

Each month we will be focusing on a different safeguarding theme to raise awareness and signpost to resources.



For June, our theme is **Child Neglect**

#seeneglectnameneglect
#seethechild
#becurious



Follow us on:



Or via email:

safeguardingpartnership@swindon.gov.uk



Contents

- [Context of this resource](#)
- [SSP Neglect Strategy 2026-2029](#)
- [Learning from National and Local Reviews](#) - includes findings from Child Safeguarding Practice Review Panel Report - Child neglect: A thematic analysis.
- [Embedding consistent, confident recognition and responses to neglect](#) includes
- [Recapping on Neglect](#) - such as what is neglect, how many children experience neglect and recognising types of neglect.
- [Factors which can contribute to neglect](#)
- [Cumulative neglect](#)
- [What can you do?](#)
- [Child's voice and lived experience](#)
- [Resources for professionals](#)
- [Resources for children, parents and carers](#)
- [Email signature](#)
- [Feedback](#)
- [Circulation list](#)

The hyperlinks will assist you to navigate this document and to identify what information is most relevant for you/your agency /service

Image by Freepik



Child Neglect is a Strategic Priority for Swindon Safeguarding Partnership

The vision of the Partnership in addressing neglect is:

- We will work together with partners to minimise the negative impact of neglect on children and young people in Swindon.
- All professionals will feel enabled to confidently identify, assess and respond to neglect.
- Child neglect has been identified as a theme in several of our local child safeguarding practice reviews.
- This month we want to raise awareness about child neglect and have provided some information and useful resources. Please note this is not an exhaustive list.

Swindon Safeguarding
Partnership Neglect
Strategy 2026-2029



Swindon Safeguarding Partnership Neglect Strategy 2026-2029

[Neglect Strategy 2026-2029](#)

Swindon Safeguarding Partnership Neglect Strategy 2026-2029

The strategy sets out a clear multi-agency plan to *recognise, prevent, and respond* to child neglect, with a strong focus on the child's lived experience and early intervention. View the strategy on this [link](#)

Purpose:

- Strengthen multi-agency action to reduce neglect and improve outcomes for children.
- Ensure every child's lived experience is understood and acted upon.

Guiding Principles

- Professional curiosity
- Child-focused practice
- Early identification & early help
- Multi-agency collaboration
- Evidence-informed practice



SSP Neglect Strategy continued...

Strategic Aims:

- **Recognise** early signs of neglect
- **Explore & Identify** cumulative harm and lived experience
- **Prevent** escalation through timely early help
- **Respond** with coordinated multi-agency plans
- **Quantify** prevalence and patterns using high-quality data
- **Evaluate** impact and drive continuous improvement

Delivery Approach:

- Use of Neglect Practice Framework, Guidance, and Toolkit – click on [this link](#) to access resources to support practice.
- Multi-agency training
- Strong governance and regular audits
- Alignment with wider local strategies

Impact:

All professionals feel confident to identify, assess, and respond to neglect, ensuring safer and healthier outcomes for children in Swindon.

Learning from National and Local Reviews



“Why did it take so long to respond?”



- In April 2026, The Child Safeguarding Practice Review Panel published Child neglect: A thematic analysis.
- This examined how agencies in England identify and respond to child neglect, drawing on 100 rapid reviews and 34 local child safeguarding practice reviews.
- Findings highlight that that child neglect in England is widespread, often missed, and frequently responded to too late, with inconsistent multi-agency practice and unclear thresholds contributing to serious harm.

Key Information from Safeguarding Reviews show that...

**Neglect is common, complex and can be missed.
Understanding these recurring issues can help improve practice:**

- **Child neglect can affect babies, children and adolescents** but can be missed, especially when concerns relate to poverty, parental challenges, or chronic low-level issues that build gradually.
- **Delays in identification are frequently linked to unclear definitions**, inconsistent thresholds, and reliance on terms such as 'persistence' and 'serious impairment'.
- **Many responses to neglect are episodic and fragmented**, resulting in missed opportunities to understand cumulative harm.

- **Children's voices and lived experiences are not consistently captured**, and home conditions are often not seen or explored in enough depth
- **Early help and coordinated support are frequently hindered** by consent barriers, capacity pressures, and inconsistent multi-agency working
- **A more proactive, child-centred and trauma-informed approach is needed** – one that names neglect clearly and responds early
- **Strong practice requires shared chronologies**, structured tools, multi-agency information sharing, and a clear focus on the child's daily life, safety, and wellbeing.



Panel Member Ian Critchley introduces the key themes from our new thematic analysis on child neglect, **"Why did it take so long to respond?"** Duration 3:47 minutes.

Link: [An introduction to our thematic analysis on child neglect – Ian Critchley, Panel member - YouTube](#)

Key Findings

- **Neglect is common, complex, and under-recognised**
 - Neglect is the **most common form of child maltreatment** in England and features in **over 50% of safeguarding reviews**.
 - It is often **missed or minimised**, especially when concerns relate to **poverty, parental challenges, or chronic low-level issues** that accumulate over time.
 - Definitions and thresholds are inconsistent, with professionals relying on vague terms such as *persistence* or *serious impairment*, delaying decisive action.

Key Findings

- **Cumulative harm is poorly understood**
 - Many responses are **episodic and fragmented**, preventing professionals from seeing the child's lived experience over time.
 - Weak chronologies and limited information-sharing across agencies contribute to missed opportunities for early help.
- **Children's voices and home conditions are not sufficiently explored**
 - Reviews show that children's daily experiences, emotional states, and perspectives are **not consistently captured**.
 - Home visits often fail to explore **home conditions** in enough depth, leading to superficial assessments.

Key Findings

- **Multi-agency working is inconsistent**
 - Barriers include **capacity pressures, consent requirements, and unclear roles** between agencies.
 - Early help is hindered by **delays in escalation**, lack of shared tools, and inconsistent professional curiosity.

Practice challenges identified

- The report highlights several recurring challenges:
 - **Conceptual complexity:** neglect varies across the childhood spectrum and is influenced by multiple risk and protective factors.
 - **Delayed responses:** professionals often struggle to recognise when chronic neglect becomes serious harm.
 - **Over-optimism** about parental capacity to change, leading to drift.
 - **Insufficient supervision** and reflective practice to support professional judgement.

See and hear the child

- Understand the child's day to day experience, not just presenting issues
- Observe parent-child interaction
- Ensure children are seen alone when appropriate

Key Learning Points: [Neglect](#) | [Child Safeguarding Practice Review Panel](#)

Act early

- Early help is essential—don't wait for statutory thresholds
- Escalate where consent is withheld but concerns persist

Recognise cumulative harm

- Small concerns add up—don't wait for a crisis
- Use shared chronologies and multi-agency information
- Describe what you see and name 'neglect' where appropriate

Consider wider context

Hide

- Reflect on poverty, trauma, disability, culture, racism and bias, without allowing these to mask risk

Key Learning Points:

[Neglect](#) | [Child Safeguarding Practice Review Panel](#)

Work together

- Share concerns, including compensatory care (food parcels, hygiene supplies, uniform support)
- Use structured tools consistently to support evidence-based decisions

Local Learning Themes

- Several of the findings and themes identified nationally have also been identified in local safeguarding reviews and audits.
- In 2026, a thematic child safeguarding practice review relating to identifying and responding to child neglect in Swindon has been conducted and is due to be published later this year.
- Previously published reviews can be found on [Local Child Safeguarding Practice Reviews and Case Learning leaflets](#)
 - **Bella and Ben (December 2022)** relates to the neglect of two young children.
 - [Bella and Ben full report](#) and [Bella and Ben executive summary](#)
 - [Bella and Ben practice learning brief](#)
 - **Alan (March 2023)** relates to adolescent neglect.
 - [Alan full report](#) and [Alan practice learning brief](#)
 - **Tristan (June 2024)** relates to adolescent neglect and mental health.
 - [Tristan full report](#) and [Tristan 7 minute briefing](#)

The Safeguarding Partnership Neglect sub-group are supporting the multi-agency response to identifying and responding to neglect, which includes reviewing and updating neglect tools and supporting resources for frontline practitioners and managers.

This group will consider the findings from the national and local safeguarding reviews.

SEE THE CHILD
Understand the child's situation.



BE CURIOUS
Ask questions and explore further.



SEE NEGLECT
Recognize the signs of neglect.



NAME NEGLECT
Document and report concerns.



