

Useful Resources Learning from Reviews

Liam, Lola and Willow Children and Thematic Review

‘Why Doesn’t Anything Change’

1 Act early and stay curious
Notice small, repeated concerns — neglect is usually cumulative, not a single event.

2 Name neglect clearly
Avoid vague language; being explicit helps trigger timely action and shared understanding.

3 See the child's lived experience
Focus on what daily life feels like for the child, not just parental explanations or isolated incidents.

4 Work collaboratively
Share information, use neglect tools consistently, and build a holistic, multi-agency picture of risk and need.

Every child. Every day. Everyone's responsibility.

Contents

- [Access the reviews](#)
- [Overview of the learning themes](#)
- [Information and resources about neglect](#)
- [Information and resources about self-neglect](#)
- [Courageous and challenging conversations](#)
- [Webinars related to learning themes](#)
- [Voice of the child](#)
- [SSP Adult and Children Resolution Policy \(Escalation Process\)](#)
- [Professional Curiosity](#)
- [Supervision and management oversight](#)
- [Information sharing and consent](#)

'Why Doesn't Anything Change'

Published 29th June 2026 Local Child Safeguarding Practice Reviews (LCSPR) - 'Lola', 'Liam', 'Willow Children' and Thematic Review

- [LCSPR: 'Lola' full report, June 2026](#) (PDF)
- [LCSPR: 'Liam' full report, June 2026](#) (PDF)
- [LCSPR: 'Willow Children' full report, June 2026](#) (PDF)
- [Thematic review: 'Why Doesn't Anything Change', June 2026](#) (PDF)
- [7-minute learning brief: 'Why Doesn't Anything Change', June 2026](#) (PDF)
- Interview with the independent author of the reports Kevin Ball and Jackie Chipping: YouTube <https://youtu.be/sNYgRtYhRDs> (duration 33 minutes)

**Professional
Curiosity**

**Voice of the
child and
lived
experience**

**Professional
Resolution/
Escalation**

**Parenting Capacity
– impacts of self-
neglect, mental
health and
domestic abuse**

**Balancing
support and
safeguarding**

**Triangulation
of
information**

**Critical
Analysis**

**Professional
respect**

**Intersectionality
with other forms
of harm/abuse
e.g. domestic
abuse.**

**Parental
Consent**

**Parental self
reporting**

**Chronologies
and family
history**

Adultification

**Management
oversight and
supervision**

**Capacity to
change**

Thresholds

**Young
carers**

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.



Neglect

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.

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.

There is an Aide Memoir you can download by clicking on this link [Think Family practitioner checklist](#)

THINK FAMILY

Practitioner Checklist 2025



SEE THE WHOLE FAMILY

 **THINK CHILD**  **THINK ADULT**  **THINK PARENT**

 **THINK CARER**  **THINK FAMILY**

A Think Family approach recognises that individuals live within families and support networks and that understanding the whole family leads to better safeguarding and support.

UNDERSTAND THE FAMILY

- ☐ Have I communicated with each family member, considering language, culture, learning needs and accessibility?
- ☐ Have I identified who the family are and understood their relationships?
- ☐ Have I used a genogram, cultural genogram or Triangle of Care?
- ☐ Do I know who lives in the household or has regular contact?
- ☐ Do I have a clear picture of the family as a whole?

STRENGTHS & RESILIENCE

- ☐ Have I discussed and gained consent to share information where appropriate?
- ☐ Have I taken time to understand all the pressures and demands on the family?
- ☐ Have I identified what is working well?
- ☐ Have I considered what has worked well previously?
- ☐ Have I considered the family's resilience and ability to cope?

WORKING TOGETHER

- ☐ Have I listened to what support the family wants from all viewpoints?
- ☐ Is the plan family-led, multi-agency and coordinated?
- ☐ Have I explored the family's own ideas and solutions?
- ☐ Have I been open and honest about my concerns?

SAFETY & SUPPORT

- ☐ Have I considered if other family members need support?
- ☐ Have I considered if other family members may be at risk?
- ☐ Have I explored caring responsibilities, including young carers?
- ☐ Do I know which other professionals are working with the family?
- ☐ Have I talked with those practitioners?

PROFESSIONAL REFLECTION

- ☐ Have I made any assumptions about the family?
- ☐ Have family responses informed my decision-making?
- ☐ Have I discussed concerns through supervision?

THINK FAMILY REFLECTION

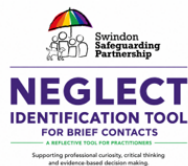
Ask yourself:

- ☐ Who else is affected? ☐ Who else needs support? ☐ Who else should be involved?
- ☐ Who else needs to be heard? ☐ Who else may be at risk?

