

Oxfordshire Neglect Strategy

2022 - 2024



1. Our vision

We want Oxfordshire to be a great place to grow up and have the opportunity for children and young people to become everything they want to be.

To achieve this vision for children and young people, we have four areas of focus:

- be successful
- be healthy
- be safe
- be supported



2. Statement of Intent

We will work in partnership together with you, your family and all the agencies who are here to support you in Oxfordshire

If you need our help to be and feel safe, we will...

- Ask, not assume, what is happening in your life and what would help
- Act by seeking to understand your lived experiences, and work with you
- Discuss with you your choices and how you can safely feel in control
- Respect and value you and the people who care about you
- Work as a team – with you, your family and with each other as professionals – so that everyone’s ideas and knowledge are used
- Be honest with you and communicate clearly in a way that you can understand
- Focus on who and what helps you to feel safer, and where you feel safer
- Work with you at your pace wherever possible – but if things aren’t improving fast enough for you, or if we need to immediately protect you, we will act quickly and decisively.

3. Our neglect strategy

3.1 Our vision for reducing neglect

We need to understand and act on the 'lived experience' of both the child who is suffering neglectful circumstances and their parents/carers and where possible support their family to change.

A local child who suffered extreme neglect would like all professionals to remember:
'The future will always change'

We aim to reduce the impact of neglect on the health and well-being of children in Oxfordshire by identifying it earlier within families as part of our early help and preventative approach and through partnership working to support parents to enable change. We are intervening early because we know how damaging the long-term impact of neglect is to children. Health and well-being include emotional, cognitive, social and physical aspects of a child's development.

What is neglect? - *"Neglect means the parent or carer is unable to meet the needs of the child yet."*

Locally, we are adopting this definition by Professor Jan Horwath recognising that other definitions, which refer to neglect as the "failure to meet the needs of the child" can alienate parents but can still help us to identify neglectful circumstances.

Working Together 2018 defines neglect as: *'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'*. This definition can still be a useful starting point in identifying incidents of neglectful behaviour, but it is also important to be aware that not all forms of neglect are immediately obvious.

3.2 Our governance arrangements

The Oxfordshire Safeguarding Children Board (OSCB) has established a Neglect Strategy Group jointly chaired by senior leaders in Oxford Health and Children's Social Care and supported by three multi-agency Practitioner Forums, which advise and champion our work to tackle neglect and are held on a locality basis in each of the three areas, north, central and south. The forums are at the heart of our ambition to ensure cultural change across our whole system to tackle neglect. We are keen to expand the forums so that the energy and commitment of their members have even greater reach and impact.

OSCB held a Neglect Challenge Event in September 2021 with a panel of challengers including national expert, Professor Jan Horwath, who has agreed to act as a mentor over 2021/22 to support the leadership of our revised strategy and to ensure whole system change at both a strategic and operational level. We will hold a follow up Neglect Challenge Event at the end of 2022 to assess the impact of our work.

We have revised our overarching Action Plan overseen by the Strategy Group (P.11). In addition, each member agency of the Neglect Strategy Group will refresh their own Neglect Action Plans, in the light of the revised strategy and overarching Action Plan. All partners will continue to report back on their plans at each quarterly meeting, in order to maintain a more robust ownership and responsibility at an individual as well as on a collective agency basis.

The work of the group is informed by a comprehensive, outcome focussed dashboard which will be reviewed in the light of the revised strategy.

The Neglect Strategy Group reports back to the OSCB Business Group on a quarterly basis and the Multi-Agency Safeguarding Arrangements (MASA) Executive Group continues to take an interest in how our work to tackle neglect is progressed.

3.3 What children and young people have told us



In March 2021, the Children's Trust Board undertook a third survey of how well children and young people feel they are supported by the range of services set up to meet their needs. These quotes selected from 159 responses powerfully support the need for consistent relationships and inspiring role models, the importance of being listened to and sharing information.

"I feel safe with explaining my feelings and listened to and that I wasn't going crazy and that I had a place just to speak my mind and get help, learning new techniques with how to cope with it all, as I believe mental health doesn't go away."

"Yes, info should be forthcoming and freely available we should not need to ask for it we should be told about it!!"

