



**Solihull**  
**Safeguarding**  
**Children Partnership**

# **Neglect Tiered Knowledge Framework**



## Introduction

Neglect can be a difficult concept for both practitioners and families and differs in its presentation from other forms of abuse. There is rarely a unique incident or critical event; more commonly there is a repetition of neglecting behaviour which causes incremental damage to the child(ren). It is therefore important that practitioners and volunteers from a range of organisations have an understanding of the types of neglect and the signs and indicators in order to manage concerns.

## What is the Neglect Tiered Knowledge Framework?

This knowledge framework is intended to help organisations to assess the training, learning and development needs of their staff. It is anticipated that organisations will use the framework as guidance to:

- Understanding the knowledge expectations of particular staff groups depending on the type of contact they have with children and families.
- Enable the relevant staff to access training and development opportunities to ensure they remain up to date in their expected knowledge tier.

This framework identifies the expected knowledge standard for four key groups of learners. All staff members and volunteers should ensure they have the required knowledge and understanding that is relevant to their role and responsibility. Each tier sets out the type of professional roles that the extent of knowledge is appropriate to, this list is not exhaustive and is designed as a guide. Whatever their role, all staff should know when and how to report any concern about child neglect.

Learning and development will be achieved through a blended learning approach which could include but is not limited to; face to face training or conference attendance, virtual training, webinars, evidence-based reading, and reflective practice.

## What is Neglect?

Neglect is defined in Working Together to Safeguard Children as "the persistent failure to meet a child's basic physical, emotional and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. When the child is born, neglect may involve the parents or carers failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
- Protect the child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect differs from other forms of abuse because it is:

- frequently passive
- not always intentional
- more likely to be a chronic condition rather than crisis led and therefore impacts on how we respond as agencies
- combined often with other forms of maltreatment
- often a revolving door syndrome where families require long term support
- often not clear-cut and may lack agreement between professionals on the threshold for intervention



<b>Tier 1</b>		
<b>The individual has contact with the general public</b>		
<b>Applicable Roles:</b> Those for whom their role brings them into contact with the general public in a position to identify signs and indicators of neglect.		
<b>Example of Roles:</b> Housing staff, library staff		
	<b>Knowledge, Skills and Understanding</b>	<b>Suggested Evidence</b>
1	Understand what neglect is	<ul style="list-style-type: none"> <li>• Show clear understanding of their role in identifying and reporting concerns regarding child neglect</li> <li>• Show understanding of the requirement to protect children and young people</li> </ul>
2	Recognise when a child or young person is showing signs of being neglected and take action	<ul style="list-style-type: none"> <li>• Show clear understanding of the signs of neglect</li> <li>• Understand the procedures for raising a safeguarding concern and sharing information</li> </ul>

<b>Tier 2</b>		
<b>The practitioner will contribute to case work</b>		
<b>Applicable Roles:</b> Those working or volunteering with children and families who may be in a position to identify neglect in children and young people.		
<b>Example of Roles:</b> Support workers, housing staff, early years practitioners, teachers, college staff, GPs, nurses, paramedics, healthcare staff, advocates, volunteers, social care facilitators etc.		
	<b>Knowledge, Skills and Understanding</b>	<b>Suggested Evidence</b>
1	Understand what neglect, recognise the signs of neglect on a child or young person and take action.	<ul style="list-style-type: none"> <li>• Show clear understanding of their role in identifying and responding to concerns regarding neglect</li> <li>• Show clear understanding of factors that can make children and young people more vulnerable to neglect such as having a disability, complex health needs or seeking asylum.</li> <li>• Show understanding of their organisations safeguarding policy and procedures</li> <li>• Show understanding of the requirement to protect children and young people as early as possible</li> <li>• Understand procedures for sharing information</li> <li>• Be able to use assessment tools such as single agency and multi-agency chronologies or timelines of involvement or the neglect screening tool</li> </ul>
2	Understand the procedures for raising a safeguarding concern	<ul style="list-style-type: none"> <li>• Clear understanding of internal organisational and local multi-agency procedure for raising safeguarding concerns</li> <li>• Knowledge of when to seek advice and support</li> </ul>
3	Have knowledge of the policy (own agency), procedures (own agency and those used by the SSCP) and legislation that supports safeguarding activity in relation to neglect	<ul style="list-style-type: none"> <li>• Understand the definition of neglect</li> <li>• Understand that neglect can occur for both children and adolescents but also before a child is born.</li> <li>• Understand the impact of neglect</li> </ul>

### Tier 3

#### The professional will lead case work in their organisation

**Applicable Roles:** Those working or volunteering in positions where neglect is more likely to be identified and who could potentially have a responsibility for providing on-going support and intervention to those experiencing neglect.

**Example of Roles:** Social Worker, GPs, Nurses, safeguarding leads, officers working in the police Public Protection Unit (PPU), Children in Care Services, staff working in Childrens homes etc.