THINK FAMILY = BETTER OUTCOMES

 **BE CURIOUS**  **COMMUNICATE**  **COLLABORATE**  **COORDINATE**

Source: Swindon Safeguarding Partnership – Think Family Practice Guidance 2025 Practitioner Checklist



This Neglect Identification Tool is designed for practitioners who have had brief or limited contact with a child and have concerns about the quality of care they are experiencing. It supports professional curiosity, critical thinking, and evidence-informed decision making by helping practitioners identify possible indicators of neglect, consider the child's lived experience, and determine whether further assessment, information sharing, or intervention is required. The tool is intended to support, not replace, professional judgement.

 Understanding the Child/Children's Experience What is the child/children's day-to-day life like? Think about food, cleanliness, affection, stimulation, and safety.	
 Physical Neglect: Not having enough food, clean clothes, a safe place to live, or help to stay clean and healthy.	
What signs show that the child/children are experiencing physical neglect?	
 Emotional Neglect: Not enough love, attention, or emotional support.	
What signs show emotional neglect?	
 Medical Neglect: Not supported with health or dental care.	
What signs show medical neglect?	
 Educational Neglect: Not going to school or being supported to learn.	
What signs show educational neglect?	
 Supervision/Safety Neglect: Not being watched properly or being left with unsafe adults.	

What signs show poor supervision or safety risks?	
 Nutritional Neglect: Not providing enough food or the right nutrients for healthy growth.	
What signs show inadequate nutrition?	
Presentation of Parents/Carers	
How are the parents/carers responding to the child?	
 Child's Voice	
What does the child/children say, show, or communicate about how they feel?	
How is the child/children's voice evident in case notes? What does it tell us about their experiences and needs?	

Include the completed tool with any onward referrals made for the child/ren to Children's Services contactchildrenandfamilies@swindon.gov.uk

Appendix 1: Domains of Neglect

- **Physical Neglect:** Failure to provide adequate food, clothing, shelter, or hygiene. Examples include severe lack of cleanliness, inappropriate clothing for the weather, or hazardous living conditions.
- **Emotional/Psychological Neglect:** Failure to meet a child's basic emotional needs, such as affection, interaction, and nurturing. This includes indifference, social isolation, or exposing a child to intense, harmful emotional environments.
- **Medical Neglect:** Failure to provide necessary health care, including dental care, or neglecting to follow medical advice for treating or preventing illness.
- **Educational Neglect:** Failure to ensure a child receives an education, such as allowing chronic absenteeism, not enrolling a child in school, or failing to address special educational needs.
- **Supervision and Safety Neglect:** Failure to provide proper supervision to keep a child safe, resulting in exposure to environmental dangers, neglectful abandonment, or leaving children with unsafe caregivers.
- **Nutritional Neglect:** The failure to provide sufficient food or an appropriate, balanced diet to ensure the child's healthy physical and brain development.]

NEW! Neglect Identification Tools

- ✓ The Neglect Identification Tools are designed to support practitioners to recognise and identify the possible signs of neglect at the earliest opportunity.
 - ✓ They should be used when there are emerging concerns, or when professionals need to decide whether neglect may be present.
 - ✓ Both tools are intended to support, not replace, professional judgement
- ## Neglect Identification Tool for Brief Contacts - a shorter version designed for practitioners who have had limited or one-off contact with a child/children but have concerns about the care they may be receiving. It focuses on:
- ✓ identifying observable indicators of neglect,
 - ✓ considering the child/children's lived experience, and
 - ✓ determining whether further assessment, information sharing, or intervention is required.



NEW! Neglect Identification Tools

- ✓ **Neglect Identification Tool (full version)** - is intended for practitioners who have involvement with a child/children and family and have access to a range of information from direct work, partner agencies, supervision, and case records.

It supports deeper reflection on:

- ✓ the child/children's lived experience,
- ✓ the impact of neglect,
- ✓ parental capacity to change,
- ✓ risk, and
- ✓ the effectiveness of interventions.

The tool is intended to support decision making.

- ✓ **A Quality of Care Assessment Tool** is in development and will be available later in 2026. This will help practitioners build a clearer picture of a child/children's lived experience, understand the cumulative impact of neglect over time, and make informed decisions about intervention, risk, and support planning.



NEGLECT IDENTIFICATION TOOL

A REFLECTIVE TOOL FOR PRACTITIONERS

Supporting professional curiosity, critical thinking
and evidence-based decision making.