"I believe schools should do their best to make getting counselling easier by reducing the amount of people you have to talk to before getting the help. It can be really confusing and might demotivate people to get the help they need."

"My old social worker was incredible too! She knew me inside and out and I appreciate the time and effort she put into our relationship. She never pushed me to do anything I didn't want to e.g. talk about stuff I didn't feel comfortable enough to"

"It's been hard getting mental health support from schools as I had to wait a while and there were many people I had to talk to before I got a counsellor, however the counselling I got was really good and my low mood improved throughout the sessions"

3.4 What the Neglect Challenge Event in September 2021 has told us

The strategic direction of our work on neglect has been incrementally influenced by the following:

- Ofsted Inspection of Local Authority Children's Services in April 2018,
- Neglect Peer Review in July 2018 led by Directors of Children's Services,
- Ofsted Focused Visit to Oxfordshire in February 2020,
- Partnership Learning Review relating to two living children, who suffered extreme neglect, despite being known to universal services, which reported to the Case Review and Governance Sub-Group in March 2020.
- Multi-agency neglect audits undertaken in 2018/19, 2020 and 2021; review of child protection panel - children on plans for neglect, both long term and repeat plans.
- Our Neglect Dashboard which reports on performance at each quarterly meeting of the Neglect Strategy Group.
- OSCB Peer Challenge Event in September 2021.

We have been addressing the issues raised by these influences over the last three years and this culminated in the OSCB Neglect Challenge Event in September 2021. They have all informed the focus of our overarching and individual agency action plans. The presentation for the Challenge Event summarises significant progress to address the issues raised from all these areas. We have refreshed this strategy in the light of the Neglect Challenge Event and from our reflections on outstanding actions from the previous

strategy 2021-23. Key issues from the event are outlined below and are also drawn from a report by Professor Horwath following the event.

- [Neglect Challenge Event September 21](#)
- [Feedback from OSCB neglect challenge event Sept 21](#)

What is going well

- Development of services, systems and processes alongside a multi-agency shift in terms of perception and response
- Increased recognition by partners of roles and responsibilities and willingness to engage - a strategy to support those who are not aware or not as engaged as others
- Development of training and supervisory practice
- Strong emphasis on addressing emerging concerns through early help
- Embedding the lived experience of the child into practice
- Acknowledging family strengths
- Focus on SMART, child focussed plans recognising neglect cannot be addressed quickly

What we need to improve

- Use of language – consider how language is used and the implications for practice particularly in relation to use of the word neglect with families
- Recognising the impact of neglect on the individual child – developing a more sophisticated approach (and not relying on the same tools); considering other vulnerable groups in our strategy; ensuring all developmental needs of the child are explored
- Recognising the complex lives of parents and carers – embedding knowledge of daily lived experience of the parent/carer
- Recognising factors which impact on parental engagement with services including daily lived experience of practitioners
- Use of tools – expand suites of tools and ensure each tool has specific aims and objectives, methodology and possible adaptations
- Focus on outcomes for our interventions




3.5 Our guiding principles and how we will address issues where children are experiencing neglectful circumstances

3.5.1 Our guiding principles

We have revised our guiding principles in the light of the challenge event.

Guiding Principles - how we will address issues where children are experiencing neglectful circumstance

For children and families

- We will recognise the 'lived experience' of individual children and young people and listen to and act on their voice at all times recognising the impact of neglect on their lives. 'At all times' means in identification and assessment of neglect and in the effectiveness of our interventions.
 - We will recognise the lived experience of parents and carers to inform our practice
 - We are committed to a 'Whole Family' (Think Family) approach and the involvement of all family members and especially fathers.
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- We will all prioritise identifying neglect early for all children, including older children* and coordinating assistance through early help processes.
 - Having identified neglect, we will consider carefully how, when and whether to use the word neglect with families, recognising that it can be an alienating term for parents and carers, but still needs to be used in a statutory context and can be helpful for some families. We will do this by:
 - describing what is happening for the child, wherever possible;
 - identifying the specific concerns rather than using a general term like neglect;
 - asking 'what needs to change' and being very specific so this is understandable and measurable
 - being clear that neglect means the parent is unable to meet the needs of the child yet.
 - Our communication and information sharing across agencies and with families will be the best that we can make it.
 - We will ensure that our support and interventions are backed up by evidence that they will be effective and make a difference to the outcomes for children, young people, and their families.
 - We will ensure that our interventions are timely and that children do not continue to experience circumstances where their well-being and life chances are jeopardised. We will help prevent this by recognising neglectful circumstances early, not allowing drift and delay in planning, ensuring children are not on child protection plans for too long, or are repeatedly on plans for neglect.

