**OSCB Neglect Safeguarding Standard for Early Years Education Providers 2024/2025**

**What is neglect?**

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. [Working together to safeguard children: statutory guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)

The four main types of neglect are:

* physical neglect: not meeting a child’s basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety
* educational neglect: not making sure a child receives an education
* emotional neglect: not meeting a child’s needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them
* medical neglect: not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations (Horwath, 2007)

**Challenge:** In Oxfordshire, neglect is the most common reason for children becoming subject to a Child Protection Plan or repeat plan and is a common feature in the County’s safeguarding practice reviews.

Educational settings need to understand and act on the ‘lived experience’ of both the child who is suffering neglectful circumstances and their parents/carers. Educators need to work collaboratively within a multi-agency framework to support the families to change. Educators need to understand the impact of cumulative harm from both physical and emotional neglect.

**Solution:** OSCB offers a Neglect Safeguarding Standard to be used as a scaffolding tool across all educational settings to ensure compliance and consistency. The Neglect Standard has been quality assured by the OSCB and range of stakeholders and will ensure a high level of compliance and best practice for neglect across Oxfordshire. The Neglect Standard will support educational settings in establishing a culture of expectation around neglect.

We aim to reduce the impact of neglect on the health and well-being of children in Oxfordshire by identifying it earlier within families as part of our early help and preventative approach and through partnership working to support parents/carers to enable change. We are intervening early because we know how damaging the long-term impact of neglect is to children’s health and well-being including emotional, cognitive, social and physical aspects of a child’s development.

**Expectations:** Early Years Providers use the Neglect Safeguarding Standard to ensure standardisation and follow the relevant guidance. The standards contain links of resources, further guidance and training. The expectation is for all educational settings to complete the Neglect Safeguarding Standard annually. Best practice is to RAG rate the Neglect Safeguarding Standard to help inform and develop your whole settings safeguarding plans as well as your development planning.