Use the Neglect Identification Tool during supervision, case discussions or to aide reflective practice when there are concerns that a child may be experiencing neglect. It is designed to support professional curiosity, critical thinking and evidence-based decision making by helping practitioners consider the child's lived experience, the impact of neglect, parental capacity to change, and the effectiveness of current intervention.

Work through each section using the information available from direct work with the child, family, partner agencies and case records. Focus on the quality of care the child experiences day-to-day, identify strengths alongside concerns, and record evidence rather than assumptions. Use this tool to challenge drift, inform risk assessment, identify any gaps in knowledge, and agree clear actions to improve outcomes for the child.

This tool should complement, not replace, professional judgement, statutory assessments and safeguarding procedures.



Neglect Webpage and Resources

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 [New Neglect Identification Tools](#).
- ✓ 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

The screenshot shows the Swindon Safeguarding Partnership website. At the top is the logo and a search bar. Below is a navigation menu with links: Home, About, Adults, Children and young people, Policies and publications, Learning Hub, and Subscribe to our newsletter. A breadcrumb trail reads: You are here: Home | Children and young people | Neglect. The main heading is 'Neglect'. The text explains that neglect during childhood can have significant, long-lasting and pervasive consequences, affecting all aspects of a child's development. It also notes that neglect can result in children and young people having difficulties making and keeping relationships, which can affect how they parent their own children. The text mentions that neglect is the most common type of abuse experienced by children and young people in England. It also states that neglect is a serious form of harm, and both families and professionals can become overwhelmed and demoralised by issues of neglect. A link is provided for 'Published case reviews highlight that professionals face a big challenge in identifying and taking timely action on neglect.' Below this is a source link: 'Source: Neglect: learning from case reviews | NSPCC Learning (December 2022)'. The text then mentions the 'Swindon Neglect Strategy 2025-2029' and its aims and objectives. At the bottom, it states that the information and resources included below will assist in identifying, assessing and responding to neglect. A list of resources is provided, each with a dropdown arrow: 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, and Professional response to child neglect in Swindon. At the very bottom, there is a feedback link: '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.'



The Four Ps of Self-Neglect in Swindon



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.

Self- Neglect

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

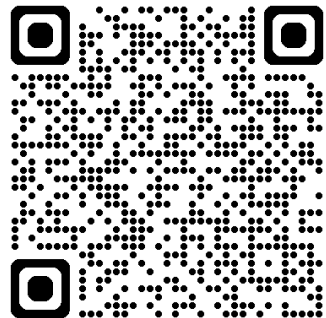
The cycle of change

Courageous conversations with adults

Guidance for professionals when responding to self-neglect

Useful resources

Professional response to self-neglect in Swindon

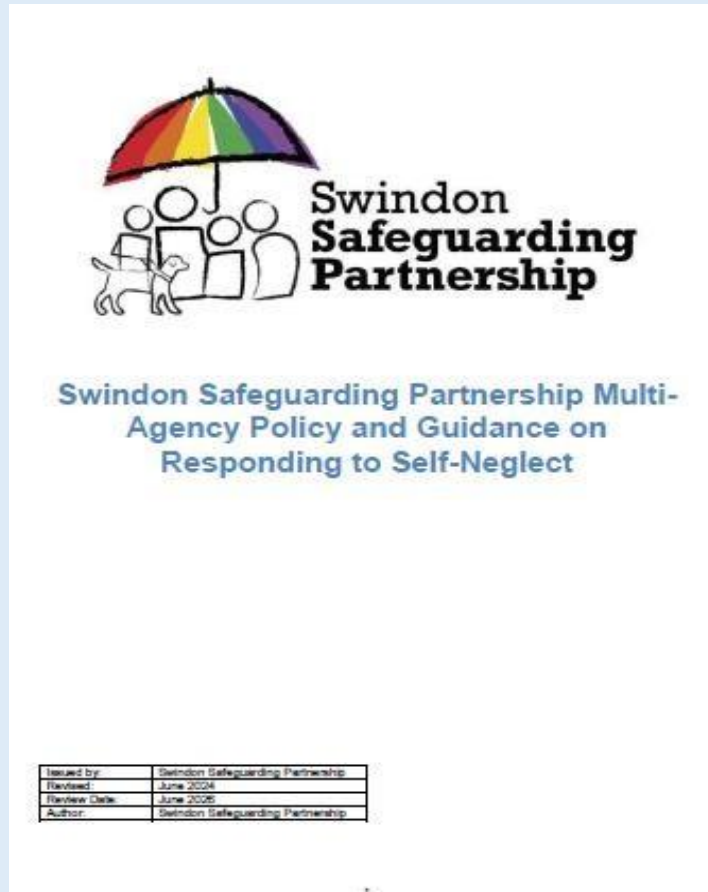


Self – Neglect Webpage and Resources

- 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.