- We aim to deliver a public health message about neglect to whole communities.

For our workforce

- Our most senior managers will lead by example and actively drive our work to tackle neglect and improve outcomes for children experiencing neglect and ensure this is a top priority and highly visible issue within our agencies and across our partnerships.
- We will ensure that our practitioners and managers are confident in working with neglect and able to identify it early, recognise a concern and what action needs to be taken to achieve the best outcomes, using language that is appropriate to the whole family. This may not always mean naming neglect if that is an alienating term for the family but being specific about what needs to change for the child.
- We will continue to focus on the signs and indicators of neglect to identify neglect whilst working with families in a manner that is likely to promote engagement. We will focus on the lived experience of the child and work with families using the principles of relational/restorative practice and strengths-based approaches.
- Having identified neglect, we will support our staff to go beyond articulating concerns and the presenting problem to assessing why the carer is unable to meet some of the needs of the child, by identifying the met and unmet needs and gaining insight into the daily lived experience of the child.
- We will encourage practitioners to begin to question why the carer can meet some needs and not others by assessing parenting ability, motivation and opportunities by drawing on the daily lived experience of each carer and their past history and by offering support through adult facing practitioners.
- We will support practitioners to make progress and final outcomes explicit by obtaining evidence of positive changes to the lived experience of the child.
- We will ensure our practitioners are mindful of diversity, additional vulnerabilities and special needs and disabilities so that children and young people have equal rights to protection from neglect. This would include children who are from black and minority ethnic groups, from higher socio-economic backgrounds, whose sexuality and gender identity are neglected, siblings of children with disabilities whose needs may be marginalised and those who are quiet and withdrawn.
- Our practitioners will take a strengths-based, holistic approach to considering all of the child's developmental needs.



- We will make sure that practitioners have enough time to reflect and receive good quality supervision and multi-agency training to support their work. This may include reflecting on factors in their own lives that may be affecting the relationship with a family i.e. that the approach a practitioner takes towards a family can be influenced by what they are experiencing that day and the stresses and pressures on them.
- We will ensure that the tools and interventions we use are expanded and are effective and evidence based to achieve the best outcomes for children and families and that practitioners know how, when and where to use them.
- We will measure success based on positive outcomes e.g. readiness for school; inclusion in school; peer support and challenge; resilience; positive relationships with adults and peers; reduction in repeat plans and length of time on plans.

*<https://www.gov.uk/government/publications/growing-up-neglected-a-multi-agency-response-to-older-children>



3.5.2 Working together

Whilst some agencies have specific responsibilities because of their roles and statutory functions, we are all responsible for working effectively together, sharing information, and spotting the signs of neglect early and making sure that the right people are involved, who are able to support families to change and enable their children to thrive and be successful. We will all support each other and share our expertise to develop practical, focussed and impactful action plans. We will do this in accordance with Chapter 1 of the statutory guidance Working Together 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Our universal and targeted services like health, police, social care, housing, voluntary and community sector services, schools, education and early years settings all have a key role in recognising signs of neglect and bringing agencies together to assess and intervene. All agencies have a role to support early or refer on to more specialist help if necessary and to be aware of the impact of neglect on a child over the course of their lifetime. We are involving Adult Services and Community Safety partners to ensure that practitioners and managers from all services are alert to signs and risk of neglect for children.

We recognise that neglect often co-exists with other forms of abuse or risk factors so this strategy will link with work undertaken in other areas such as domestic abuse, substance misuse, child exploitation, youth crime, adult mental ill health, child poverty etc.

