

**Audience** Groups 2-6 (Working Together 2010)

**Methods** Case studies, small group activity; large group feedback

### Preparation

Trainers will need to ensure copies of the following are available:

- Family 1 Evans family case study
- F1.3 Liam's story
- F1.6 Liam's history
- Family 2 Henderson/Miller/Taylor family case study
- F2.3 Michelle's story
- F2.6 Michelle's history
- F2.7 Michelle's chronology

You may also want to play Liam or Michelle's story to the group:

- M1.3 Liam's story
- M2.3 Michelle's story

Useful reading in Further Reading includes:

Rees, Gorin, Jobe, Stein, Medforth, and Goswami (2010)  
Safeguarding Young People - Responding to Young People aged  
11 to 17 who are maltreated. London: The Children's Society.

Stein, Rees, Hicks and Gorin (2009) DCSF research brief-  
Neglected adolescents literature review. London: Department  
for Children, Schools and Families.

## Childhood Neglect: Improving Outcomes for Children

### Learning Outcomes

To understand what hinders and facilitates integrated working.

### Links to Common Core

**Common Core 1** Effective communication and engagement with children, young people, their families and carers (skills: summarising and explaining). Identify what each party hopes to achieve in order to reach the best possible and fair conclusion for the child or young person.

Effective communication and engagement with children, young people, their families and carers (knowledge: confidentiality and ethics). Understand the limits of confidentiality that apply to your job role and that sometimes it is necessary to go against a child or young person's expressed wishes in their best interests and, where this is the case, ensure that the child or young person understands what is happening and why.

**Common Core 2** Child and young person development (skills: observation and judgement). Understand that babies, children and young people see and experience the world in different ways.

**Common Core 5** Multi-agency working (skills: communication and teamwork). Provide timely, appropriate, succinct information to enable other practitioners to deliver their support to the child or young person, parent or carer.

### Time

Total : 1 hour 15 minutes:  
Small group discussions 15 mins  
Large group feedback 10 mins  
Audio 10 mins  
Small group discussions 30 mins  
Large group feedback 10 mins

further

Working together in  
a sustained way  
to help the  
young person

**G45**  
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## Process

Split the participants into 4 or 6 groups. Provide the groups with either Liam or Michelle's family case study and their personal history depending on the focus of this session – either youth offending or teenage pregnancy.

This exercise aims to

- explore how agencies respond to neglected young people
- enable participants to recognise that the child or young person is being, or likely to be, neglected and to develop shared language and understanding of thresholds
- enable participants to recognise effective ways of working in partnership with other agencies to prevent and respond to neglect in young people
- identify gaps in service delivery and initiate a plan of action to address those gaps.

Trainers may want to localise information with references to names of local services.

Ask small, multi-agency groups to read the case study and explore what might have happened in the young person's life. Discuss this with the whole group. The trainers then play the audio with Liam's or Michelle's story. Ask the participants to return to small groups to consider:

- Do you know how other agencies define adolescent neglect? Are there any similarities or differences in the definitions used?
- What practice steps might be taken to incorporate a clearer focus on the needs of adolescents?
- How does your agency respond to young people that are neglected?
- What resources/methods/processes do you have to support this area of work?
- What other agencies are involved in working with neglected adolescents? How are you engaged with them?
- What tools exist to aid multi-agency staff working with neglected adolescents?
- What kinds of interventions are available locally for adolescents and what levels of need are addressed by them?

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further

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**G45** 2

For Liam's story, ensure feedback includes references to:

- Better information sharing between, for example, children's social care, education, school, police, ASB Team, YOS, Health, Youth Services – draw out other relevant agencies.
- Assessment of need, including risk and protective factors based upon information from agencies, parent and young person.
- Referral to appropriate support services and positive activity providers for Liam.
- Parenting support and advice for parents.
- Asking Liam what he wants and what help he thinks he needs.

For Michelle's story, ensure feedback includes references to:

- Consideration of which agencies are already involved with Michelle and her family and whether there are other agencies that could be important to involve, for example, social care, health services, further education, housing department, benefits advisor – discussion about which agency or professional should act as the lead person for Michelle.
- Consideration of how best to engage with Jim.
- Assessment of need, including risk and protective factors in place for Michelle and for her unborn baby, based upon information from agencies, parent, other significant people and young person.
- Referral to appropriate support services and positive activity providers for Michelle, such as support services for young mothers, further education opportunities, parent and baby groups, befriending
- Consideration of Michelle's role with regard to her siblings, including assessment of the attachment relationships and ongoing relationships.
- Asking Michelle what she wants and what help she thinks she needs.

If you have a group of people in a strategic or managerial role you may want to add in the following discussion questions:

- What strategies does your organisation have for engaging neglected young people who have a high risk of 'falling through the net' – for example, disabled young people, young carers, young people whose parents may have mental health problems, or misuse alcohol or drugs?
- How far is awareness of the value of shared engagement, communication, vocabulary and responsibility implemented in your work with neglected adolescents?
- What structures and processes are in place to bring agencies together?
- What gaps exist in services, and what action can you take to fill those gaps?

**Note**