

Audience Groups 1-6 (Working Together 2010)

Methods Audio-visual; large group activity;
small group discussion; feedback

Preparation

- **Audio-visual equipment**
- **MS1.1/MS1.2 - Working Practice Scenarios (Video)**
School Teacher in discussion with a Head of Year about a neglected young person, Liam Evans.
- **flip chart or paper, and pens**

Trainers should view the video scenarios that offer examples of less helpful or more helpful responses from a senior colleagues about concerns. There are scenarios for different disciplines that can be used in a range of ways. The instructions here relate specifically to the teacher and headteacher scenario, but can be easily adapted to the other scenarios.

Links to Common Core

Common Core 1 Effective communication and engagement with children, young people, their families and carers (skills: consultation and negotiation). Know when and how to hand over control of a situation to others

Common Core 1 Effective communication and engagement with children, young people, their families and carers (knowledge: sources of support). Know when and how to refer to sources of information, advice or support from different agencies or professionals

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To understand barriers to recognition and response.

Process

10 minutes

Trainer introduces the concept of 'values' and shares the definition of a value:

'A principle, standard, or quality considered worthwhile or desirable'

Ask the group to share their understanding of what 'values' means to them.

Expect participants to mention personal, family, community, cultural, social, organizational, institutional values.

Split participants into groups of 4-6 and ask them to work together in their group. Play video clip MS1.1 Senario to the whole group.

Continued ↘

Time

Total : 45 minutes

further

Exploring your
values

G36₁

Process Continued ↘

10 minutes

Ask participants to concentrate on what the teacher is telling the Head of Year. Ask them to discuss and identify statements that show that the teacher might be identifying possible neglect.

The groups should identify:

- Missed a lot of school lately
- Often late for school
- Usually without PE kit
- Not doing as well as he should be
- Drinking in the evenings
- Smells of alcohol in school
- Looks terrible
- Looks as though he could have been sleeping rough

10 minutes

Play the same clip a second time, and ask participants to concentrate on how the Head of Year is responding to the teacher. Ask them to discuss and identify the statements that show that the Head of Year might be influenced by her values:

The group should identify:

- Known family for years
- Mother came to this school
- Taught other relatives
- History repeating itself
- Seen it all before
- Little we can do about it
- Attendance of family usually drops off in last year of school
- No point taking action because he leaves school in a few months
- Just needs an eye keeping on him

Continued ↘

further

Exploring your
values

G36 2

Process Continued

10 minutes

Bring the full group together to discuss and create a list of things that influence their own values when forming judgments about neglect.

The groups may identify some of the following:

- Personal experience – for example, challenges of being a single parent, using alcohol, living in poverty/affluence
- Childhood experience – have acceptable standards of care changed in recent years?
- Adulthood experience – Have your views changed over time?
- Experience of being parented/cared for – do you think back to your own family experiences to identify acceptable standards of parenting?
- Experience of being a parent/carer – do you consider how you care for your own children?
- Professional training – influence of social work, health, police, education, other training and values?
- Professional experience – taking into account ‘gut feelings’, drawing on previous, similar situations where children have been neglected
- Organisational issues – such as values, ethics, mission, strategy, workload pressures, systems, administration
- Influence of team – is your assessment influenced by the views of colleagues or team culture of what is acceptable/unacceptable
- Influence of line manager – for example, professional relationship, learning culture, fear of blame, criticism, openness
- Inspection regimes – need to demonstrate appropriate action and defend decisions,
- Central and Local Government policy and agenda
- Economy – limited resources
- Societal and community influences
- Media

This should demonstrate that each of us makes judgments based on our professional and personal values, experience and understanding.

5 minutes

For the last 5 minutes, play MS1.2 This is a conversation between the same teacher and head teacher, but this time it demonstrates a more appropriate and helpful response that is likely to result in better outcomes for the child or young person.

Ask participants to watch this version of the conversation while reflecting on their discussions during the exercise.