3.5.2 Use of tools and interventions

We are keen to ensure our practitioners have the best possible range of tools to address neglect and know when and how to use the tools effectively. We are currently tackling neglect by using the tools, interventions, resources and training available to us on the revised OSCB [Neglect Practitioner Portal](#). We will be reviewing and extending our use of tools so practitioners know how and when to use tools effectively. Tools should be identified and adapted to meet the needs of the individual child and/or parent i.e. always take into account their age, developmental stage, approach to learning and what they feel comfortable using.

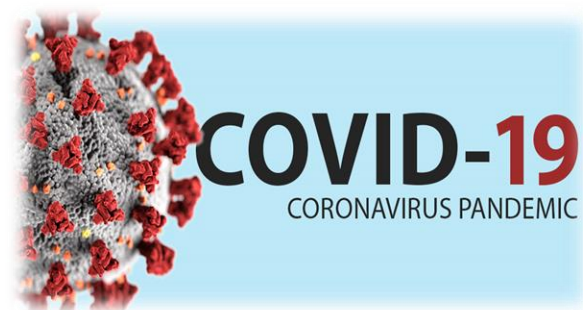
The following tools and interventions will continue to be in use until further guidance is available:

- The Child Care Development Tool to identify neglect early.
- Graded Care Profile for more focused work to tackle neglect.
- Team around the Family and Threshold of Needs matrix to ensure the right people are supporting the whole family early and needs and risks are identified so that additional support or more specialist interventions can be provided if necessary.
- Multi-agency statutory planning to support families and reduce risk.
- Multi-agency chronologies to ensure information is shared across key partners to support and protect children.
- The Outcome Star to measure progress and success.
- Professionals in Adult Services for specialist advice to help support parents if they have specific needs as part of our Family Safeguarding Plus offer – specifically in relation to mental health, domestic abuse and substance misuse.

3.6 Impact of COVID-19 pandemic

Everything that we stand by in this strategy holds good in the current context of the COVID-19 pandemic, but we also recognise that this crisis has the potential for instances of neglect to be masked, because children are less visible and seeing fewer other trusted adults outside their immediate family. This has implications on services during recovery and beyond.

We are very mindful that the impact of the pandemic is, and will continue to be, far-reaching in terms of influencing new ways of working and the remodelling of services. We are determined to keep the needs of children and young people living in neglectful circumstances in the forefront of our thinking as we make any changes.



3.7 Impact of poverty and austerity

We know that for children living in poverty there can be an adverse impact on neglect. Latest 2019 figures from Joseph Rowntree indicate 500,000 children are living in destitution. <https://www.jrf.org.uk/report/uk-poverty-2022> In this strategy we will seek to influence this agenda at a strategic level as well as offering tools that help practitioners identify risks e.g. Home Conditions Tool.

3.8 Overarching Neglect Action Plan 2022 - 24

1. Governance				
Objective	Action	Lead	Time frame	RAG/ Progress
1. In light of recommendations from Challenge event, review governance processes to ensure each agency is held to account for their individual and collective responsibility in delivering on improving the lived experience of children who are neglected and their outcomes.	1.1 Revise Strategy and Overarching Action Plan - report 1/4ly to NSG	Chairs	Mar 22	
	1.2 Agree a vision/value statement for children's services across all partnerships led by a Task & Finish Group.	OSCB BU	Tbc	
	1.3 Each agency will ensure all actions in the overarching plan are part of their core business and review Individual Agency Action Plans accordingly - report 1/4ly to NSG.	Each agency	June 22	
	1.4 Refresh Neglect Performance Dashboard ensure focus is on fewer measures that demonstrate impact and early identification	Chairs, Performance Team plus chairs	June 22	
	1.5 Send out comms from Sept 21 Challenge Event	OSCB BU	Jan 22	
	1.6 Second OSCB Challenge Event	OSCB BU	End 22	
	1.7 Undertake an annual multi-agency neglect audit	PAQA	Annual	
	1.8 Strategic leads will seek to influence relevant national bodies and local political leaders in relation to the impact for children of living in poverty on life chances and the potential link to an increased risk of suffering neglectful circumstances.	Chairs	June 22	