Embedding consistent, confident recognition and responses to neglect

Recapping on Neglect

In this section we have provided some information on the following:

- [How many children experience neglect?](#)
- [Definition of neglect](#)
- [Recognising types of neglect](#)
- [Factors which can contribute to neglect](#)
- [Risk and Protective Factors](#)
- [Race, ethnicity and culture](#)
- [Children with disabilities](#)
- [Adolescent neglect](#)
- [Cumulative harm](#)
- [Understanding the impact of neglect](#)
- [What can you do?](#)

How many children experience neglect?

- Statistics on child neglect | NSPCC Learning (March 2026) highlight:
- It's difficult to measure exactly how many children in the UK experience neglect. However, research with 2,275 young people aged 11- to 17-years-old about their experiences of neglect suggests around 1 in 10 children in the UK have been neglected.¹
- Adults in a child or young person's life may not recognise the signs of neglect and the child may be too young, too scared or feel ashamed to tell anyone what is happening to them.

National and Local Picture

- As of 31 March 2025, neglect was the primary concern for just over half of the 49,400 children in England subject to child protection plans.
- Neglect was present in 60% of rapid reviews in 2024-25 (Child Safeguarding Practice Review Panel, Annual Report 2024-2025).
- Neglect is the most common form of child maltreatment in England, **often co-occurring with other harms.** (Source: The Child Safeguarding Practice Review Panel April 2026)

In Swindon, during 2024-25, 80 children were on Child Protection Plans for neglect.

This equates to 44% of all children on child protection plans
Neglect Strategy
2026-2029

National Information from Analysis of Rapid Reviews 2024-25

Figures are drawn from analysis of rapid reviews in 2024–2025, including more detailed analysis of cases where neglect was identified.

Neglect in serious safeguarding incidents

60% of rapid reviews in 2024–2025 identified neglect as a factor

Families were already known to services

89% of families where neglect was present were already known to children's social care

Ongoing safeguarding concerns

48% of children where neglect was present were classified as a Child in Need

Child protection history

45% of children where neglect was present had a child protection plan at some point

What is Neglect?

Neglect is defined as: *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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:*

- *provide adequate food, clothing and shelter (including exclusion from home or abandonment);*
- *protect a child from physical and emotional harm or danger;*
- *ensure adequate supervision (including the use of inadequate care-givers); or*
- *ensure access to appropriate medical care or treatment.*

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Horwath (2007) identified six different classifications of neglect:

- Medical neglect
- Nutritional neglect
- Emotional neglect
- Educational neglect
- Physical neglect
- Lack of supervision and guidance

Swindon Safeguarding Partnership recognise that neglect does not need to be persistent to negatively impact children, but the effects are cumulative.

Recognising different types of child neglect

A quick reference guide for practitioners

Physical neglect



Failure to meet a child's basic physical needs.

- Poor hygiene, dirty or inappropriate clothing, persistent nappy rash
- Underweight or always hungry
- Lack of essential items such as bedding or heating

Environmental neglect



Unsafe, unhygienic, or harmful living conditions.

- Serious hoarding or clutter
- Vermin infestations, no safe food storage
- Broken or unsafe appliances

Medical neglect



Failure to seek medical treatment or follow advice.

- Missed medical appointments
- Medication not collected or treatment plans not followed
- Untreated injuries or medical conditions

Emotional neglect



Failure to provide emotional warmth, stability, or responsiveness.

- Child withdrawn, anxious, overly compliant
- Harsh, unpredictable or unavailable parenting
- Child taking on adult roles (parentification)

Educational neglect



Failure to ensure educational needs, including SEND, are met.

- Lack of support for child's attendance at their registered school
- Inadequate, inappropriate or unstimulating home education provision
- Lack of support for child's educational progress or SEND provision

Supervisory neglect



Lack of supervision or exposure to unsafe situations.

- Young children left alone or with unsafe caregivers
- Inadequate sleep routines, absence of boundaries
- Adolescents frequently unsupervised late at night

Red flags for identifying neglect



- Repeated short interventions with no sustained change
- Multiple agencies providing food and clothes (compensatory care)
- Parents repeatedly declining support
- Child not seen alone, barriers to the child's environment being seen
- Concerns recorded as isolated incidents but build up over time

Frequently missed forms of neglect



- Dental neglect: untreated pain, decay, missed check-ups
- Mental health neglect: missed appointments, distress not explored, self-harm indicators
- Sleep neglect: unsafe or inconsistent sleeping arrangements, particularly for babies
- Disability or SEN neglect: missed therapy, lack of communication support, specialist equipment not used or maintained

What practitioners should do



- ✓ Name neglect explicitly in records and discussions
- ✓ See the child - in person and alone where appropriate
- ✓ Observe the home environment
- ✓ Use multi-agency chronologies
- ✓ Proactively share information, especially around compensatory care
- ✓ Consider cultural and disability contexts
- ✓ Be mindful of the difference between poverty and neglect
- ✓ Use structured assessment tools

This graphic is available as a poster and can be downloaded for free on the Child Safeguarding Practice Review Panel Learning Hub [click on this link to download](#) a copy.

Factors which can contribute to neglect:

- Parental alcohol/drug misuse - *Interventions frequently prioritise adult needs—such as substance use or mental health - over the direct experiences of children (Ofsted, 2014).*
- Parental self-neglect – *further information can be found on this [link](#).*
- Postnatal, maternal and parental depression and other mental health issues
- Domestic abuse including coercive control
- Lone parenting
- Blended families e.g. adolescents may struggle when a new partner is introduced
- Financial difficulties such as homelessness, poverty and unemployment
- Patterns of improvement in parental care, followed by deterioration.
- Neglect may often co-occur with other types of abuse.

Risk and Protective Factors

- Neglect arises from a complex interplay of individual, familial, and systemic factors.
- **Child-level risks:** disability, perceived behavioural problems, and younger age.
- **Parental risks:** mental illness, substance misuse, domestic abuse, and a history of childhood abuse. **local learning from reviews also highlights parental self-neglect.*
- **Family-level risks:** poverty, social isolation, large family size, and unstable housing.
- **Systemic risks:** structural inequalities, professional bias, and under-resourced services.
- The pervasive and cumulative nature of neglect often makes it difficult for practitioners and agencies to identify patterns of harm.
- While individual incidents may not meet statutory thresholds for intervention, their long-term impact can be profoundly damaging to children's health and wellbeing.

Race, ethnicity and culture

- Race, ethnicity, culture, and other aspects of identity are often insufficiently considered in child neglect assessments. It is important to reflect on how discrimination, racism, or cultural beliefs might influence parenting or professional responses.
- Safeguarding reviews also rarely explore the cultural context of parenting or the impact of discrimination on family wellbeing. This gap contributes to a lack of trust between families and practitioners, and to missed opportunities for early support.
- To address these issues, safeguarding practice must be inclusive, culturally competent, and tailored to each child's lived experience. This includes:
 - Using tools that support equity and are culturally and contextually responsive.
 - Ensuring safeguarding review panels and teams reflect the communities they serve.
 - Embedding equity, equality, diversity and inclusion (EEDI) principles in all aspects of safeguarding—from referral to review.

Children with disabilities

- Children with disabilities may experience neglect in ways that are less visible or harder to articulate—such as not being brought to medical appointments, lack of stimulation, or inadequate communication support.
- Practitioners report uncertainty in assessing neglect where disability intersects with parental stress or systemic barriers to care.
- Similarly, children with SEN may be perceived as “difficult” or “challenging,” leading to behavioural concerns being prioritised over unmet emotional or developmental needs.
- Children with disabilities often need higher parental input and resources to achieve their potential because their needs are different and or higher.
- There have been situations where families have been recognised for “good enough” parenting except for the child with disability because they had greater needs than the parents could provide.

Adolescent Neglect

- ✓ Neglect is equally as damaging to an adolescent as it is to a young child.
- ✓ Children who experience neglect only during adolescence display a range of negative outcomes **at least as strong** as those of children who experience neglect only during early childhood.
- ✓ The range of the risk factors facing teenagers include,
 - ✓ alienation from their families;
 - ✓ School difficulties;
 - ✓ accommodation problems;
 - ✓ abuse/exploitation including grooming; unemployment;
 - ✓ drug and alcohol misuse;
 - ✓ emotional and mental health difficulties; and
 - ✓ domestic abuse in the home.

What is cumulative harm?

- Cumulative harm is the build-up of harm caused by episodes of abuse, neglect and other harmful or adverse circumstances or occurrences experienced by a child or young person over a short, medium or long time.
- This can include emotional, physical and psychological harm that is caused by the lack of care and or by the behaviour of parents, carers, other adults, children and young people. It can also be caused by accident and the loss of relationships and changes to primary carers.