SSP Multi-agency Policy and Guidance on Responding to Self-Neglect



The SSP [Multi-agency policy and guidance on responding to self-neglect](#) have been updated (June 2024) please ensure you are familiar with the updated document and additional resources.

This includes the following:

- [Quick guide to self-neglect procedures](#)

Welfare and Safety Plan and Practitioner Guidance

Welfare and Safety Plan and Practitioner Guidance:

- [Appendix 1A - Welfare and Safety Plan](#)
- [Appendix 1B - Welfare and Safety Plan Practitioner Guidance](#)
- [Example of completion of a Welfare and Safety Plan](#)
- Recording: [Session 5 Welfare and Safety Plan BSW Self Neglect Conference 261124](#) (duration 25 minutes)

The logo for Swindon Safeguarding Partnership, featuring a rainbow umbrella over three stylized figures and the text 'Swindon Safeguarding Partnership'.

Welfare and Safety Plan

“Don’t judge me by the chapter you have walked in on. I have a past and a future, I am not defined by my current situation” –
Experts by experience

Top Tips on using this tool from experts with experience:



Welfare and Safety Plan Practitioner Guidance

Guidance on using the Welfare and Safety Plan tool:



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*.

New Courageous & Challenging Conversations Resources

- 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.

Voice of the Child

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](#)

- 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.

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

Capturing the Voice of the Child

Updated March 2026

See me

Know me

Hear me



Day in the Life Tools: help you to work with children/families to make sense of an individual's lived experience and gain a better understanding of what is happening in families.

There are six versions, each specifically written for the following cohorts of children:

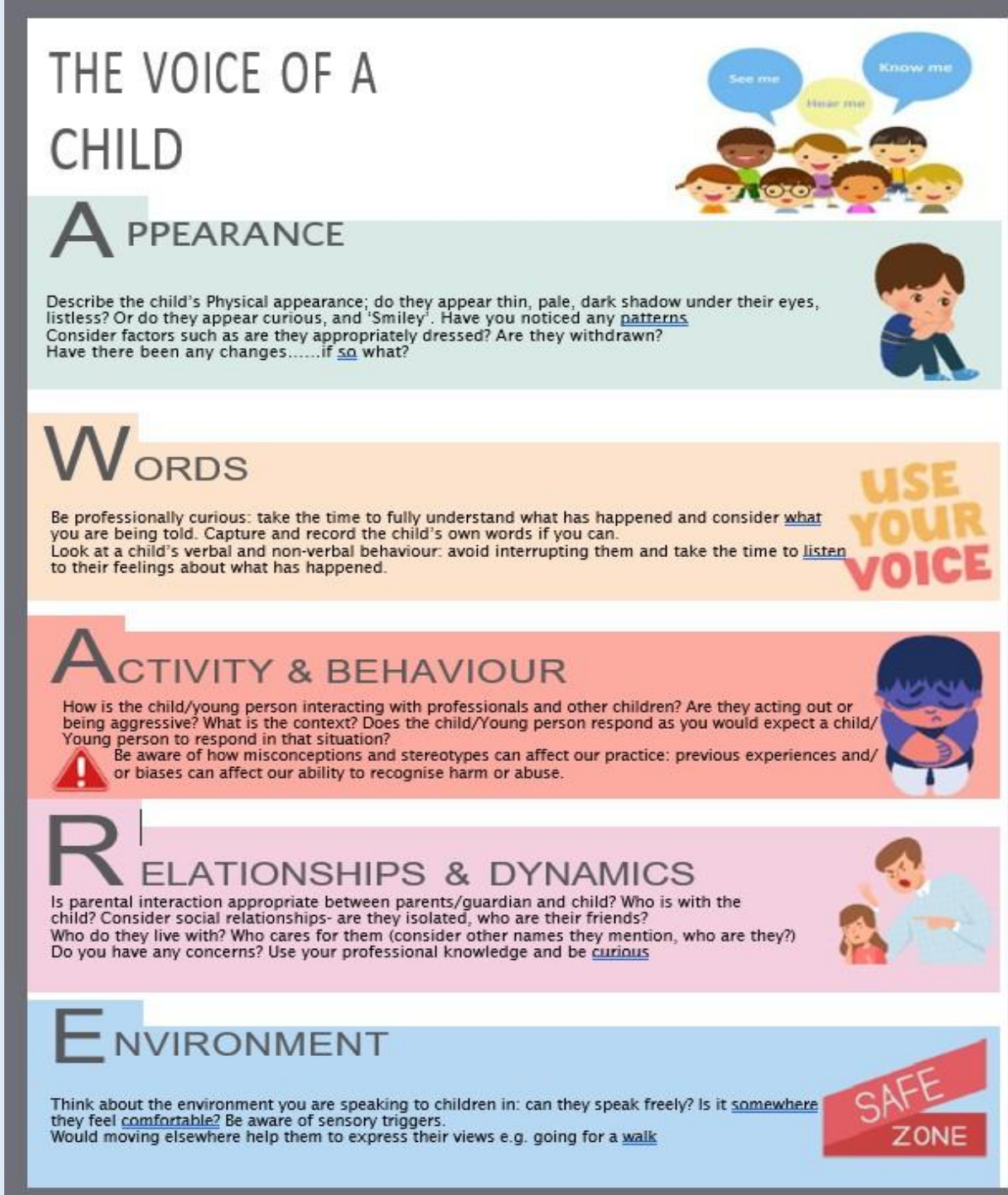
- [Day in my life – Unborn baby](#)
- [Day in my life – Baby](#)
- [Day in my life – Pre-school child](#)
- [Day in my life – Primary school aged child](#)
- [Day in my life – Adolescent](#)
- [Day in my life – Child with disabilities](#)
- This [guide](#) provides more information on how to use these tools.
- Appendix 1 [SSP neglect framework and practice guidance](#) has questions for practitioners to assist in understanding children's lived experience of neglect.
- [See also additional resources slide](#)