2 Achieving cultural change with our workforce across all our services				
Objective	Action	Lead	Time frame	RAG/ Progress
<p>2. Develop a whole system approach to achieving cultural change across all our services in relation to tackling neglect consistently, so that:</p> <ul style="list-style-type: none"> concerns are identified early and children, parents/carers and the wider family are enabled to engage with the process of change effectively our workforce is equipped with the skills and tools to support the change process. 	<p>2.1 Use of language – consider how language is used and the implications for practice particularly in relation to use of the word neglect with families recognising that it can be an alienating term for parents and carers, but still needs to be used in a statutory context and can be helpful for some families. We will do this by:</p> <ul style="list-style-type: none"> describing what is happening for the child i.e. their lived experience, wherever possible; identifying the specific concerns rather than only using a general term like neglect; being very specific about met and unmet needs and asking ‘what needs to change’, so this is understandable and measurable; recognising the complex lives of parents and carers – embedding knowledge of daily lived experience of the parent/carer; ensuring all developmental needs of the child are explored and emotional needs are identified as well as physical needs. <p>We will embed this across practice by:</p> <ul style="list-style-type: none"> refreshing our multi-agency guidance building this into individual and multi-agency training embedding the approach into individual agency action plans listening and learning workshops in the Neglect Practitioner Forums. 	Operational Leads from OH/CSC and OSCB BU/Neglect Practitioner Forums	June 22	

	<p>2.2 Develop individual family approaches that are specific to the needs of each family through:</p> <ul style="list-style-type: none"> • Preliminary meetings, where appropriate, with all involved agencies to identify specific needs of both children and parents and develop approaches to work with whole family that are consistent in relation to language, needs, outcomes; • Joint visits where appropriate across different agencies becoming a 'norm' rather than an exception. 	Operational Leads from OH and CSC and Neglect Practitioner Forums	June 22	
	<p>2.3 Recognising factors which impact on parental engagement with services including daily lived experience of practitioners by building this into supervision processes across each agency (see Guiding Principles for our workforce, 3rd to last bullet point). This will be reported in individual agency action plans.</p>	All partners	June 22	
	<p>2.4 Recognising the impact of neglect on the individual child by developing a more sophisticated approach by:</p> <ul style="list-style-type: none"> • expanding our suite of tools and ensuring each tool has specific aims and objectives, methodology and possible adaptations; • including other vulnerable groups in our strategy through staff training and the development of specific guidance e.g. children who are from black and minority ethnic groups, from higher socio-economic backgrounds, whose sexuality and gender identity are neglected, siblings of children with disabilities whose needs may be marginalised and those who are quiet and withdrawn. 	Operational Leads from OH and CSC with specialist experts	Oct 22	

3 Early Help				
Objective	Action	Lead	Time frame	RAG/ Progress
3.1 Adopt a whole school approach to the early identification of neglect in schools (2020 Partnership Review Action).*	3.1.1 Report to the Strategy Group on the schools' S.175 / 157 annual returns regarding how the learning from the case study and schools' neglect self-assessment tool has changed practice in all schools from three questions included in July 21 return to be completed by Jan 22.	ESAT Manager	March 22	
	3.1.2 Building on the findings from 3.1, develop a strategy to work across all schools in relation to early identification of neglect and use of tools to support this. Potential to include this in EH Task and Finish Group action plan in 3.2.1.	SiE Sub-Group	June 22	
3.2 Ensure that there is a cultural shift across universal services so that Early Help Assessments continue to be developed as a helpful multi-agency tool to use to understand a family's story/provision of support services and that there are clear messages as to how an Early Help Assessment can help them (2020 Partnership Review Action).*	<p>3.2.1 Early help – see EH Action Plan below which will include actions arising from 3.1.2 and 3.3.1</p> <ul style="list-style-type: none"> • Early Help task and finish group action summary • Early Help update 	EH Strategic Lead from each agency	Tbc	

3.3 Reduce the numbers of children who are absent from school who have been identified as suffering from neglect (Neglect Dashboard finding 2021).*	3.3.1 Agree actions to reduce the high levels of school absence/exclusions for children identified as suffering from neglect building on discussion at the Early Help Task and Finish Group on 15 February 2022. Add these actions from 15 Feb discussion to existing EH Task and Finish Group Action Plan.	HoS for Learner Engagement/Early Help Strategic Lead	March 22	
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*Outstanding from previous Overarching Neglect Action Plan.
Any actions regarding Oxford Brookes partnership not included at this stage

3.9 In conclusion

We are determined, as a partnership, to learn from good practice and areas in which we need to improve, so that we identify and tackle neglect early and prevent and reduce the damage to children of the long-term impact of neglect. We recognise this means a whole system approach and culture change to ensure consistency across all practitioners and managers in all our services and build on the good work already in place.