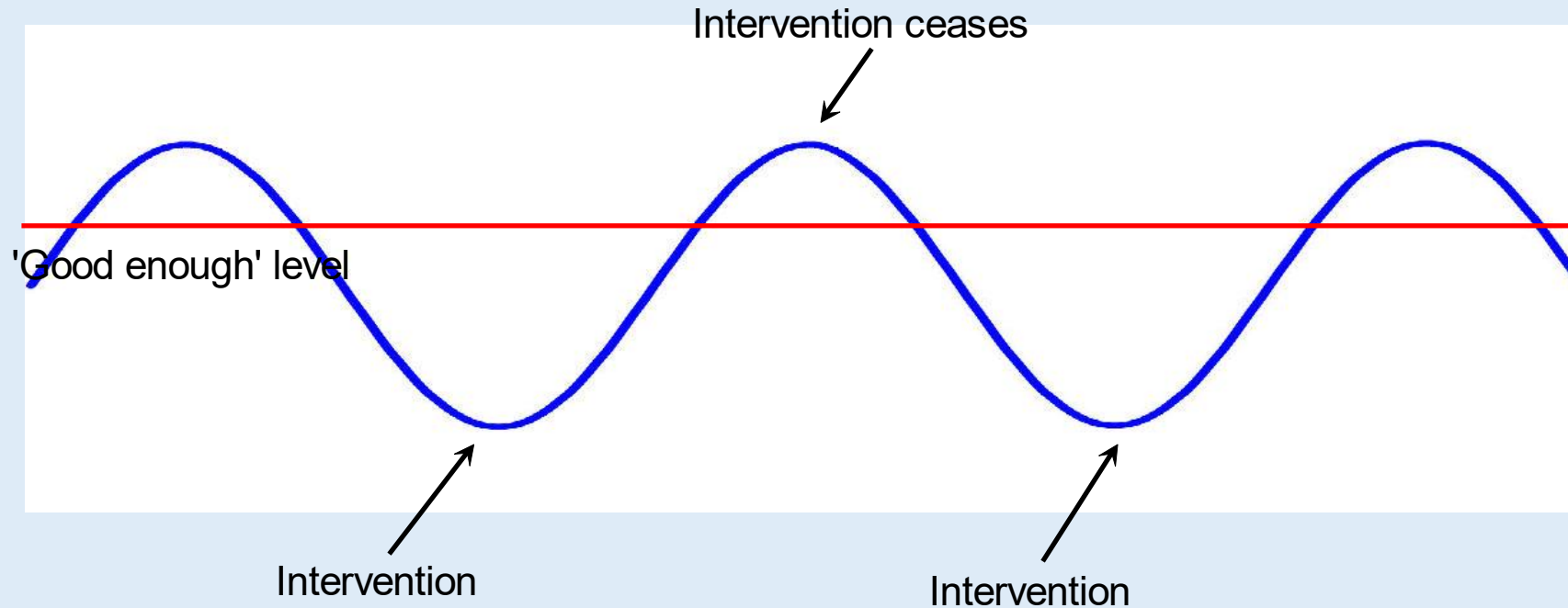
The cumulative nature of neglect...

Means that without the necessary support, the impact can build up slowly over time, little by little. There may be a presumption that this situation isn't escalating, but the impact on brain development is happening steadily and risk can change quickly. Rather than limiting support, children's services need the resources to support families for longer to prevent chronic neglect. Too little, too late: identifying and tackling neglect | NSPCC Learning A multi-agency response published August 2024.

Impact of Cumulative Harm

“Chronic neglect over a long period sometimes co-existing with physical, emotional and sexual abuse and that the impacts of neglect can interact with other factors and adversities in a number of ways to increase young people's vulnerability to harm.” (NSPCC)

The Pattern of Neglect



This reflects the professional response to concerns of neglect when support/intervention is offered. A 'good enough' level of care is achieved but when support is withdrawn by agencies this may result in a reoccurrence of the neglect concerns and cumulative harm to the child. Often a lack of evidence of sustainable change can lead to '*Start again syndrome*'. This results in further intervention being needed.

Build up a picture of cumulative experiences of neglect and assess parental capability to change

- Neglect is a cumulative process, not an isolated incident, so it's important that professionals build up a picture of a family's situation over time.
- Professionals should compile and maintain a multi-agency chronology of key events. The full history of the family should be considered when new concerns arise, including patterns of previous episodes of neglect. Emotional neglect is particularly difficult to evidence, so individual observations should be systematically collated.
- [Neglect: learning from case reviews | NSPCC Learning \(December 2022\)](#)

Identifying Cumulative Harm	Impact
Read the child's file.	If the harm is caused by the person who is the child/young person's primary care giver or is trusted and loved, the level of trauma increases and is more complex.
Take time to understand the child's history and develop a chronology.	Repeated harm compounds and reinforces the impact of the different types of harm for the child/young person.
Be focused on the child's whole childhood not just the presenting issues – understand their past and present lived experiences from their perspective	Lower levels of harm can become significant if frequent
Work directly with the child/young person to understand their experiences and capture their voice.	Children and young people often communicate the harm they have suffered through their behaviour.
Identify patterns of abuse, impact and harm. Consider any ACE's. Find out more Adverse Childhood Experiences (ACEs)	Increased self-blame, self-hatred and negative thoughts "it's my fault, this is all I deserve, it keeps happening so it must be me".
Identify the harm that occurs when children yo-yo in and out of services, what harm are they likely to have suffered from when they were without support?	Repeated harm leads to loss of trust and becoming harder to reach.

Identifying Cumulative Harm	Impact
<p>Start with the first, worst, most recent, frequency and duration of the abuse and identify the likely impact of each. When the abuse is repeated remember this means the impact of harm multiplies.</p>	<p>When a child/young person has managed to tell someone about the harm they have/are suffering and are disbelieved or no safety action is taken, this adds to the harm suffered</p>
<p>Find out and understand the likely impact of different types of abuse and neglect, including all types of exploitation.</p>	<p>Increased vulnerability and risk of other types of harm including exploitation.</p>
<p>Identify experiences of loss and separation, being removed from parents/carers or losing loving relationships causes trauma.</p>	<p>Long standing consequence</p>
<p>Has the child been subject to prejudice abuse based on ethnicity, gender, sexual orientation, religion etc?</p>	<p>Internalise and externalise harm</p>
<p>Include less obvious harm, such as bullying, broken/lost friendships, isolation and poverty.</p>	<p>Adapted behaviour can be mistaken for resilience.</p>
<p>Take into account resilience factors, but make sure this is not just the child adapting or internalizing.</p>	<p>Problems later in childhood can be seen out of context of the harm the child/young person has suffered and they are viewed as the problem or perpetrator only and not as a victim.</p>
<p>Accidental harm can also add to harm</p>	

Understanding cumulative impact on the child and the child's voice/lived experience

- The impact of the **cumulative harm** due to neglect can impact a child throughout their life and has far reaching consequences for a child.
- Assessing the cumulative impact of neglect involves evaluating how repeated or prolonged failures to meet a child's basic needs have affected their development and wellbeing over time. Consideration must be given to each child's unique circumstances.
- You need to understand the impact over time on the child, ensure you actively seek, record, and respond to children's views, wishes and behaviours consider and what these tell you.
- In sibling groups each child should be considered separately to identify their needs and the impact of neglect on them.
- **Source:** SSP neglect framework and practice guidance (updated March 2026)
- See also:
 - Child neglect: Responding to cumulative harm | Child Safeguarding Practice Review Panel
 - **NSPCC:** Too little, too late: The multi-agency response to identifying and tackling neglect (pages 6 to 7 apply)

Understanding the impact of neglect:

- Neglect has strong links with ACEs (Adverse Childhood Experiences). View this short clip to find out more [Adverse Childhood Experiences \(ACEs\)](#)
- It occurs across childhood and adolescence but rarely produces a crisis response due to its cumulative nature.
- In childhood, neglect can seriously impede the brain, bodily functions, academic understanding and behavioural development, it can lead to physical, emotional and health issues later in life.
- Socio-emotional development can be impacted if a carer is emotionally disconnected with their child potentially leading to problems such as low self esteem and poor emotional regulation. As a result of these experiences poor social skills can develop which can lead to other compounding problems such as bullying.

What can you do?

