

Audience Groups 1-8 (Working Together 2010)

Methods Small group exercise; large group feedback

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). Understand that signs of abuse can be subtle and be expressed in play, artwork and in the way children and young people approach relationships with other children and/or adults.

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To understand barriers to recognition and response.

Process

This exercise aims to encourage participants to consider the ways in which it is possible to identify neglected children and to reflect on the factors that might block perception of the signs and symptoms. It is important to ensure that participants are not made to be blamed or criticised – rather it is a chance for honest reflection in a supportive environment.

Break the participants into small groups and ask them to:

Discuss the ways in which children, who are receiving appropriate care might 'signal' their needs when:

- newborn;
- a toddler;
- a child of school age; or
- a teenager.

Then to discuss the ways that neglect of basic needs may be signalled by children at different ages, either overtly or more subtly. For example, a neglected teenager may become involved in anti-social behaviour; a neglected young child may be very quick to seek affection from strangers; a hungry child may steal food from other children at school and so on.

Continued ▾

Time

Total : 30 minutes

**Taking concerns
seriously**

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Process Continued ↘

Ask them to explore some of the ways in which concerns may be overlooked or minimised and consider some of the phrases we may use to justify not 'seeing' signals, for example, phrases such as 'this child is dirty but happy'; 'people who misuse substances can be perfectly good parents'; 'I am imposing middle class values on this family'; 'most of the children round here are like this'; 'this child is messing about in class because they are naughty'; 'this child is naturally very friendly.'

Ask them to feedback to the large group.

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