pupils to be able to discuss aspects of neglect (age appropriate)  Early help training shared with teaching staff (primary) and the wider pastoral team (secondary)  The school facilities parent/pupil groups where possible to ensure that positive relationships are forged e.g. Family Links | All staff are supported and confident in their conversations around neglect and with their families; conversations are proactive and preventative and these can be seen evidenced using in-house recording systems which link to OCSB guidance and best practice  Opportunities for students to present and lead the learning of peers and share knowledge around neglect (age specific)  Outreach support is offered with other settings if needed on developing positive parental relationships  The school has various structures in place to ensure that communication, relationships and support is strong within the school community and beyond e.g. across settings – primary to secondary | Disguised compliance forms part of the neglect training received by staff.  Chronologies in school  CPD records |
| 4.2 External agencies and information sharing | DSLs are aware of signposting to relevant agencies including benefits, finances and parenting  Information is shared at key transition points e.g. primary to secondary | Records show engagement of external agencies/sharing best practice and information across agencies  Concerns raised around neglect are shared with all settings where siblings may be on role e.g. concern with a secondary school student would be communicated with siblings’ setting also | Case studies reflect effective and timely support with collaboration amongst professionals which has provided strong support with the families and pupils  Strong relationships with local settings (e.g. partner/feeder schools) ensure that concerns are raised across the board to reduce the risk of neglect within a family than spans more than one setting. | Case studies, meeting minutes, transition notes |
| 4.3 Communication with staff | Regular reminders – like safeguarding – weekly briefing/emails  SLT and governor discussions will include neglect as an element within safeguarding to discuss | Active engagement with staff with supportive conversations around neglect | DSLs report responses back to reporting staff member with outcomes and support strategies to ensure the best outcomes for the pupil and their family | Meeting minutes, internal chronologies |
| **Next Steps:** | | | | |
| **Evaluation:** | | | | |

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.

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

**Knowledge and Understanding of Neglect Baseline questionnaire**

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

How would you record concerns around neglect?

What do you understand as disguised compliance?

Which external agencies do you know of to report concerns about Neglect?

What systems could school put in place to support your own understanding of neglect and/or raise the profile of Neglect?

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 |