**OSCB Neglect Standards for Education Settings (2024-2025)**

**Neglect in Educational Settings- Neglect Safeguarding Standard 2024/2025** *(settings to include EY through to college inc specialist provision)*

**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 2023 - [Working together to safeguard children 2023: 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:** Schools must use the Neglect Safeguarding Standard to ensure standardisation and follow the relevant guidance. The standards contain links for resources, further guidance, and training. The expectation is for all educational settings to complete the Neglect Safeguarding Standard and participate in a peer review. Best practice is to RAG rate the Neglect Safeguarding Standard and to embed this in the whole school improvement plan reviewing in line with the schools’ quality assurance cycle. For peer review it is recommended that all schools partner with another local school to review and develop practice.

|  |  |  |  |
| --- | --- | --- | --- |
| **Key area** | **Expectation** | **Resources:** | **Outcome** |
| Training and Knowledge | There is clear evidence that Neglect is a focus for CPD within the school. For example: [Neglect OSCB training course,](https://training.oscb.org.uk/events-list) NSPCC neglect course, National college neglect course.  Oral health training - the school is a healthy smile accredited school (EY and Primary).  Staff are aware of families and children at greater risk of neglect, intervening swiftly and preventatively.  All school 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)  [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)  [www.communitydentalservices.co.uk](http://www.communitydentalservices.co.uk/) | 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 school will use a variety of methods or tools to engage and listen to children according to their age, any SEND or communication difficulties.  The school appropriately advocates for the child and their family.  The DSLs and wider pastoral teams work in partnership with parents and pupils which supports 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 school, families feel supported and not judged.  Children are heard and remain at the centre of all support and plans. |
| Tools | The school have an awareness of, and use, where appropriate the neglect tools to further understand and evidence neglect and its impact.  The school 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.  School 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)  <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 school 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 school takes a proactive approach when responding to neglect concerns.  Records show that school staff address neglect through direct, supportive and meaningful conversations with parent/carers.  Number of children identified as sign of neglect and neglect is reported to Governors. | *Safeguarding recording system*  *School records include data about children impacted by neglect and at risk of neglect.*  *Data is monitored and themes identified and responded to.* | The school understands and can evidence through records and data the level of need within the school, the nature of the neglect, the school's response to this and the outcome. |
| Multi-agency work | The school is part of the area neglect practitioner forum and has relationships with the statutory partners.  If an educational setting is unable to engage a family, they will gain support from an alternative appropriate agency e.g. health visitor, school nurse, sibling’s school.  Settings review and progress concerns shared from previous setting and share concerns with any future settings.  The school has links with the community voluntary sector locally to signpost families in need e.g. finances, housing.  The school work’s in partnership with other agencies. Concerns raised around neglect are shared with all settings where siblings may be on-roll.  The school uses the adult named professionals as needed for support and guidance, when concerned about an adult’s mental health, drug and alcohol use or disabilities.  The school is signed up to Operation Encompass and 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/)  [Home : Operation Encompass](https://www.operationencompass.org/) | The school are supporting families with the appropriate multi-agency professionals from statutory and voluntary partners.  The school are not supporting a family in isolation unless it is safe to do so.  The school have links with the services in their community and share this with families. |
| Early Help | The school positively promotes Early Help and strong relationships with families and carers.  Strengths and Needs / Early Help information is accessible to parents / carers via school website / newsletters/ noticeboards.  Additional key safeguarding messages are promoted to families e.g. safe sleep.  If the school is offering practical support to meet a child’s needs such as washing clothes, providing equipment, feeding children then in addition the school 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 school do not mask unmet needs by parent/carers.  Safeguarding and pastoral staff are trained in Early Help.  The school completes home visits where appropriate because of attendance, to assess home conditions or to engage families.  School support parents to understand about supervision of children in relation to home alone, home safety 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/)  [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)  [Parents and carers | CEOP Education (thinkuknow.co.uk)](https://www.thinkuknow.co.uk/parents/) | The school 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 school themes e.g. Healthy Eating , Online safety, Dental hygiene.  Aspects within the curriculum develop knowledge and understanding for students about neglect. | *RSE curriculum*  [Teaching resources and lesson plans | NSPCC Learning](https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans) |  |
| Attendance | School staff understand educational neglect and its impact.  The school take a proactive 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) | School attendance is good, and the school use early help approaches when attendance concerns emerge. |
| Culture of vigilance | Regular safeguarding reminders and messages in a variety of formats such as briefing/emails/posters/case studies.  The school is open to learning and always striving to improve their practice.  The school supports other schools through the peer review of neglect practice. | *Tool to be developed* | The whole school 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 Governors.  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 can and recognise their responsibility to challenge other professionals if concerned for support and case management.  If concerns for neglect reduce and improve, school will monitor and remain vigilant to ensure changes are sustained and were not temporary. | [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) | Governors and school leaders are confident that the school is preventing identifying and supporting around neglect. |

To be reviewed May 25.