Appendices

Appendix 1: What could help to equip people to work in this way?

Multi-agency practitioners	Middle managers	Strategic leaders	Examples of how we might do this
<i>Permission to think and act creatively, to consider innovative approaches, to take measured risks to ensure best outcomes.</i>	<i>Permission to allow practitioners to think and act creatively and innovatively, permission to take measured risks</i>	<i>Pan-partnership understanding and agreement re need for non-traditional responses, and shared tolerance of risk</i>	<i>Have we thought about and challenged ourselves about every available option? Who do we need to ask for help?</i>
<i>Identify neglect early, focus on the lived experience of the child and be specific about what needs to change.</i>	<i>Identify neglect early, focus on the lived experience of the child and be specific about what needs to change.</i>	<i>Pan-partnership understanding of language used, focus on lived experience of the child and use of restorative/strength-based practice and trauma informed systems.</i>	<i>Use all the tools available in a focussed way to identify needs</i> Neglect Practitioner Portal
<i>Having a plan B, and knowing when that needs to be enacted</i>	<i>Permission, agility and authority to act swiftly and enact plan B when necessary</i>	<i>Confidence and agility to change tack / course correct at a strategic level too, if necessary</i>	<i>Identify your contingency plans with your manager early on and record this.</i>
<i>Explicit permission to not always know the right answer</i>	<i>Explicit permission to not always know the right answer</i>	<i>Explicit permission to not always know the right answer</i>	<i>Solutions do not have to be immediate – getting the right people together can help solve the problem.</i>
<i>High quality CPD: the space to learn new knowledge, develop/hone skills and share expertise with peers</i>	<i>High quality CPD: the space to learn new knowledge, develop/hone skills and share expertise with peers</i>	<i>Pan-partnership understanding of what constitutes high quality CPD and shared recognition of its importance</i>	<i>‘Trauma informed systems principles and practices support reflection in place of reaction, curiosity instead of numbing, self-care instead of self-sacrifice and working as a collective instead of silos.’</i> Ken Epstein 2014 www.traumainformed.org

<i>A mechanism for 'rethinking' or 'unsticking' practice challenges (not traditional 'escalation')</i>	<i>A mechanism for 'rethinking' or 'unsticking' management challenges</i>	<i>Pan-partnership approach to collective problem-solving (not problem displacement)</i>	<i>Work together to tackle wicked issues by pooling resources, deploying our expertise in the right place at the right time and being agile and flexible.</i>
<i>A mechanism for sharing ideas, tips, promising practice and 'success stories'</i>	<i>A mechanism for harnessing practice wisdom to inform management decision-making</i>	<i>Pan-partnership mechanism for drawing on practice expertise to inform strategy (e.g. Learning Hubs)</i>	<i>Promote and make better use of our multi-agency websites and offer high quality practitioner workshops.</i>
<i>Support to process the emotional impact of this work for professional and family</i>	<i>Support to process the emotional impact of this work for professional and family</i>	<i>Support to process the emotional impact of this work for professional and family</i>	<i>Offer high quality reflective supervision that allows the practitioner to reflect on their own lived experiences.</i>
<i>Protected time to think – e.g. to consider potential unintended consequences</i>	<i>Protected time to think – e.g. to consider potential unintended consequences</i>	<i>Protected time to think – e.g. to consider potential unintended consequences</i>	<i>Prioritise time to consider the full impact of our decision-making.</i>

Appendix 2: How might we try to capture progress and impact?

