

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

For November, our theme is
Safeguarding Children & Adults



#safeguardingasharedresponsibility
#BawareBcurious



Follow us on:



Or via email:

safeguardingpartnership@swindon.gov.uk



Contents

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

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Safeguarding is Everyone's Responsibility

- A phrase that is often used but it highlights that we all have a role to play in safeguarding children and adults.
- This month we want to raise awareness about Safeguarding.
- This includes information about Swindon Safeguarding Partnership, key safeguarding partners, its purpose and function and the strategic priorities for Swindon.
- In addition, we want to highlight some key information and resources that have been developed to assist you in your safeguarding roles and practice.

What is Swindon Safeguarding Partnership?



Swindon Safeguarding Partnership comprises of the named statutory safeguarding partners and those agencies and organisations who have varying degrees of contact with children and/or adults with care and support needs and those who care for them throughout Swindon.

Safeguarding is everyone's responsibility and the Safeguarding Partnership promotes a shared commitment to work together to improve outcomes for children and adults with care and support needs. Find out more about what we do and how you can work in partnership by visiting the 'About' webpage or use the QR code.

Information and advice for you and your teams to support you to safeguard Children and Adults can be found on our website. This includes a wide range of safeguarding learning resources, training opportunities, local procedures and guidance.

Learn about local Safeguarding Adults Reviews (SARs) on our webpage here or using the QR code

and to learn about our Local Child Safeguarding Practice Reviews (LCSPRs) here or using this QR code



[Download this poster](#)

- Swindon Safeguarding Partnership came into effect in July 2019 to oversee the new Multi-Agency Safeguarding Arrangements for children and adults at risk.
- The multi-agency arrangements have since been revised to ensure that the Partnership is compliant with the updated Working Together to Safeguarding Children 2026 guidance.
- Swindon Safeguarding Partnership comprises of the named statutory safeguarding partners and those agencies and organisations who have varying degrees of contact with children and/or adults with care and support needs and those who care for them throughout Swindon.
- Find out more on [About Swindon Safeguarding Partnership](#) webpage.

Purpose and function of the Safeguarding Partnership is to:

- ✓ Deliver our shared responsibility for the safeguarding of children, young people and adults with care and support needs in Swindon.
- ✓ Provide effective and informed leadership to the local safeguarding system, evidencing that risks associated with multi-agency safeguarding arrangements are being actively managed.
- ✓ Promote positive working relationships with each other and children, adults, their unpaid carers and families. Creating a positive culture for learning not blaming.
- ✓ To actively engage with children, families, and adults with care and support needs and their unpaid carers to influence and improve safeguarding practices and service delivery across the Partnership.
- ✓ To undertake Rapid Reviews, Child Safeguarding Practice Reviews (CSPR), Safeguarding Adult Reviews (SARs) and multi-agency audits.
- ✓ Identify and act on learning from the above and provide a learning and development offer to include safeguarding training.
- ✓ To develop and update multi-agency policies and procedures.



Who is the Safeguarding Partnership?

Swindon Safeguarding Partnership comprises of the **named statutory safeguarding partners and those agencies and organisations who have varying degrees of contact** with children and/or adults with care and support needs and those who care for them throughout Swindon.

**YOU ARE THE
SAFEGUARDING
PARTNERSHIP!**

You can find out more by visiting our webpage:
[About Information - Swindon Safeguarding Partnership](#)

Or come along to one of our [Introduction to Swindon Safeguarding Partnership](#) awareness sessions.