	Knowledge, Skills and Understanding	Suggested Evidence
1	Demonstrates high level of skills and knowledge to lead/contribute to the assessment of risks in relation to children experiencing neglect	<ul style="list-style-type: none"><li>• Work to local and national guidance in safeguarding and providing early help</li><li>• Be able to use assessment tools (such as GCP2) to obtain a clear picture of how well parents are able to look after their children.</li><li>• Use assessments to make timely evidence-based decisions to improve the child's quality of life.</li><li>• Attend and contribute to meetings and information sharing</li></ul>
2	Awareness and application of a range of local procedural frameworks and national policy and legislation when safeguarding children experiencing neglect	<ul style="list-style-type: none"><li>• Show critical understanding of the levels, thresholds, or pathways for neglect</li><li>• Clear understanding of roles and responsibilities around safeguarding, including protocols on consent to receive a service and information sharing.</li><li>• Understand the different approaches and assessments for children and young people experiencing neglect.</li></ul>
3	Ensure children, young people and families are supported appropriately to understand neglect and the short- and long-term impact of experiencing neglect.	<ul style="list-style-type: none"><li>• Be able to recognise the impact and cumulative harm of neglect on a child and young person</li><li>• Show understanding of protective factors that can reduce the risks to children's wellbeing including a strong social support network for the family, basic skills such as emotional regulation, goal setting and routines and removing stressors.</li><li>• Encourage parents to seek help when problems first emerge</li><li>• Provide direct practical and emotional support to a child and/or their parents</li></ul>
4	Demonstrate the required level of skills and knowledge to assess risks in relation to neglect	<ul style="list-style-type: none"><li>• Have an in-depth knowledge of the various risks and vulnerability factors affecting families which may result in parents struggling to meet their children's needs e.g., domestic abuse or substance misuse</li><li>• Be able to produce and value multi-agency chronologies</li></ul>

**Tier 4:****The professional is a specialist or manager with responsibility for supporting and supervising staff**

**Applicable Roles:** Those who have a responsibility for advising, supporting, and supervising staff who work with children, young people and families experiencing neglect.

**Example of Roles:** Management and Strategic roles.

	<b>Knowledge, Skills and Understanding</b>	<b>Suggested Evidence</b>
1	Demonstrates high level of skills and knowledge to lead multi-agency safeguarding meetings in relation to cases of neglect	<ul style="list-style-type: none"> <li>• Can ensure there is an effective multi-agency response to the needs of the whole family including specialist support requirements for those who may face additional barriers to accessing services</li> <li>• Understands the importance of continually monitoring and managing risks and vulnerabilities</li> <li>• Recognises high risk and escalation of risk and responds appropriately</li> <li>• Uses professional curiosity and reflective practice in line with the correct procedures to challenge others in a professional manner</li> <li>• Recognises the impact and cumulative risk of neglect</li> <li>• Provides reflective support to those who carry out in depth and on-going evidenced based assessments</li> </ul>
2	In depth knowledge of national standards and strategies, policy, legislation	<ul style="list-style-type: none"> <li>• Is able to support others to identify neglect through training support and supervision</li> <li>• Demonstrates capability in leading on enquiries in response to concerns</li> <li>• Demonstrates understanding of when a multi-agency framework is required and is confident to take a lead in coordinating a multi-agency response and resulting actions</li> <li>• Able to use legislation effectively and to challenge where responsibilities around safeguarding are not being met</li> </ul>
3	Skilled in responding to and supporting children experiencing neglect	<ul style="list-style-type: none"> <li>• Has the skills to deal with complex situations that can impact on the effectiveness of interventions if not well managed</li> <li>• Understands that experiences of neglect and trauma can have profound and lasting impacts and lead to a range of consequences, including neurobiological, behavioural, and interpersonal.</li> <li>• Give effective advice and support and can engage effectively with those accessing services</li> <li>• Supporting and promoting the use of multi-agency chronologies</li> </ul>
4	Skilled in problem solving and resolving conflict	<ul style="list-style-type: none"> <li>• Promoting flexible, multi-agency joint working</li> <li>• Able to use appropriate challenge when required to raise concerns with colleagues within and across agencies</li> <li>• Be open to challenge, able to challenge and manage challenge with sensitivity and professionalism</li> <li>• Able to recognise when a situation requires escalation in order to reach a resolution</li> <li>• Able to direct resources to meet demand</li> </ul>

## Recommended level of training

### Tier 1

- Agency specific training on safeguarding children

### Tier 2

- Agency specific training on safeguarding children
- Agency specific training which specifically looks at neglect

### Tier 3

- Agency specific training on safeguarding children
- Agency specific training which specifically looks at neglect
- Multi-agency training (recommended Module 1 and 2)
- SSCP Module 6 - Neglect: Impact on child development
- SSCP Module 6(c) – Neglect: The Graded Care Profile 2

### Tier 4

- Agency specific training on safeguarding children
- Agency specific training which specifically looks at neglect
- Multi-agency training (recommended Module 1 and 2)
- SSCP Module 6 - Neglect: Impact on child development
- SSCP Module 6(c) – Neglect: The Graded Care Profile 2