- Each episode of abuse and/or neglect may not be deemed to be significantly detrimental. However, when considered cumulatively, the unremitting daily impact on the child can be profound and exponential, covering all dimensions of a child's life; developmental, social, psychological, relational and educational.
- Practitioners need to be alert to the possibility of multiple adverse circumstances and events, and to consider, not just the current information, but the past history of the child that may be indicative of cumulative harm.
- The cumulative effect of 'minor' harm over time can be just as, or more detrimental, than a single major event of harm.
- Creating a **chronology** both for your service and combining it with other agencies to create a shared chronology is an effective way of understanding patterns of neglect, the impact of interventions and what happens when agencies step away. It also evidences areas of concern, what support has been offered, and the caregiver's ability to change.
- **See also:** [Child neglect: Responding to cumulative harm | Child Safeguarding Practice Review Panel](#)

What practitioners should do



- ✓ Name neglect explicitly in records and discussions
- ✓ See the child - in person and alone where appropriate
- ✓ Observe the home environment
- ✓ Use multi-agency chronologies
- ✓ Proactively share information, especially around compensatory care
- ✓ Consider cultural and disability contexts
- ✓ Be mindful of the difference between poverty and neglect
- ✓ Use structured assessment tools

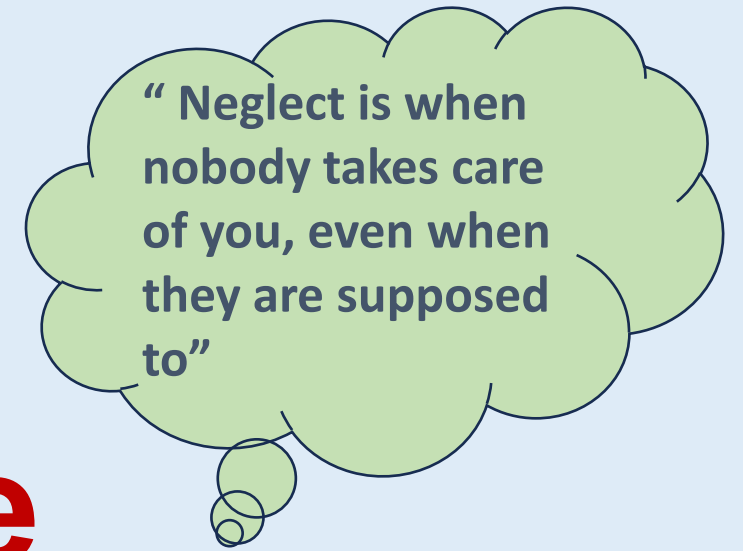
Advice for Practitioners and Managers

Consider the following:

- Practitioners often react to risks that are immediate.
- Signals which should alert practitioners to dangers within families can be ignored due to optimistic assumptions '*over optimism*'.
- The fragmented, "stop-start" nature of professional responses to neglect which reflects a lack of sustained focus on the child's lived experience, with agencies often withdrawing support prematurely once immediate concerns appear resolved (*Brandon and others, 2020; Dickens and others, 2022*).
- Normalisation of the child's lived experience of neglect obscures the impact on the child.
- Over-reliance on parental self-reporting - professionals continued to rely heavily on parental narratives, despite known patterns of minimisation and non-disclosure.
- Children in need, or children on the fringe of interventions are generally more at risk of serious harm than those on a child protection plan.
- The *impact* of poverty creates an additional complexity alongside cumulative harm.

Children's voices and lived experiences are not consistently captured, and home conditions are often not seen or explored in enough depth.

Neglect | Child Safeguarding Practice Review Panel



Child's Voice and Lived Experience of Neglect

Definition of neglect from a child's perspective.

Adapted from responses in child welfare interviews NSPCC

"I couldn't focus on what the teacher was saying. All I could think about was when I'd eat again"

"I grew up with that kind of feeling of hunger, but not just hunger for food, she says with a hunger for care, for kindness, for acknowledgement, for information, for stimulation"

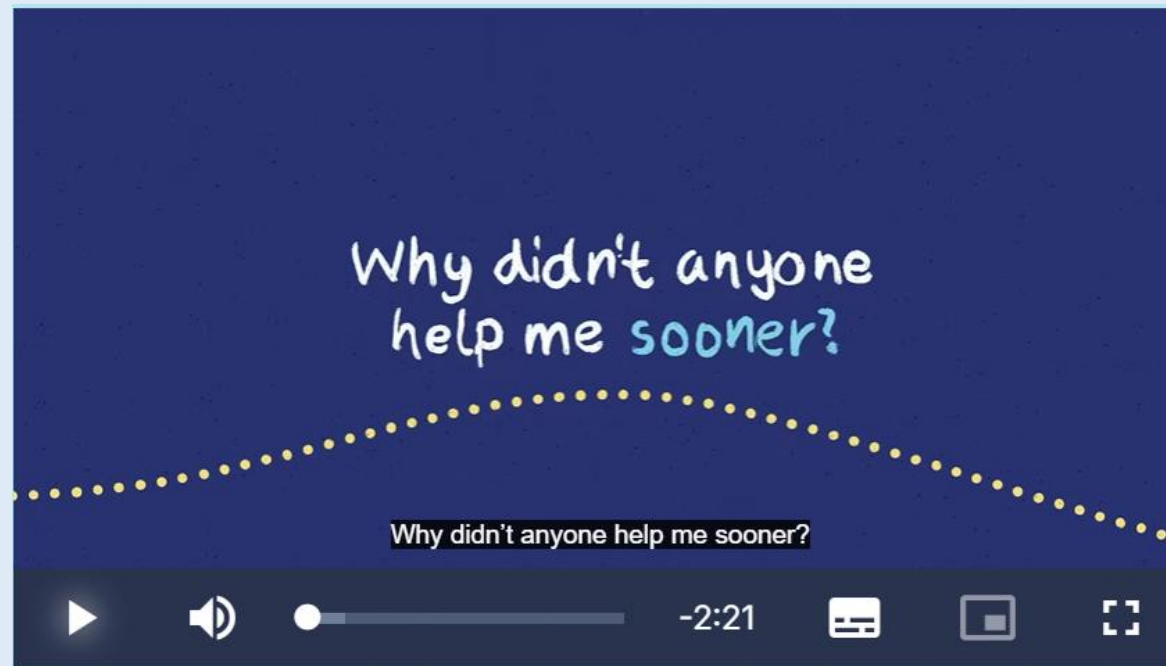
"It's like being invisible. People see you, but don't really see you"

"Neglect is being alone all the time, even when you are with people"

"It's when no one cares about you and you have to do everything yourself, even if you are too young"

"There was food in the house, but they wouldn't feed me"

"I was expected to learn to read and write and I am literally sitting there just worried about what is happening to my Mum at home, are the police at the door, is Dad being arrested, is mum alive"



- This short animation is available to view on the Child Safeguarding Practice Review Panel Learning Hub (duration 2:21 minutes)
- Click on this [link](#) to view the video.
- There are other useful resources on the [Learning Hub](#)

My experiences of being
neglected
as a child are with me
everyday.

Link to access: [A real story about child neglect](#)
You Tube clip Dorset Police (duration 1:54)



Childhood Trauma and the Brain | UK Trauma Council



Link to access: [Childhood Trauma and the Brain | UK Trauma Council – YouTube](#) (duration 5.10 minutes)

Key Findings

Child Safeguarding Practice Review Panel's thematic work on child neglect

- **Children's voices are too often absent, minimised, or misunderstood** in safeguarding assessments.
- Multi-agency responses frequently fail to recognise children's lived experiences, particularly in serious neglect cases
- **Children's voices are inconsistently captured**
- Professionals often rely on parental accounts or observable behaviour rather than **direct engagement with the child**. As a result, children's emotional states, fears, and unmet needs are not fully understood.
- Pre-verbal children or those with communication needs are particularly likely to be overlooked.
- **Behaviour is misinterpreted**
- Children's distress behaviours—withdrawal, aggression, or compliance—are sometimes viewed as “problems” rather than **signals of chronic neglect**. This leads to missed opportunities for early intervention.
- **Lack of multi-agency perspective**
- Assessments often fail to integrate insights from schools, health, police, and early years settings. This results in **fragmented understanding** of the child's experience and delays in recognising cumulative harm.
- **Neglect remains under-recognised**
- Neglect features in **over 50% of safeguarding reviews**, yet it is still inconsistently identified and responded to too late, despite its long-term impact on development and wellbeing.

What good practice looks like

Prioritising direct engagement - Professionals should:

- Speak with children alone where possible
- Use age-appropriate communication tools
- Observe the child's environment, routines, and relationships

Seeing the world through the child's eyes - This includes understanding:

- How the child experiences daily care
- What they worry about
- How neglect affects their physical and emotional safety
- Consideration of how race, culture, language and disability shape children's experiences and their ability to express concerns.