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

Additional Resources

SSP Resources:

- [Guide to safeguarding and supporting young people](#)
- [Adultification - September 2024](#)
- [SSP Practice Brief: Capturing the voice of the child](#)
- [Neurodiversity information and resources for practitioners](#)
- [Autism and learning disability Information and training](#)
- **Webpage:** [Young carers](#)
- **Recorded Webinar:** [Identifying and supporting young carers](#)

NSPCC Learning:

- [How can we hear and facilitate the voice of the child?](#)
- [The voice of the child: expert insights video](#)
- [The voice of the infant: expert insight videos](#)
- [Safeguarding children from Black, Asian and minoritised ethnic communities](#)

Words Matter: [Talking to children](#) resources for professionals and parents/carers including:

- communicating with children in the early years,
- talking with teenagers and
- talking to neurodivergent children and young people.

Swindon Safeguarding Partnership Adult and Children Resolution Policy (Escalation Process)

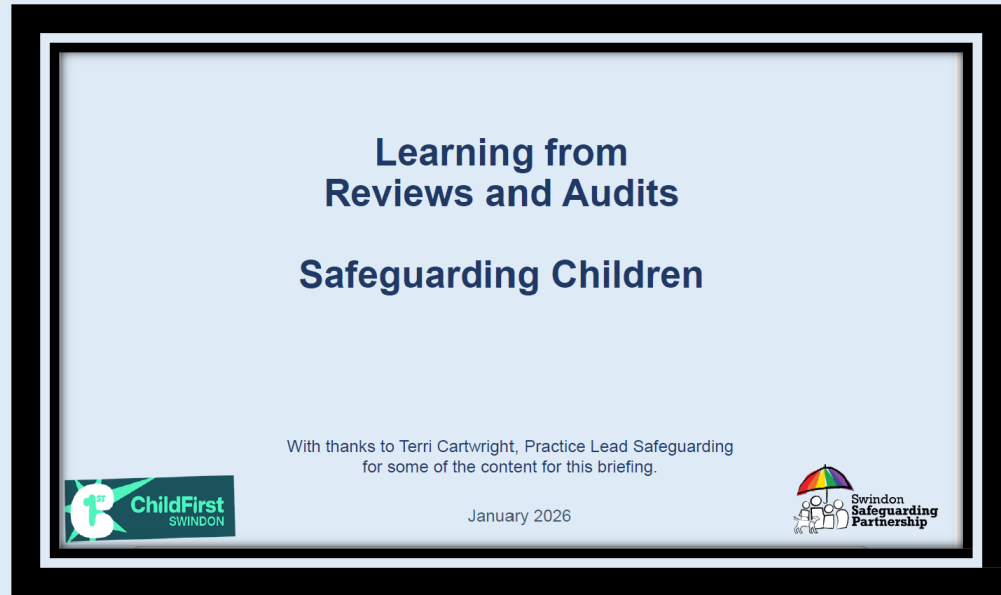


- Resolution of professional disagreements is a theme frequently identified in local child and adult safeguarding reviews and audits.
- The updated Policy sets out a **five-stage escalation process** to resolve professional disagreements in decision making between practitioners in a structured, respectful and productive way.
- Its core purpose is to ensure that disputes never delay or compromise the safety of adults, children, or families, and that disagreements are handled **quickly, respectfully, and at the lowest appropriate level**.
- Now a dedicated webpage: [Adult and children resolution policy](#) where you can find the updated policy and a short ebrief (takes approximately 5 minutes to complete).
- You need to register your name /email address to access the content.