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| **Key area** | **Expectation** | **Resources:** | **Outcome** |
| Training and Knowledge | There is clear evidence that Neglect is a focus for CPD within the setting for example- [Neglect OSCB training course,](https://training.oscb.org.uk/events-list) NSPCC neglect course, National college neglect course.  Oral health training – the setting is a healthy smile accredited setting.  Staff are aware of families and children at greater risk of neglect, intervening swiftly and preventatively.  All staff can identify and recognise the key areas of neglect and know to whom they should report this to.  Staff understand emotional neglect and can recognise concerns or challenges within attachment and parent-child relationships. | [Videos and Resources - Oxfordshire Safeguarding Children Board (oscb.org.uk)](https://www.oscb.org.uk/safeguarding-themes/neglect/videos-and-resources/)  [Neglect-Team-Quiz-QA-Dec-2022.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oscb.org.uk%2Fwp-content%2Fuploads%2F2022%2F12%2FNeglect-Team-Quiz-QA-Dec-2022.docx&wdOrigin=BROWSELINK)  [Neglect OSCB training course-](https://training.oscb.org.uk/events-list) neglect and emotional abuse- 2 day course- webinar  [eLearning : Neglect (oscb.org.uk)](https://training.oscb.org.uk/elearning-detail/%3DkzNyITM/Neglect)  [Protecting children from neglect | NSPCC Learning](https://learning.nspcc.org.uk/child-abuse-and-neglect/neglect)  [Oral Health Information Hub - for Parents, Teacher, Professionals and Children - Community Dental Services](https://www.communitydentalservices.co.uk/oral-health-improvement/family-fun-information/) | Staff have sufficient knowledge of signs of neglect. This knowledge is regularly refreshed and updated using a range of sources. |
| Relationships and the child’s voice | The right person with a connection/relationship with the family/child will engage in conversations about any concerns or needs.  Staff recognise when families are resistant, anxious or fearful and have the skills to manage and engage effectively.  Children’s voices remain at the centre of all decision making and safeguarding action. Children’s voices are gained and used to understand impact of neglect.  The setting will use a variety of methods or tools to engage and listen to children according to their age, any SEND or communication difficulties.  The setting appropriately advocates for the child and their family.  The DSLs and senior managers have good relationships with parents and allow them opportunities to have open and honest conversations around neglect. | [*https://www.oscb.org.uk/documents/early-help-guide-for-families-sept-2023/*](https://www.oscb.org.uk/documents/early-help-guide-for-families-sept-2023/)  [Child's Voice Tools - Oxfordshire Safeguarding Children Board (oscb.org.uk)](https://www.oscb.org.uk/childs-voice-tools/) | Families feel able to engage with support.  Families are open to working with the setting.  Families feel supported and not judged.  Children are heard and remain at the centre of all support and plans. |
| Tools | The setting has an awareness of, and use where appropriate, the neglect tools to further understand and evidence neglect and its impact.  The setting uses the [Threshold of Needs](https://www.oscb.org.uk/wp-content/uploads/2019/07/6-Oxfordshire_Threshold_of_Needs-2019.pdf) to support decision making about support required.  The setting accesses the Neglect Practitioner portal on the [OCSB website](https://www.oscb.org.uk/safeguarding-themes/neglect/) . | [Graded Care Profile 2 (GCP2) | NSPCC Learning](https://learning.nspcc.org.uk/services-children-families/scale-up/graded-care-profile-2-gcp2)  [threshold-need.pdf (trixonline.co.uk)](https://trixcms.trixonline.co.uk/api/assets/oscb/11abde1c-5df0-417a-90fb-daf766aa8732/threshold-need.pdf?version=0)  <https://www.oscb.org.uk/safeguarding-themes/neglect/> | The setting uses tools to evidence concerns and its impact to ensure appropriate action and level of support for families. |
| Reporting | Neglect is named in safeguarding records as:   * A sign of neglect * Neglect   Every member of staff understands the importance of reporting every neglect concern which builds into a chronology.  Neglect concerns will all have actions and outcomes; the setting takes a proactive approach when responding to neglect concerns.  Records show that setting staff address neglect through direct, supportive and meaningful conversations with parent/carers. | *Safeguarding recording system*  *The setting’s records include data about children impacted by neglect and at risk of neglect.*  *Data is monitored and themes identified and responded to.* | The setting understands and can evidence through records and data the level of need within the setting, the nature of the neglect, the setting’s response to this and the outcome. |
| Multi-agency work | The setting is part of the Neglect Practitioner Forum and has relationship with the statutory partners.  If the setting is unable to engage a family they will gain support from an alternative appropriate agency e.g. health visitor, sibling’s school  Settings review and progress concerns shared from previous setting and share concerns with any future settings/schools.  The setting has links with community voluntary sector locally to signpost families in need- e.g. finances, housing  The setting works in partnership with other agencies. Concerns raised around neglect are shared with all settings where siblings may be on roll.  The setting uses the adult named professionals as needed for support and guidance when concerned about an adults mental health, drug and alcohol use or disabilities.  The setting understands that domestic abuse could be a feature of neglect. | [Neglect - Oxfordshire Safeguarding Children Board (oscb.org.uk)](https://www.oscb.org.uk/safeguarding-themes/neglect/)  (This section can be personalised for services in your own community)  [Early Help and the Locality Community Support Service (LCSS) - Oxfordshire Safeguarding Children Board (oscb.org.uk)-](https://www.oscb.org.uk/practitioners-volunteers/locality-and-community-support-service-early-help/) LCSS can support with networking and links to other agencies.  [Financial-fact-sheets-for-supporting-families-2022.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oscb.org.uk%2Fwp-content%2Fuploads%2F2022%2F08%2FFinancial-fact-sheets-for-supporting-families-2022.docx&wdOrigin=BROWSELINK)  [Family Information Service | Practitioner Toolkit (oxfordshire.gov.uk)](https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/practitioner_toolkit.page)  [Named Professionals in Adult Services - Oxfordshire Safeguarding Children Board (oscb.org.uk)](https://www.oscb.org.uk/safeguarding-themes/neglect/named-professionals-in-adult-services/)  [Operation Encompass](https://www.operationencompass.org/) | The setting are supporting families with the appropriate multi-agency professionals from statutory and voluntary partners.  The setting are not supporting a family in isolation unless it is safe to do so.  The setting have links with the services in their community and share this with families. |
| Early Help | The setting positively promotes Early Help and strong relationships with families and carers.  Strengths and Needs / Early Help information is accessible to parents / carers via the setting’s website / newsletters/ noticeboards.  Additional key safeguarding messages are promoted to families e.g. safe sleep, choking, children and dogs, water safety  If the setting is offering practical support to meet a child’s needs e.g. washing clothes, providing equipment, feeding children then in addition the setting will engage the family through Early Help to understand what support is needed so parent/carers can meet their own children’s needs. This ensures the setting do not mask unmet needs by parent/carers.  Safeguarding staff are trained in Early Help.  The setting completes home visits where appropriate because of attendance, to assess home conditions or as a way to engage families.  The setting support parents to understand about supervision of children in relation to general safety, home safety, home alone and internet safety. | [Early-help-guide-for-families-Sept-2023.pdf (oscb.org.uk)](https://www.oscb.org.uk/wp-content/uploads/2023/08/Early-help-guide-for-families-Sept-2023.pdf)  <https://www.oscb.org.uk/practitioners-volunteers/locality-and-community-support-service-early-help/>  [Strengths & Needs and Early Help Tools - Oxfordshire Safeguarding Children Board (oscb.org.uk)](https://www.oscb.org.uk/early-help-forms-tools/)  [The Lullaby Trust - Safer sleep for babies, Support for families](https://www.lullabytrust.org.uk/)  [Safe from choking | How to prevent choking in children (capt.org.uk)](https://capt.org.uk/choking-prevention/?utm_source=capt&utm_medium=email&utm_campaign=parentsmar24&mc_cid=6891ac6c17&mc_eid=df2d73f032)  [Dogs and Children | Top tips to keep them safe and happy together (capt.org.uk)](https://capt.org.uk/dogs-and-children/)  [Child drowning prevention: Water safety for kids (capt.org.uk)](https://capt.org.uk/drowning/)  [Early Help Training - Oxfordshire Safeguarding Children Board (oscb.org.uk)](https://www.oscb.org.uk/practitioners-volunteers/locality-and-community-support-service-early-help/early-help-assessment-and-team-around-the-family-training/)  [What-is-my-home-like-for-me-2022-1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oscb.org.uk%2Fwp-content%2Fuploads%2F2023%2F03%2FWhat-is-my-home-like-for-me-2022-1.docx&wdOrigin=BROWSELINK)  [Home or out alone guide (nspcc.org.uk)](https://learning.nspcc.org.uk/media/3271/home-or-out-alone-guide.pdf) - A baby or young child should never be left alone, not even for a few minutes  [Parents and carers | CEOP Education (thinkuknow.co.uk)](https://www.thinkuknow.co.uk/parents/) | The setting is supportive, and families feel it is okay to need to support.  Families are more likely to be supported preventatively and through early help. |
| Curriculum | Prevention via promotion of good self-care, protective behaviours etc.  Neglect areas are addressed through generic setting themes e.g. Healthy Eating week, Online safety, Dental hygiene  Aspects within the curriculum develop knowledge and understanding for children about neglect. | *PSED and Physical development curriculum*  [Teaching resources and lesson plans | NSPCC Learning](https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans) including Talk PANTS |  |
| Attendance | Staff understand educational neglect and its impact.  The setting takes a pro-active approach to managing attendance concerns through early help. | [Attendance campaign communications toolkit for schools (windows.net)](https://dfegovukassets.blob.core.windows.net/assets/Attendance%20campaign/Attendance%20campaign%20commuications%20toolkit%20for%20schools.pdf)  Promoting good attendance resources on the Early Years Toolkit. [Early years toolkit | Oxfordshire County Council](https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/early-years-toolkit) | Attendance at the setting is good, and the setting use early help approaches when attendance concerns emerge. |
| Culture of vigilance | Regular safeguarding reminders and messages in a variety of formats- briefing/emails/posters/case studies  The setting is open to learning and always striving to improve their practice. |  | The whole setting understands it could happen here and is vigilant and responsive to all children. |
| Oversight and  Governance | Number of children identified as ‘sign of neglect’ and ‘neglect’ is reported to and monitored by senior leaders.  DSL oversight is evident in safeguarding records to monitor for persistent signs of neglect.  Staff are supported to fulfil safeguarding duties.  There is oversight and supervision for staff of their support to children and families.  Safeguarding leads recognise their responsibility to challenge other professionals if concerned, for support and case management. | [Resolving-Professional-Concerns-and-Disagreements-Policy-RESOLVE-1.pdf (oscb.org.uk)](https://www.oscb.org.uk/wp-content/uploads/2024/02/Resolving-Professional-Concerns-and-Disagreements-Policy-RESOLVE-1.pdf) | Proprietors/managers/ committee/ trustees are confident that the setting is preventing, identifying and supporting around neglect. |