Multi-agency collaboration - Effective safeguarding requires:

- Shared information
- Joint analysis
- Coordinated planning

What can you do?

- Consider harm from the view of the child – by ‘standing in their shoes’ as well as from what research and practice wisdom tells us.
- Reflect the child's daily lived experience.
- Be trauma informed in your work with children and families.
- Use plain language that is kind, respectful and not blaming.
- Be professionally curious.
- Use the resources - *A day in the life of the child* – see also the guide
 - ✓ Day in my life – Unborn baby
 - ✓ Day in my life – Baby
 - ✓ Day in my life – Pre-school child
 - ✓ Day in my life – Primary school aged child
 - ✓ Day in my life – Adolescent Day in my life – Child with disabilities
- Appendix 1 SSP neglect framework and practice guidance also has some questions for practitioners to assist in understanding children’s lived experience of neglect.

***Ask yourself -
‘What is it like to
be a child in this
family or
household on a
daily basis?’***

Be AWARE

This graphic is used by Wiltshire Police to assist in capturing the voice of the child.

Thank you for permission to use it.

See also: [Practice Brief Capturing the Voice of the Child](#)



THE VOICE OF A CHILD

A PPEARANCE

Describe the child's Physical appearance; do they appear thin, pale, dark shadow under their eyes, listless? Or do they appear curious, and 'Smiley'. Have you noticed any patterns Consider factors such as are they appropriately dressed? Are they withdrawn? Have there been any changes.....if so what?

W ORDS

Be professionally curious: take the time to fully understand what has happened and consider what you are being told. Capture and record the child's own words if you can. Look at a child's verbal and non-verbal behaviour: avoid interrupting them and take the time to listen to their feelings about what has happened.

A CTIVITY & BEHAVIOUR

How is the child/young person interacting with professionals and other children? Are they acting out or being aggressive? What is the context? Does the child/Young person respond as you would expect a child/Young person to respond in that situation?
Be aware of how misconceptions and stereotypes can affect our practice: previous experiences and/or biases can affect our ability to recognise harm or abuse.

R ELATIONSHIPS & DYNAMICS

Is parental interaction appropriate between parents/guardian and child? Who is with the child? Consider social relationships- are they isolated, who are their friends? Who do they live with? Who cares for them (consider other names they mention, who are they?) Do you have any concerns? Use your professional knowledge and be curious

E NVIRONMENT

Think about the environment you are speaking to children in: can they speak freely? Is it somewhere they feel comfortable? Be aware of sensory triggers. Would moving elsewhere help them to express their views e.g. going for a walk

USE YOUR VOICE

SAFE ZONE



Resources to assist

SSP Resource: Capturing the voice of the child in records

Briefing Paper Child Safeguarding Practice Review Panel:

Child neglect: Voice of the child

NSPCC Learning:

- Podcast: The voice of the child in social work practice
- The voice of the child: expert insights
- How can we hear and facilitate the voice of the child? Practice points
- The voice of the child: learning from case reviews

Resources

In this section we have included information both local and national to support practitioners and managers when responding to neglect.

[SSP Learning Event - Spotlight on Learning from Reviews
Child Neglect and Self Neglect](#)

[SSP Neglect Framework and Guidance Updated March 2026](#)

[SSP Neglect webpage and resources](#)

[SSP self-neglect webpage and resources](#)

[Recurring Learning Themes](#)

[Professional Curiosity](#)

[Courageous & Challenging Conversations](#)

[SSP Learning Hub](#)

[Other useful SSP webpages](#)

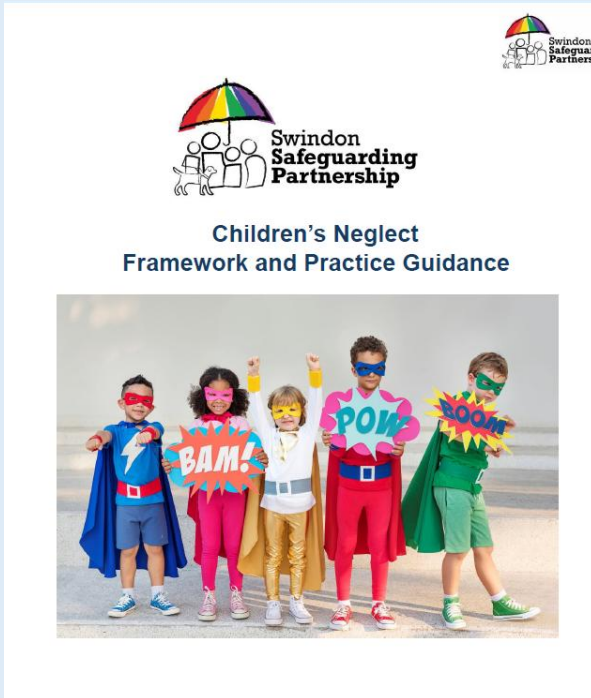
[Child Safeguarding Practice Review Panel – website](#)

Spotlight on Learning from Reviews

Child Neglect and Self Neglect

- This webinar is an opportunity to find out more about learning identified within Swindon Local Child Safeguarding Practice Reviews and will highlight the impact of adult self-neglect upon parenting capacity.
- The learning highlighted the importance of a 'Think Family' approach.
- The following themes were identified:
 - Recognition and understanding of some types of abuse and the intersectionality of abuse and the risk/impact to the child
 - Lack of professional curiosity
 - Voice of the child and their lived experience.
 - Implications for practitioners
 - Signposting to resources available for practitioners to support professional development
- This event will be relevant to anyone working with or supporting children, young people and their parents/carers.
- **Date/time:** Tuesday 30th June 2026 1000-1100
- **Free Online via MS Teams**
- For further information/book a place click on this link: [Spotlight on Learning from Reviews](#)

SSP Neglect Framework and Guidance Updated March 2026



- Professionals are expected to use this Practice Guidance when working with families where there are concerns about neglect. The Neglect Framework is designed to assist in the identification of child neglect and identify when there is a concern about the quality of care a child receives.
- Swindon Safeguarding Partnership have adopted the use of a Neglect Screening Tool to support practitioners to identify, and evidence neglect.
- The neglect framework provides a series of questions to support practitioners to explore key practice areas around neglect for under two's, children from two to adolescence and adolescents.

Core Principles for Practice - The 2026 guidance emphasises:

- **Child-centred practice** — the child's lived experience must drive all decisions.
- **Early identification and intervention** — professionals should act on early signs rather than wait for chronic patterns to develop.
- **Multi-agency collaboration** — information sharing and joint planning are essential.
- **Professional curiosity** — practitioners must explore inconsistencies, avoid assumptions, and challenge disguised compliance.
- **Contextual understanding** — consider poverty, parental capacity, community resources, and cumulative harm.

[SSP neglect framework and practice guidance](#)

SSP Neglect Framework and Guidance Updated March 2026

The guidance is built around a **four-stage practice cycle**.
It aligns with the [SSP's Neglect Strategy 2026-2029](#).

1. Identify

- Recognise early indicators of neglect using observations, direct work with the child, and multi-agency information.
Indicators include poor hygiene, inadequate supervision, missed health appointments, developmental delays, emotional withdrawal, or chronic school absence.

2. Explore & Assess

- Use structured tools (e.g., chronology, genogram, home conditions assessment) to understand:
 - the **severity** and **duration** of neglect
 - the **impact on the child**
 - **protective factors**
 - **parental capacity to change**
- Assessment must be holistic and evidence-based.

SSP Neglect Framework and Guidance continued

3. Plan & Intervene

- Develop a **SMART multi-agency plan** with clear expectations, timescales, and contingency actions.

Interventions should focus on:

- improving parenting capacity
- strengthening routines
- addressing parental issues (e.g., mental health, substance misuse, domestic abuse)
- ensuring the child's immediate safety and wellbeing.

4. Review & Escalate

- Regularly review progress against outcomes.
If change is insufficient or risk increases, escalate through:
- Early Help → Child in Need → Child Protection → Legal Planning
The child's timescale—not the parents'—must guide decisions.

What Professionals Must Do

- Maintain **professional curiosity** and challenge minimisation.
 - Record and analyse **chronologies** to identify cumulative harm.
 - Share information promptly with partner agencies.
 - Use the framework to guide **threshold decisions**.
 - Keep the **child's voice and experience** central at all times.
 - Act swiftly when progress is limited or risk increases.
-
- Refer to SSP neglect framework and practice guidance for further guidance and to assist decision making.