SSP Webinars

Over the following slides there are some recorded webinars which provide additional information on some of the learning themes.

Recurring learning themes identified in safeguarding reviews and audits



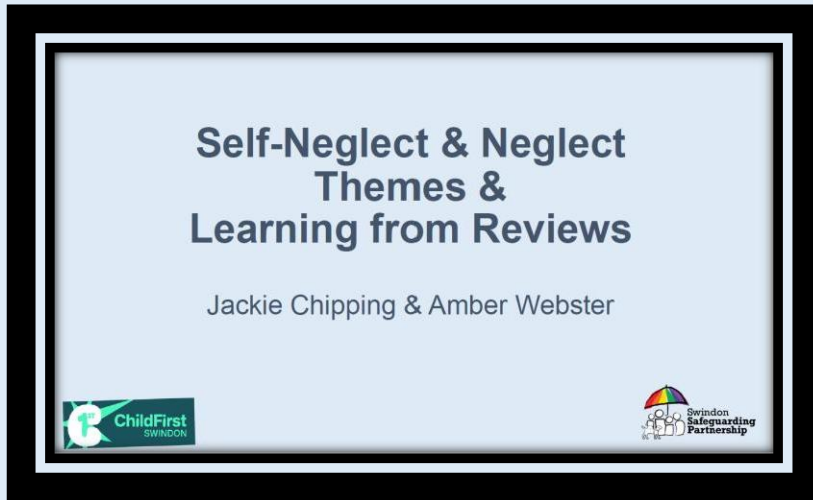
- In Swindon, over the past year, several recurring learning themes have been identified in child safeguarding reviews and audits.
- Themes have been outlined in learning resource [Learning from reviews and audits](#) (published
- January 2026) and includes signposting to relevant resources.
- A webinar 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

Learning from Reviews

Child Neglect and Self-Neglect

- This webinar was an opportunity to find out more about learning identified within Swindon Local Child Safeguarding Practice Reviews. It highlighted the impact of adult self-neglect on 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, including the way abuse can overlap and the risks and impact on the child
 - lack of professional curiosity
 - the voice of the child and their lived experience
 - implications for practitioners
 - signposting to resources available to support professional development

Access the recording via [this link](#)



Identifying and Supporting Young Carers Webinar



- This webinar provides an opportunity for professionals to find out more about young carers, focusing on the following:
 - Who young carers are and the roles they take on
 - Our duties, legislation and policy
 - Signs and symptoms to look for
 - Barriers to identification
 - Impacts of caring on children
 - Good practice in assessment and support
- Access the recording and resources via this [webpage](#)

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 - free: [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](#)

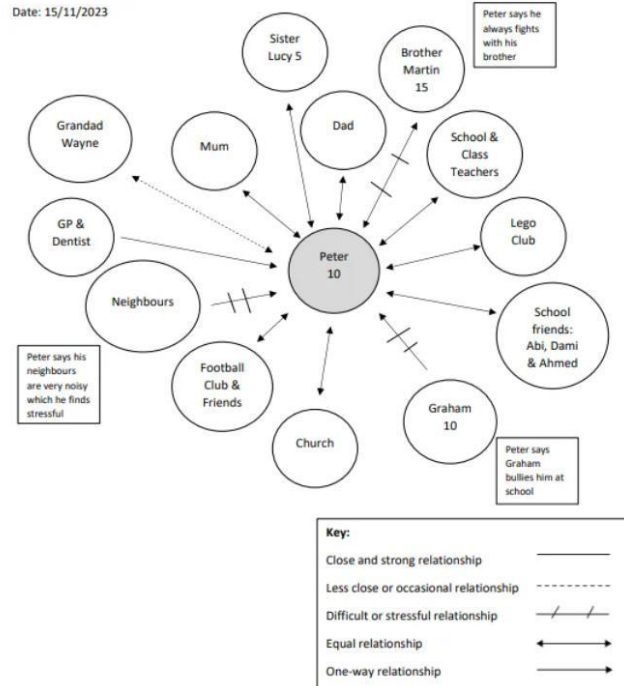
Research in Practice Podcast: [What is professional curiosity?](#)