- Need to make best use of existing data – e.g. administrative data, performance management data etc
- BUT need to recognise that most data, especially quantitative data, helps us ask better questions... it doesn't offer definitive answers
- Using data intelligently for dialogue (as opposed to narrow performance management) is important (see reading list below)
- Beware unintended consequences... if 'what gets measured is what gets done' then how will we make sure we are measuring what matters (and not just what is easy to measure)?
- Qualitative measures are therefore vital: children's and parents views; practitioner feedback and insights; introducing 'soft' measures (e.g. staff wellbeing, participation opportunities, quality of professional relationships); 'annual conversations' between partners to honestly reflect on how we have lived our values... all of these help to give you a richer picture.
- Never let a process do the work of professional practice and creative leadership. A RAG rating gives you a useful visual aid, but it does not replace your curiosity; KPIs can be an important measurement tool, but they don't make you honour your

accountability to each other; a strategy can keep you on track, but it cannot substitute for adaptive creative leadership behaviours; tools can be helpful but we need to know why we are using them and what is the purpose of the intervention.

Appendix 3: Further reading

General

- Systems leadership: <https://thestaffcollege.uk/staff-college-research/systems-leadership-research/>
- For the radicals amongst you looking to avoid New Public Managerialism (!), this website all about 'Human Learning Systems' is a treat: <https://www.humanlearning.systems/>
- 'That Difficult Age' developing a more effective response to adolescents: <https://www.researchinpractice.org.uk/children/publications/2014/november/that-difficult-age-developing-a-more-effective-response-to-risks-in-adolescence-evidence-scope-2014/>
- Some info on Herts 'Learning Hubs': <https://www.hertfordshire.gov.uk/services/Adult-social-services/Report-a-concern-about-an-adult/Hertfordshire-Safeguarding-Adults-Board/HSAB-and-HSCP-training-and-resources.aspx>

Neglect

- NICE guidance on tackling child abuse and neglect <https://www.nice.org.uk/guidance/ng76>
- Multi-agency response to working with older children living with neglect <https://www.gov.uk/government/publications/growing-up-neglected-a-multi-agency-response-to-older-children>

Appendix 4: Homework

Exercise 1

Given how we aspire to work...

- What *quantitative* measures or targets could we use to track our progress?
- What *qualitative* measures or targets could we use to track our progress?
- What qualitative and quantitative measures could we use to reinforce our *accountability*, to each other and to the families and communities we serve?
- What *unintended consequences* will we need to watch out for, as we establish these measures?

Exercise 2

In terms of our collective efforts to continuously improve and learn together...

- What can you personally contribute / offer?
- What can your agency contribute / offer?

These might be ‘hard’ (e.g. I have technical expertise in xxxx, or access to a tangible resource) or ‘soft’ (I am good at thinking creatively, or I enjoy developing others)

Appendix 5: List of agencies in the Neglect Strategy Group who will provide a plan

Oxfordshire County Council, Children’s Social Care

Oxfordshire County Council, Education Service

Oxfordshire County Council, Health, Education, Social Care Commissioning (including input from Public Health)

Oxfordshire County Council, Adult Social Care

Oxford Health, NHS Foundation Trust

Oxfordshire Clinical Commissioning Group

Oxford University Hospitals

Thames Valley Police

City and District Councils led by Oxford City Council

National Probation Service

John Henry Newman School to review potential plan with a view to sharing with other schools

Appendix 6: Glossary

CIN/CP	Children in Need/Child Protection
CSC	Children’s Social Care
EH/LE Board	Early Help/Learner Engagement Board
ESAT	Education Service Advisory Team
FGC	Family Group Conferencing
IT	Information Technology
LADO	Local Authority Designated Officer
LCS	Children’s Social Care Management Information System
MASA	Multi-Agency Safeguarding Arrangements Executive Group (Senior Safeguarding Partners)
MASH	Multi-Agency Safeguarding Hub
NPF	Neglect Practitioner Forum
NSG	Neglect Strategy Group
OCC	Oxfordshire County Council
OSCB	Oxfordshire Safeguarding Children Board
OSCB BU	Oxfordshire Safeguarding Children Board Business Unit

PAQA	Performance, Audit and Quality Assurance Sub-Group
PR	Partnership Review
PSW	Principal Social Worker
SiE	Safeguarding in Education Sub-Group