

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To address family and environmental factors.

Audience Groups 1-8 (Working Together 2010)

Time 30 minutes

Preparation

Presenter should be familiar with the challenges faced in providing flexible support to individual children within school systems.

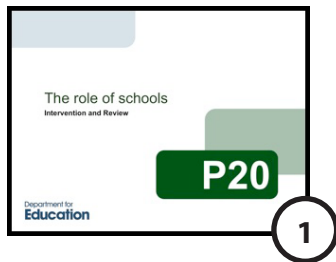
Key Reading

Aggleton, P., Dennison, C. and Warwick, I. (2010) Promoting Health and Well-being through Schools. Abingdon: Routledge

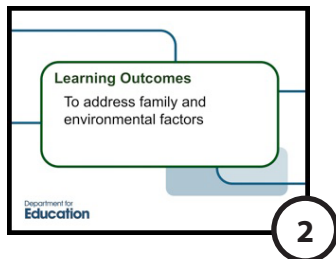
Warin, J. (2010) Stories of Self Tracking Children's identity and well-being through the school years. Stoke on Trent: Trentham Books.

Links to Common Core

Common Core 5 Multi-agency working (skills: communication and teamwork). Communicate effectively with other practitioners and professionals by listening and ensuring that you are being listened to.

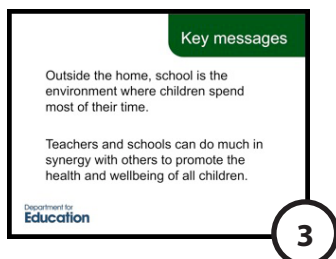


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Learning outcomes.



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Presentation provides a summary of challenges facing neglected children in accessing education and suggests possible solutions to key challenges within school systems. Participants should consider the individual needs of neglected children in their schools as they respond to suggested solutions.

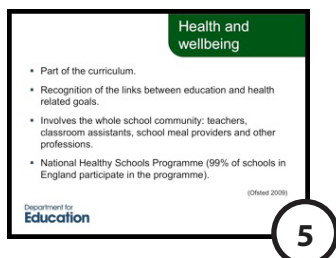
Emphasise the key role of school in the lives of neglected children.

Many of the slides are very self-explanatory and therefore, the presentation can be a process of taking participants through the slides in an interactive way and facilitating discussion and shared ideas.



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Place of health and wellbeing in the curriculum, role of the Healthy Schools programme.



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The neglected child in school

May have:

- gaps in their education
- general learning disabilities
- poor problem solving abilities
- poor reading, writing and maths skills
- few friends
- little confidence.

(Adapted from Aggleton, Dennison & Warwick 2010)

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Summary of educational difficulties, adapted from Aggleton, Dennison and Warwick (2010).

The neglected child in school

May be:

- disruptive or overactive in class
- desperate for attention or
- desperate to keep out of the 'limelight'
- try too hard
- blame themselves for a wide range of issues.

(Adapted from Aggleton, Dennison & Warwick 2010)

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Summary of socio-emotional difficulties that a neglected child might show in school (adapted from Aggleton, Dennison and Warwick (2010).

Professional Judgement

- Teachers use professional judgement in noticing changes in children through:
 - learning disabilities
 - peer and friendship groups
 - clothing and appearance
 - attendance and responses to school activities
 - home support.
- An engaged school picks up early signs of distress and works with other agencies to address concerns.

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Importance of professional judgement in the recognition of learning and social difficulties arising from neglect.

Schools work with other agencies

Children's Services
Police
Health
Voluntary Agencies

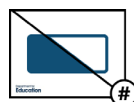
"I go out every night so I don't have to be in kids' care, sometimes I go home after school."

Shireen Evans

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Recognition that there are some areas that schools can only work with other agencies on.



Please Note Thumbnails of slides shown with a split screen indicate that the slide contains an animated sequence.

Which agency . . . school

"My teeth hurt a lot and the other kids say that I have smelly breath... my dad jokes that if I don't stop complaining, he will pull them all out for me!"

"A lady that came to our school to do a check, said that my mum needs to take me to the dentist but I haven't been yet..."

Shireen Evans

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The reality of teaching children everyday who have ongoing health issues that school staff can work to support.

Which agency . . . school

School and the dentist have identified the issue and recommended action but Shireen is still coming to school with sore teeth.

- School staff need to be proactive.
- They could, for example, involve Shireen's class in a health project with free dental samples i.e. a toothbrush and toothpaste.
- If this is not something her class would do, involve Shireen in a group supporting younger children with their work on dental health.
- Use school connections with local health promotion activities and workers to work together towards a solution.

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Getting to school



'I am late for school most days, but I get away with it ... I think my teacher expects it now and he doesn't say much.'

Troy Miller

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What happens when they come to school late?

Getting to school

in place to 'welcome' latecomers like Troy to

Which space and supported to get to the next class?

school can be when he comes in?

Troy's (and others) an identified base to go to school?

what he misses? through?

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Supportive systems for late-comers

School buildings and staff



'I used to love school... it was great in the juniors and my teacher was really kind to me but it is not the same now that I have gone to High School.'

