

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

**Methods** Small group discussions followed by feedback into large group

**Preparation**

No additional preparation required.

**Links to Common Core**

**Common Core 3** Safeguarding and promoting the welfare of the child (skills: relate, recognise and take considered action). Make considered judgements about how to act to safeguard and promote a child or young person's welfare, where appropriate consulting with the child, young person, parent or carer to inform your thinking.

**Childhood Neglect: Improving Outcomes for Children**

**Learning Outcomes**

To meet a child's developmental needs and support strengths.

**Process**

Split the group into smaller groups of 4-5 participants.

Ask one participant to identify a neglected child and describe the child or young person, and their circumstance, to the group.

**Part 1**

Ask the groups to use the resilience matrix to plot the range of factors the child is experiencing in relation to the two dimensions (adapted from Daniel, Wassell and Gilligan 2010):

1. All the factors that provide strengths in the environment, such as the child getting on well at school, should be placed from the centre along the protective environment axis. Likewise, all the factors in the environment that are causing adversity, such as lack of money or neighbourhood dangers, should be placed from the centre along the adversity axis.
2. The same process can be repeated for factors for the child that are likely to promote resilience and those that are making the child vulnerable, especially the impact of unmet needs.

Continued ↘

**Time**

Total : 45 minutes

Small groups 30 minutes

Feedback 15 minutes

further

Promoting resilience

**G29**<sub>1</sub>

Part 2

Ask the groups to look at the diagram representing the 6 domains of children’s lives where there is scope to nurture factors associated with resilience. These can be considered in an ecological framework – that is there may be factors that can be promoted at the level of the child, the family and the wider environment.

Use the grid to develop an intervention plan aimed at promoting the resilience of the child discussed in Part 1.

Resilience Domain	What are the child’s protective factors?	What are the risks factors of significant harm for the child?	What can be done to maximise the protective factors?	What can be done to minimise the risk factors?	What areas of resilience, at any ecological level, will we target now and how will we do this?	Who will be responsible for this?	How and when will we measure progress?
Secure Base							
Education							
Friendships							
Talents and Interests							
Positive Values							
Social competencies							