Neglect Webpage and Resources

Swindon Safeguarding Partnership

Home About Adults Children and young people Policies and publications Learning Hub Subscribe to our newsletter

You are here: Home | Children and young people | Neglect

Neglect

The experience of neglect during childhood can have significant, long lasting and pervasive consequences, affecting all aspects of a child's development. These effects include cognitive and other physical development, educational achievement, children and young people's emotional wellbeing, and behavioural difficulties.

It can also result in children and young people having difficulties making and keeping relationships, which can affect how they parent their own children and can perpetuate inter-generational cycles of neglect. Consideration needs to be taken into individual development and context, including social and economic factors such as poverty and deprivation, family, environment and community resources. In addition, practitioners should be aware that neglect is an area which can be open to personal and moral judgements.

Neglect is the most common type of abuse experienced by children and young people in England.

Neglect is a serious form of harm. Both families and professionals can become overwhelmed and demoralised by issues of neglect. Children may experience repeated attempts by professionals to try and improve the situation.

Published case reviews highlight that professionals face a big challenge in identifying and taking timely action on neglect.

Source: [Neglect: learning from case reviews](#) | NSPCC Learning (December 2022)

The [Swindon Neglect Strategy 2025-2029](#) sets out the strategic aims and objectives of Swindon's approach to reducing the number of children who are experiencing neglect.

The information and resources included below will assist you in identifying, assessing and responding to neglect.

- What is neglect?
- What to look for?
- Why is this important?
- What to do?
- Responding to Neglect
- The cycle of change
- Courageous conversations with parents/carers
- Adolescent neglect
- Disabled children and neglect
- A day in the life of the child
- Useful resources
- Professional response to child neglect in Swindon

We would really like your feedback on the information and resources on this page and would appreciate you taking a couple of moments to let us know your views via this [feedback form](#).

We have a dedicated [Neglect](#) webpage with a range of resources for practitioners. This includes information such as:

- ✓ Identifying and responding to neglect including the [SSP neglect framework and practice guidance](#) and [Neglect screening tool](#)
- ✓ Cycles of change
- ✓ Courageous conversations with parents/carers
- ✓ Adolescent neglect
- ✓ Disabled children and neglect
- ✓ A day in the life resources
- ✓ [SSP chronology documents](#)

Supervision and management oversight

- [Defensible decision-making in children's social care - resource pack for practice supervisors: Frontline Briefing \(2022\)](#) – includes a link to download a resource pack which may be useful to partner agencies.
- [Neglect supervision guide](#)
- [Neglect strategy - Appendices 2 and 6](#)
- [Supervision management oversight - Learning from audits](#)

Other relevant useful resources such as:

- ✓ National and local resources, guidance and recordings
- ✓ affluent neglect and the relationship between poverty and neglect
- ✓ Professional response to child neglect in Swindon





New Courageous & Challenging Conversations Resources

Access the resources via the links below:

- [Courageous & challenging conversations guidance.](#)
- [Courageous and challenging conversations tool](#)

These can also be found on the [SSP Neglect webpage](#) under *courageous conversations with parent/carers*.

- Courageous and challenging conversations are an important feature of safeguarding children. Honest discussions about concerns can be uncomfortable and sometimes difficult to manage.
- Professionals' own worries or uncertainties about holding these conversations can lead to delay in concerns being discussed or raised and issues being understood or resolved.
- Sometimes it can also mean that information is taken at face value or assumptions are made, which do not safeguard the well-being and safety of children.
- A frequent issue identified in practice reviews has been the lack of effective or sufficient challenge by professionals, including not questioning parent or carers accounts of events, being reluctant to discuss child welfare concerns, and not making use of escalation procedures to explore multi-agency disputes and challenges with other professionals.

Self neglect

"Don't judge me by the chapter you have walked in on. I have a past and a future and not defined by my current situation". Quote from Swindon Experts by Experience.

The [Self-Neglect Strategy](#) outlines the partnership approach we are taking, and is aimed at professionals who are working to reduce self-neglect in Swindon.

It is essential that all partners working with children, adults and the wider public understand what self-neglect is, how it differs from other forms of abuse, and when and how to respond to concerns.

Swindon Safeguarding Partnership's ambition is to work collaboratively across Swindon to prevent self-neglect.

We aim to achieve four overarching strategic outcomes, the four Ps:

- People: Always work with and alongside people who self-neglect
- Prevention: Always work to reduce the risk of serious self-neglect
- Partnership: Always bring partners together to support those who self-neglect
- Practice: Always developing and supporting best practice for Swindon

Definitions of self neglect and of hoarding

What to look for

Why is this important?

What the research tells us

Reasons for self-neglect and the impact on adult life

A person-centred and trauma informed approach

The cycle of change

Courageous conversations with adults

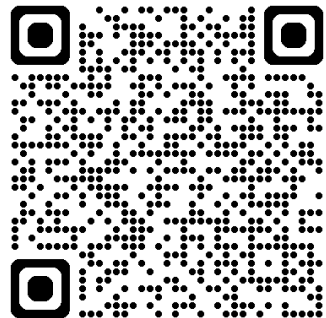
Guidance for professionals when responding to self-neglect

Useful resources

Professional response to self-neglect in Swindon

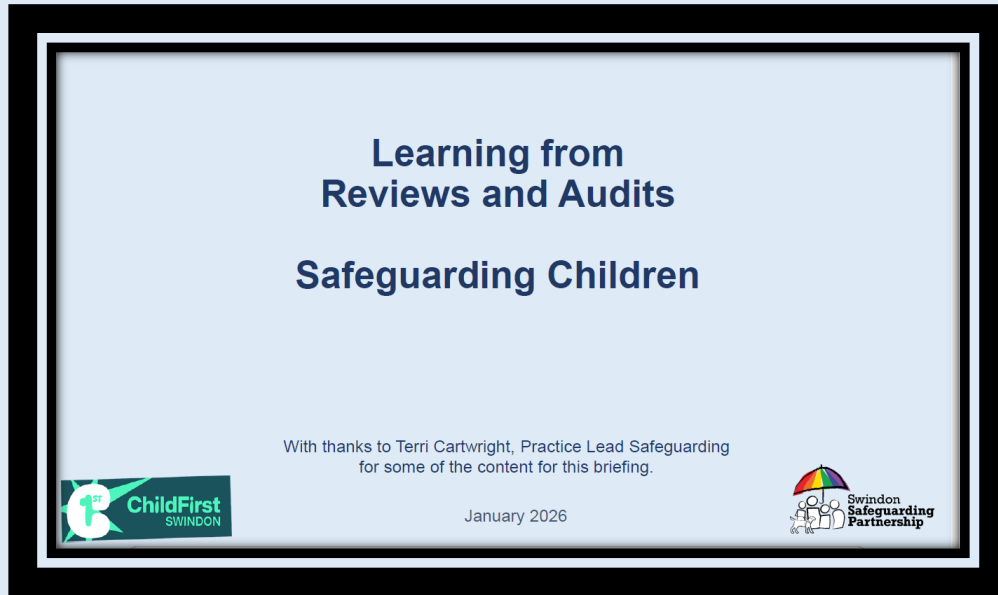
Self – Neglect Webpage and Resources

- Self-neglect is a strategic priority for Swindon Safeguarding Partnership.
- It is essential that all partners working with children, adults and the wider public understand what self-neglect is, how it differs from other forms of abuse, and when and how to respond to concerns.
- It will be our safeguarding theme for July, and we will be providing additional information then.
- In the interim you can visit the SSP webpage by clicking on this link [Self neglect](#) or using the QR code to find out more.



Recurring learning themes identified in safeguarding reviews and audits

- In Swindon, over the past year, several recurring learning themes have been identified in child safeguarding reviews and audits.
- Themes have been outlined in learning resource [Learning from reviews and audits](#) (published January 2026) and includes signposting to relevant resources.
- A webinar was delivered in February 2026, and the recording can be accessed via this [link](#)
- Some of the learning themes will also be relevant to safeguarding adults



Neglect isn't always obvious.

Professional curiosity can make the difference

Useful Resources:

SSP Webpage: [Professional curiosity](#) includes a range of information, resources and video clips.

eLearning: [Being professionally curious](#)

Practice Briefs

- **SSP:** [Professional Curiosity Resource Pack](#)
- **SSP:** [Working with resistance or disguised compliance](#)
- [Professional Curiosity Learning Resource SABN](#)
- [Posters for professionals](#)
- **New!** [Being Professionally Curious aide memoir](#)

1st April 2026 was Professional Curiosity Day and we asked for some of your top tips and these are included on the next slide.