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 and may be useful to partner agencies.
- [Neglect supervision guide](#)
- [Neglect strategy - Appendices 2 and 6](#)
- [Supervision management oversight - Learning from audits](#)
- [SSP Multi-agency Safeguarding Supervision Framework and Principles](#)

Ecomaps

Ecomap Example 1



- ✓ **Ecomaps:** a simple tool that allows you to establish who a child or young person sees as being important to them and in their support network. Further information can be found on these webpages:
- ✓ [Ecomaps - Safeguarding Network](#)
- ✓ [Ecomaps: Guide For Social Workers, Examples and Templates - Free Social Work Tools and Resources](#)
- ✓ [SSP chronology guidance](#)

Information Sharing and Consent

- SSP webpage [Information sharing and consent](#)
- Other resources include:
 - [Information sharing - 7-minute briefing](#)
 - [Information sharing - seven golden rules](#)
 - [Information sharing - consent and information sharing briefing](#)
 - [Gillick Competence and Fraser Guidelines - 7- minute briefing](#)

Other SSP Resources

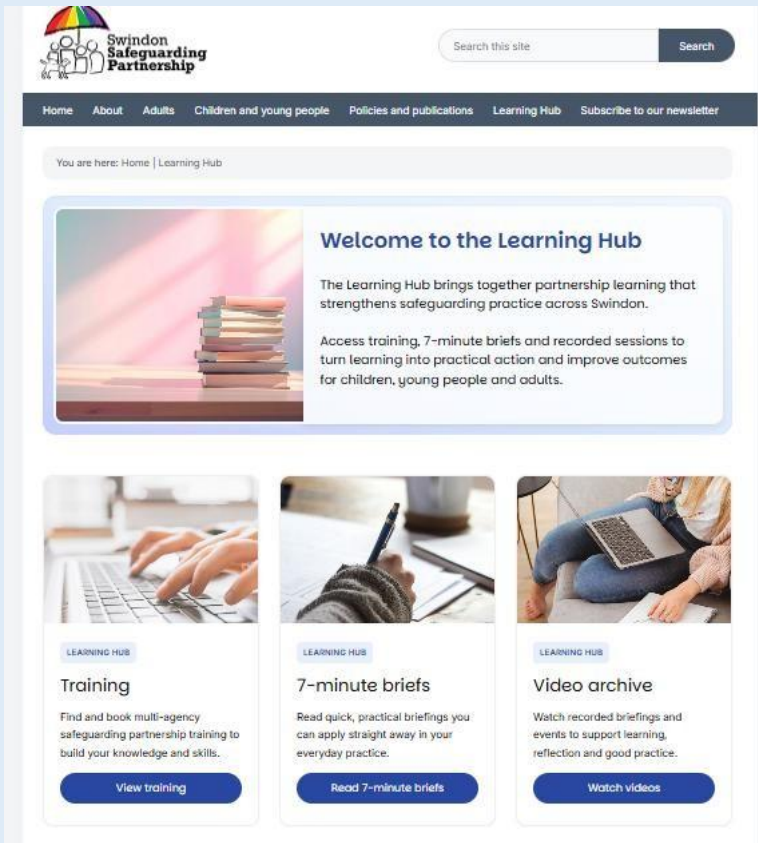
- [Adult safeguarding policy and procedures](#)
- [Think Family' Practice Guidance](#)
- [SSP chronology guidance](#)
- [Young fathers practice guide](#)
- [SSP practice brief - Making a good referral](#)
- [Safeguarding Adult Reviews \(SARs\)](#)
- [Local Child Safeguarding Practice Reviews and Case Learning leaflets](#)
- [Child Sexual Abuse](#)
- [Request for help and support guidelines and contact information](#)

Previous Monthly Safeguarding Themes Resources

The following monthly resources have a range of additional information:

- [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](#)
- [SSP Safeguarding theme June - Child neglect](#)
- [SSP Safeguarding theme July – Self-Neglect](#)
- [SSP Safeguarding theme August - Think Family](#)

