

Audience Groups 3-6 (Working Together 2010)

Methods Individual, small group and large group discussion

Preparation

Ensure that there is a copy of the diagram (see exercise sheet) for people to refer to. You need to be ready with practical suggestions, so if pairs or groups get stuck you can help them move forward.

Links to Common Core

Common Core 2 Child and young person development (knowledge: understand how young babies, children and young people develop). Know about the Child Health Promotion Programme and Common Assessment Framework for Children and Young People (CAF) and, where appropriate, how to use them.

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To recognise signs and symptoms of children and young people who are, or may be, neglected.

Process

The idea is to use the diagram to record areas where the child or family 'bounce against' school systems and structures.

The aims are to support participants to recognise the specific clashes that a child and family can have with school system to enable them to identify changes that can be made to reduce the conflict between child/ family and school systems, and to show that schools can work with children and families to balance the school experience.

A lot of school-based issues arise because nobody asks 'why?' For example, why do they have to register at the office if late, can they register in another way? Can the system be adapted so that there are phone calls rather than notes relating to absence? The suggestions in the presentation N20 The Role of the Schools might help here.

Once participants have recorded the issues, they may need support to stand apart from it and ask questions: why does it need to happen this way? Is there another way to do it? How will the child respond if? How will the parent respond if...? How can the school community adapt systems to remove the 'bounce'? You also need to be aware that there are not answers to everything but if the issues that cause problems can be reduced then this is a first step towards greater attendance and receipt of support in school.

Continued 

Time

Total : 1 hour

Individual work 10 mins

Work in pairs 20 mins

Large group discussion 15 mins

Plenary 15 mins

further

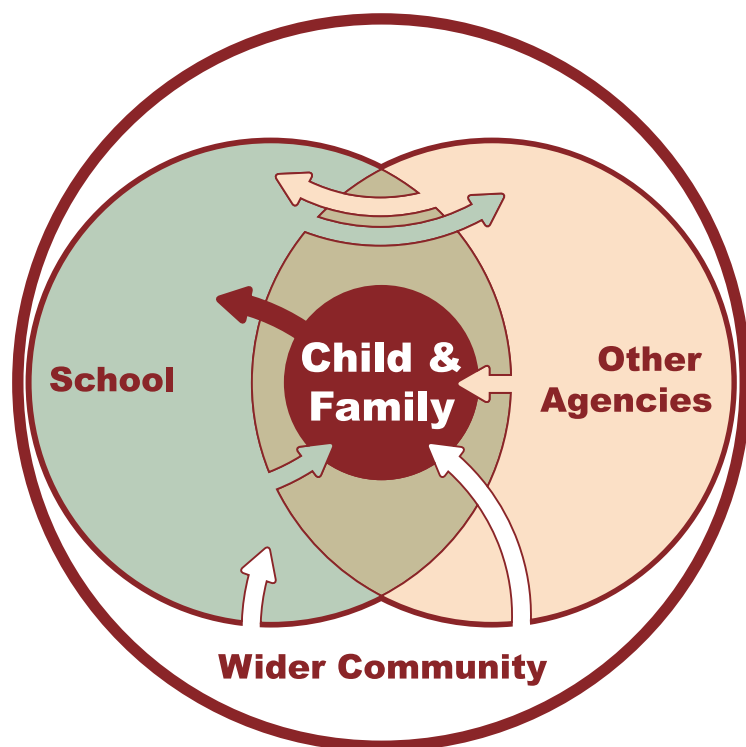
Impact of neglect
on educational
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Process Continued

1. First ask participants to work individually to think of a child (of school age) and their family where there are concerns of neglect. They can use the diagram to start noting points of potential 'bounce' at the boundaries. For example – issues that cross the child and family, and school boundary include letters, reports, permissions clothing, dinner money and homework. Issues that cross other agency and school boundaries may be social workers wanting to meet with children during school time.
2. Next, in pairs, ask them to compare their diagrams and to discuss what it is within the school system that can contribute to problems and whether there are ways in which things could be done differently to reduce problems.
3. The pairs should then be brought together into small groups of around six to identify specific suggestions as to ways in which schools could be more aware of potential 'bounce' issues and what can be done to overcome them.
4. Following the large group discussion, use the plenary session to pull together the challenges and identify possible solutions.



N.B. The circles represent boundaries between the areas and the arrows show where there may be potential for clashes; there could be additional arrows in a number of directions.

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