Be curious...



Top Tips on being Professionally Curious

Be brave. Have the uncomfortable conversations - it's better to feel momentarily uncomfortable, rather than allowing a child to continue to be unsafe.

To be professionally curious you have to **be brave** to ask those difficult questions and to continue to see life from the eyes of the child. Asking questions such as what does that look like for you or them

Always be a Vera, detective aware of everything always talking to our families birth people.

Engagement with general subjects which can lead onto more in depth conversations but in a sensitive way to ensure most effective.

We are all detectives in life!

Be observant, alert and listen



Image by Freepik



Image by Freepik

SSP Learning Hub

Visit our [Learning Hub](#) to find out more about our learning resources including [7 minute and practice briefs](#) and [recorded webinars](#).

Information about our training offer can be found on this link [Training](#)

We offer specialist courses:

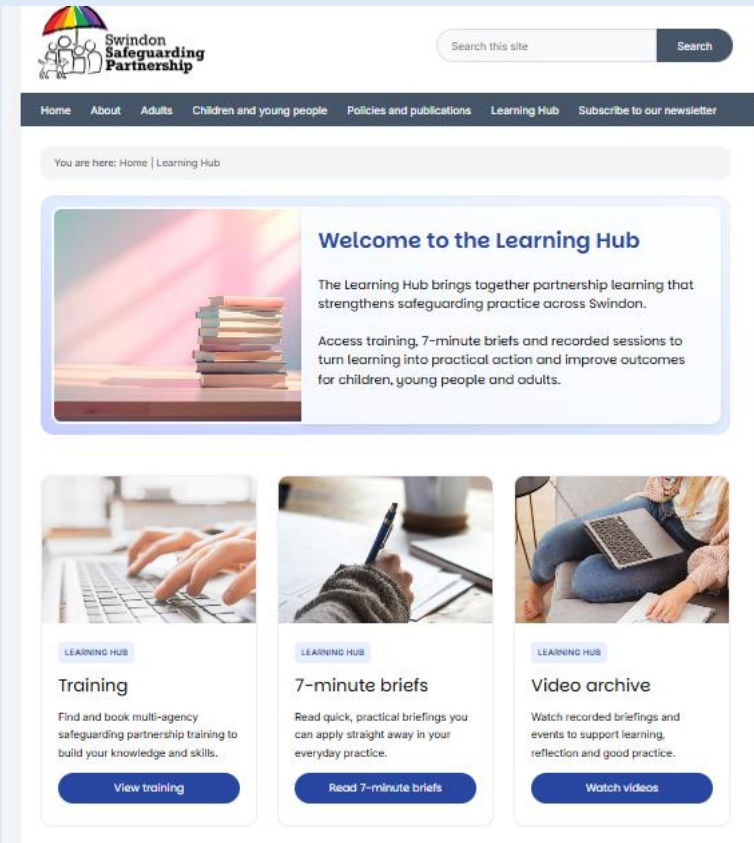
- [Working with neglect](#)
- [Working with resistance](#)

The below course is open to professionals from across the safeguarding partnership and delivered by local professionals:

- [Motivational interviewing and communication skills](#)

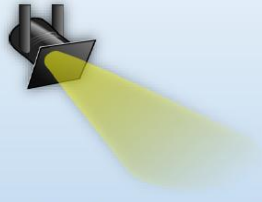
Free eLearning:

- [Supporting and Exploring Child Development \(awareness level\)](#)
- [Being professionally curious](#)



The screenshot shows the Swindon Safeguarding Partnership Learning Hub website. At the top left is the logo for Swindon Safeguarding Partnership, featuring a rainbow umbrella over stylized figures. Below the logo is a navigation menu with links for Home, About, Adults, Children and young people, Policies and publications, Learning Hub, and Subscribe to our newsletter. A search bar is located to the right of the navigation menu. Below the navigation menu, a breadcrumb trail reads "You are here: Home | Learning Hub". The main content area features a large banner with the heading "Welcome to the Learning Hub" and a sub-heading "The Learning Hub brings together partnership learning that strengthens safeguarding practice across Swindon." Below this, there is a paragraph: "Access training, 7-minute briefs and recorded sessions to turn learning into practical action and improve outcomes for children, young people and adults." Below the banner are three cards, each with a small image and a title: "Training" (with an image of hands typing on a laptop), "7-minute briefs" (with an image of a hand holding a pen), and "Video archive" (with an image of a person sitting at a desk with a laptop). Each card has a "View training", "Read 7-minute briefs", or "Watch videos" button respectively.





Spotlight on Neglect

Recorded Webinars

Below are details of some recorded webinars relating to this theme which may be of interest:

[Spotlight on Neglect](#) – March 2024 – included presentations on :

- Learning from reviews
- Swindon Safeguarding Partnership response to child neglect
- Experts by experience
- The relationship between poverty and neglect

Workshops included: Professional curiosity, having difficult conversations and education – links to neglect

[Practitioner Forum](#) - June 2025 included presentations on:

- Identifying neglect
- Use of the neglect screening tool and chronologies to evidence concerns
- Signposting to resources to support conversations with families

[Safeguarding Children and Dental Health](#) 2025 included presentations on

- Understanding and importance of Oral Health
- Common oral health conditions
- Dental Neglect
- How to assess for dental neglect
- How to take care of your oral health

Please visit the [Learning Hub Video archive](#) to view others

Other useful SSP webpages and resources

Webpages:

- [Information sharing and consent](#)
- [Request for help and support guidelines and contact information](#)
- [The Right Help at the Right Time](#)
- [Child exploitation - Harm outside the home](#)
- [Child Sexual Abuse](#)
- [Harmful sexual behaviour](#)
- [Safeguarding unborn babies, under 1's and working with fathers](#)

Briefing documents:

- [Domestic abuse within families: learning from reviews - July 2023](#)
- [Mental capacity act - 16 to 17 year olds: learning from reviews - July 2023](#)
- [Mental Capacity Act learning events recordings](#)
- [Mental capacity - Guidance for clinicians and social care professionals on the assessment of capacity](#)
- [Mental capacity toolkit](#)
- [Working with resistance or disguised compliance](#)
- [Safeguarding children - oral health](#)
- [Trauma-informed practice](#)
- [Working with fathers](#)
- [Working with resistance](#)

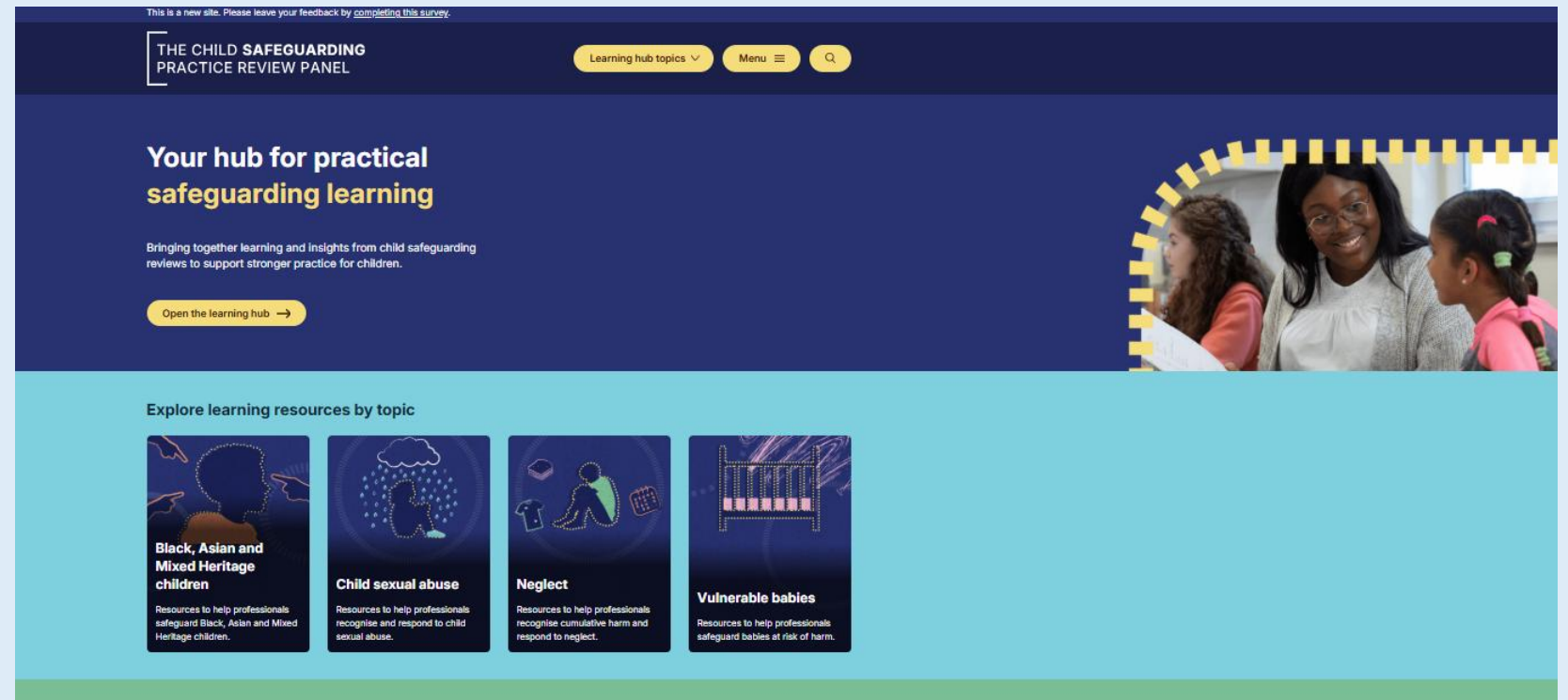
SSP Children and Young People Policies and Guidance