SSP Learning Hub



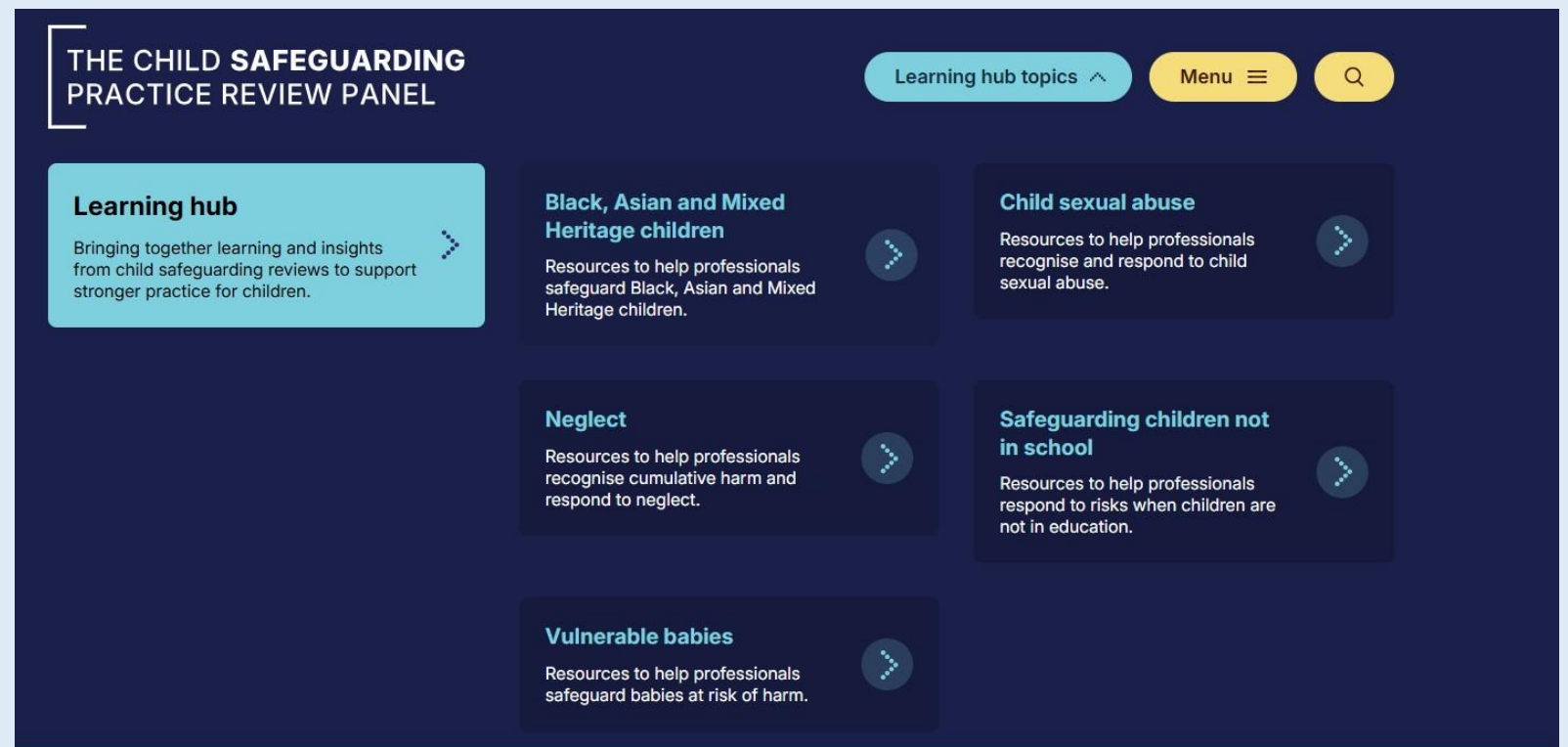
Visit our [Learning Hub](#) to find out more about our learning resources including [7 minute and practice briefs](#) and [recorded webinars](#).

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

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

- [Motivational interviewing and communication skills](#)

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



There is a wide range of information and resources on themes relating to Black, Asian and Mixed Heritage children, child sexual abuse, neglect, vulnerable babies and safeguarding children not in school.

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

No quick fixes: Multi-agency working to improve information-sharing on men and keep children safe

- This is a recent article exploring the ongoing challenges of multi-agency collaboration in safeguarding children across England.
- It focuses on improving information-sharing between services such as children's social care, health, and the police, particularly in relation to men who may pose risks. The authors identify three critical factors for success:
 - Strong organisational commitment and adequate resources
 - Clear and effective communication between professionals
 - Careful navigation of consent and confidentiality issues
- The paper argues that structural reforms alone are insufficient; cultural and relational aspects remain vital for effective safeguarding.

Read the journal article: [No quick fixes: Multi-agency working to improve information-sharing on men and keep children safe](#)

[Myth of the Invisible Men](#) published by the Child Safeguarding Practice Review Panel.

National Resources

NSPCC:

- [Neglect is also Child Abuse: Know All About It](#)
- [Protecting children from neglect](#)
- [Neglect: learning from case reviews](#)
- [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 \(childrenssociety.org.uk\)](#)