Troy Miller

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School buildings and staff


The school building and staff can provide the connections to welcome the neglected child into school.

- All schools have a system for late-comers.
- It is easier in junior school for children to focus on the support of one person: their teacher, the head, the janitor or one of the dinner staff.
- Every school can establish a support systems for late-comers so they not only register but are supported to start their school day.
 - use bases/ support rooms/study areas/libraries
 - identify a place to collect work/equipment/wait for the start of the next lesson
 - provide a specific task/role for child to integrate them directly into the school day.

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School systems and letters



'... you see my mum doesn't like writing the letters when I have been off, so I get all the questions'

Shreen Ebrahim

Department for Education

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Reducing the need for letters from home.

School systems and letters

Place less emphasis across the school on the responsibility of the child to provide letters from their parent/carer.

- School staff record attendance, who takes dinners, work completed, passes, fails, marks, issues raised with parents, names for school trips.
- Much of it is now on automated systems but responses are needed from parents / carers.
- Work with the child and parent to provide the data needed.
- Contact the parent by phone, accept statements from the child, work with general permissions for the school year.
- Make systems flexible to adapt to individual families.
- Ensure all school staff are aware of the flexibility.

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School uniform

Anyway it is embarrassing if I have to go in without the proper uniform on, and I only have one set - I'm not going if I look mucky... sometimes my mum forgets to put it in the wash.

Shireen Evers

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How much uniform do they really need?

School uniform

School staff can offer support, without drawing attention to the child, by enabling access to pieces of uniform and school facilities.

- What are the key parts of the uniform?
- What do children need to wear to feel part of the school?
- Are there spares in school?
- Enable children to use school facilities; for example, washing machines, showers in secondary schools.

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School buildings and staff

I want to do the homework but I get in trouble 'cos I don't get it in on time. I can never find my stuff and there is nowhere quiet in our house to do it - if I put it down anywhere it gets thrown out or screwed up for fire lighting.

Troy Miller

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Homework

Homework

Homework is an activity to embed learning and practice skills. Teachers need to be aware in planning lessons that some children will be unable to do that at home or school.

- Homework clubs, at lunchtime or after school, provide support for all children to complete work in school.
- But for some, attending lessons takes all the energy they have for learning whatever supports are available for homework.
- Schools can be creative with cupboards or lockers and provide neglected pupils with space to keep their books in school.

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School equipment

Where's your P.E kit, Shireen?

Every school collects a large amount of lost property every year, keep it.

- Have spare equipment for each curricular area.
- Have an unchallenged system for everyone, that children can access as they need to.
- Sometimes the simple provision of a small piece of equipment can ensure that a child takes part in something they are really keen on; for example, rubber feet to cover verrucas during swimming lessons.

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School equipment and recycling lost property.

School equipment

Children sometimes work out their own solutions.

My favourite lesson is food tech because we get to cook and then take the stuff home, but it's got really embarrassing because I never have the ingredients that I am supposed to take in so I use my mums stuff and we share.

Troy Miller

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'I love music and dancing ...'
Sharon Evans

Extra curricular

Creating space for a child to attend after school activities often needs work with other agencies; sometimes flexibility can provide the answer.

For example: they could take a sibling home and come back, join in the second half of the session.

Use part of school fundraising to provide bursaries for children to attend trips.

Extra-curricular activities often provide time and space to develop skills in activities the child is really keen on.

Build links with local clubs to support all children to access activities they are interested in.

'There are some after school clubs that I would like to join - the boxing and the football but my mum says that she wants me to come straight home so that I can pick Kimberley up from school on my way back home.' *Ray Miley*

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The challenge of supporting access to extra-curricular activities.

Neglected children may have:

- gaps in learning
- general learning difficulties
- poor problem solving skills
- poor reading, writing and spelling
- few friends
- little confidence

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How teachers can respond to support the education of neglected children.

Neglected children may be

- disruptive or overactive in class
- desperate for attention or
- desperate to keep out of the 'limelight'
- try too hard
- blame themselves for a wide range of issues.

Class and subject teachers need to know that children are neglected to understand the responses and behaviour of children to:

- ensure their inclusion in learning activities
- balance the effort the children put or don't put into their lessons
- recognise and reward the work children do.

School systems for disruptive behaviour may need adapted to support neglected children.

How teachers can respond to support the education of neglected children who have socio-emotional difficulties in school.

'...and my friends ... me ... my mates ... with my ...'

Children and friends in school

Friendship groups in classes

'From middle childhood, people spend up to a third of their time with their peers and friendship and relationships are an important arena for the development of peer relationships.'

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The importance of schools supporting friendships.

Schools can support neglected children

- The way they are welcomed into school.
- With equipment from pencil and paper to PE clothes.
- Providing opportunities for success in the classroom.
- In the way they arrange the teaching activities and groups.
- Through health and wellbeing in the curriculum.
- By addressing learning disabilities.
- Working closely with other services.

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Summary of school support.

Learning outcomes re-visited

Understand that some interventions may need to be long term

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