Some are included below - access the full list on [Children and young people policies and guidance](#) webpage or use the QR code below.

- [Welcome to the South West Child Protection Procedures \(trixonline.co.uk\)](#)
- [Working together to safeguard children 2026](#)
- [Swindon and Wiltshire Children Missing From Home and Care – December 2024](#)
- [SSP chronology guidance and template documents - Swindon Safeguarding Partnership - October 2023](#)
- [Cross border protocol](#) - August 2023
- [Swindon Safeguarding Partnership Adult and Children Resolution Policy \(Escalation Process\) February 2026](#)
- [DASH risk checklist](#) (informs [MARAC referral](#)) - 2025
- [Disabled children: Additional child protection procedures for disabled children – 2024](#)
- [Young fathers practice guide](#)
- [Guide to safeguarding and supporting young people](#)
- [Disabled children: Intimate care guidance](#) - March 2024
- [Local Child Safeguarding Practice Reviews and Case Learning leaflets](#)
- [SSP neglect framework and practice guidance - Swindon Safeguarding Partnership March 2026](#)
- [Neglect Strategy 2026-2029](#)
- **Updated!** [The Right Help at the Right Time guidance](#) – April 2026
- [Safeguarding discharge planning protocol](#) – May 2025
- ['Think Family' Practice Guidance](#) – 2025
- [BSW Multi-agency pre-birth protocol to safeguard unborn babies - October 2024](#)
- [Cannabis use and its impact on parenting capacity guidance](#)



The Child Safeguarding Practice Review Panel have a new website and learning hub.



There is information and resources on themes relating to Black, Asian and Mixed Heritage children, child sexual abuse, neglect and vulnerable babies.

Click on this link to access: [Your hub for practical safeguarding learning](#)

Useful resources regarding neglect can be found on the following links:

[Neglect | Child Safeguarding Practice Review Panel](#)
[Child neglect: A thematic analysis](#)
[Poster](#)

National Resources

- [Neglect is also Child Abuse: Know All About It | NSPCC](#)
- [Protecting children from neglect | NSPCC Learning](#)
- [Neglect: learning from case reviews | NSPCC Learning](#)
- [Neglect: learning from case reviews | NSPCC Learning](#)
- [The voice of the child: learning from case reviews | NSPCC Learning](#)
- [Neglect and abuse | Action For Children](#)
- [Learning resources & events on working with child neglect | Research in Practice](#)
- [Neglect matters: A guide for young people about neglect - Free Social Work Tools and Resources: SocialWorkersToolbox.com](#)
- [Understanding Adolescent Neglect: Troubled Teens | The Children's Society \(childrenssociety.org.uk\)](#)

Resources for children, parents and carers



Resources for Young People, Parents/Carers

Childline

- Website - [Childline | Childline](#)
- Call 0800 1111

Child Accident Prevention Trust

- Webpage: [Child Safety Advice | Child Accident Prevention Trust \(capt.org.uk\)](#)
- Resources: [Free educational resources | Child Accident Prevention Trust \(capt.org.uk\)](#)
- Child Safety Week Monday 1st to Sunday 7th June 2026 [Child Safety Week | Child Accident Prevention Trust \(capt.org.uk\)](#)

Resources for Parents/Carers

- **Growbaby Swindon:** a baby-essentials bank serving local families with children aged 0-5 completely free of charge. All families welcome currently run 2 sessions each week on a Wednesday at Pattern Church 09.30-11 and 12-13.30
- **Crosslight advice:** debt advice in Swindon is led by a team of experienced and qualified volunteers. Crosslight has a vision to restore dignity and hope to those in need by reducing debt poverty and improving financial capability through the provision of free advice, money education and support. 020 7052 0318 or head to their website.
- **Harbour project:** charity who provide a safe space for refugees and asylum seekers in Swindon open Mon-Fri 10am-2pm at the Broadgreen centre.
- **Swindon Community Fridge Gorse Hill:** Sharing food with the community with the aim of reducing food waste and poverty open 11-2pm Mon, Tues and Thurs Gorse Hill Baptist Church
- **NHS Healthy Start:** If you are at least 10 weeks pregnant or have a child under 4 you could get help towards the cost of healthy food and milk. Plus free healthy start vitamins for you and your baby. Find out if you're eligible www.healthystart.nhs.uk
- **Safe Families** www.safefamilies.uk is a charity that works with local authorities. Safe Families offer hope belonging and support to children, families and care leavers.
- **KFR refurbish furniture and white goods** so that quality items are available to households with limited income. www.kfr.org.uk also on Facebook.
- **Swindon Food Collective:** Local food bank who aim to help people in Swindon or the surrounding area who are suffering from financial hardship and finding it difficult to provide food for themselves. www.swindonfoodcollective.org



Resources for Parents/Carers

Financial support for people on prepayment meters: Prepayment Vouchers for those struggling to top up gas & electricity meters. If you support clients who are on prepayment meters for their gas or electricity, and who are finding it hard to afford to top up those meters, there could be help available.

The Centre for Sustainable Energy has funding to be able to offer vouchers for topping up energy meters. By registering with the Fuel Voucher Fund you could refer your clients directly for vouchers if they qualify. This would be a one off award and limited to one per household. The client would need to fulfil at least one of the following criteria:

- ✓ Be receiving a means tested benefit
- ✓ Have a health condition made worse by the cold
- ✓ Be in debt
- ✓ Have a deficit budget (be at risk of debt, not paying to heat, cutting back on food etc.).

Prospective referrers need to email fuelvoucherfund@cse.org.uk to register as an individual in order to refer people wanting the vouchers. You will then be sent further information about the scheme and any restrictions covering the scheme.

Please note: this is not a scheme to promote to the public or to ask residents to contact the email address given. **It is only for organisations helping people to access.**

Damp and Mould in SBC property's: If you have any damp and mould concerned in council owned property, please could you contact: DampAndMould DampAndMould@swindon.gov.uk directly to prevent any delays in your referral.

Previous Monthly Safeguarding Themes Resources

- [Safeguarding theme February - Staying safe online](#)
- [Safeguarding theme March - All age exploitation](#)
- [SSP Safeguarding theme April - Unborn babies and under 2s](#)
- [SSP Safeguarding theme May - Mental Health Awareness](#)

Email signature

If appropriate, please add the text below to your email signature

SEE THE CHILD
Understand the child's situation.

BE CURIOUS
Ask questions and explore further.

SEE NEGLECT
Recognize the signs of neglect.

NAME NEGLECT
Document and report concerns.



Safeguarding Theme for June 2026 is **Child Neglect**

#seeneglectnameneglect

#seethechild

#becurious

Visit the [SSP Events webpage](#) or follow us on
@SwindonSafegua1



And finally...

Please let us know if the information and resources have been helpful to you.

You can give us your feedback by clicking on the link below
[Feedback on SSP Monthly Safeguarding Theme 2026](#)
or scanning the QR code.



It will only take you two minutes!

Are you on our circulation list?

Do you want to be kept updated about SSP related matters such as training, learning resources and our newsletter?

You can sign up to our circulation list circulation list by clicking on this link: <https://forms.office.com/e/f7CRNF6Wax>

Or using the QR code.



You can ask to be removed at any time by emailing safeguardingpartnership@swindon.gov.uk

