

**Audience** Groups 1-8 (Working Together 2010)

**Methods** Large group discussion

**Preparation**

No additional preparation required.

**Learning Outcomes**

To understand that child development is a dynamic process shaped by historical and current interactions between child, family and environment.

**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. It is important to ensure that participants are not made to feel to blame or criticised – rather it is chance for honest reflection in a supportive environment.

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

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

Then ask the group to reflect on the ways that neglect of developmental needs may be signaled 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, for example.

Continued ↘

**Time**

Total : 30minutes

further

Recognising the  
impact of neglect  
on children and  
young people

G5 1

**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.

## **Process** Continued ▾

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.'

Distill key points to feedback about how recognition of signals can be supported and facilitated.

further

Recognising the  
impact of neglect  
on children and  
young people

**G5** 2