Swindon
Safeguarding
Partnership

Our Strategic Priorities
for 2026-2027 are

For more information and to access practice toolkits
use the QR codes or click on the links below

All Age
Exploitation



Adults



Children

Neglect



Child Sexual Abuse



Self-Neglect



Click on the hyperlinks below to access the relevant webpage and find out more:

- All Age Exploitation:
 - Child Exploitation
 - Adult Exploitation
- Child Sexual Abuse
- Neglect
- Self-Neglect

Download the poster to display in your workplace

A 'Think Family' Approach



Image created by AI

- Safeguarding and promoting the welfare of children and adults with care and support needs is a shared partnership responsibility.
- Partners in Swindon have adopted a 'Think Family' approach, which recognises that often people live as part of families, who provide support for each another.
- This approach is important in helping to understand the unique circumstances of an adult or child, and the strengths and resources within the family to provide for their needs, but also identifies where additional support may be required.
- **Resources:**
 - [SSP Think Family Practice Guidance](#)
 - [Think Family practitioner checklist](#)
 - [SSP Safeguarding theme August 2026 - Think Family](#)

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

Safeguarding Reviews

Over the next slides are reviews and audits published in 2026.

Details of published reviews can be found on the following webpages:

Children: [Local Child Safeguarding Practice Reviews and Case Learning leaflets](#)

Adults: [Safeguarding Adult Reviews \(SARs\)](#)

Multi Agency Audit Findings: [Multi-agency audits](#)

Local Child Safeguarding Practice Reviews (LCSPRs)

- June 2026 'Lola', 'Liam', 'Willow Children' and a Thematic Review '**Why Doesn't Anything Change**' were published.
- A series of reviews were undertaken to examine how local services have responded to children experiencing serious and sustained neglect, alongside a thematic report. This highlighted the significant challenges agencies face in both identifying and responding effectively to long-term neglect.
- Findings emphasise particular difficulties in engaging families where parental ill health, domestic abuse, and disengagement from services are key factors. In such contexts, the cumulative impact of neglect can be harder to recognise and address, requiring more coordinated, persistent, and trauma-informed responses from professionals.
- Click on the link below to access the resources:
 - [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 \(YouTube - duration 33 minutes\)](#)

Why Doesn't Anything Change Webinar



A recorded webinar detailing the learning themes together with a resource pack can be found via this link [Spotlight on Learning from Local Child Safeguarding Practice Reviews and Thematic Review 'Why doesn't anything change'](#)

Recurring Learning Themes Webinar

- In February 2026 a webinar highlighting the recurring learning themes from reviews and audits was hosted. The themes include:
 - lack of professional curiosity
 - voice of the child
 - failure to recognise or understand some types of abuse, intersectionality of abuse and risks
 - professional practice
 - implications for practice
- This will be relevant to anyone working with or supporting children, young people and their parents and carers. Some of the learning themes are also relevant to those working with or supporting adults at risk.
- You can view the recording and access the resources via this link: [Recurring learning themes from reviews and audits - Swindon Safeguarding Partnership](#)

Spotlight on Learning from Reviews: Child Neglect and Self Neglect

- Our webinar in June 2026 explored the learning identified within Local Child Safeguarding Practice Reviews.
- This highlighted the impact of adult self-neglect on parenting capacity and 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
- This learning is relevant to anyone working with or supporting children, young people, parents and carers, and adults.
- Access the recording and resources via this link: [Spotlight on Learning from Reviews Child Neglect and Self Neglect](#)

Learning from Safeguarding Adult Reviews

The following reviews were published in 2026.

Safeguarding Adults Review - Bernard (August 2026)

- [SAR Bernard full report \(PDF\)](#)
- [SAR Bernard 7 minute briefing \(PDF\)](#)
- [SAR Bernard 7 minute briefing video \(3.24 minutes\)](#)
- [SAR Bernard recording with the Author \(17.45 minutes\)](#)
- [SAR Bernard Professional feedback form](#)

Safeguarding Adults Review - Kathy (August 2026)

- [SAR Kathy full report \(PDF\)](#)
- [SAR Kathy 7 minute briefing \(PDF\)](#)
- [SAR Kathy 7 minute briefing video \(3.35 minutes\)](#)
- [SAR Kathy recording with the Author \(18 minutes\)](#)
- [SAR Kathy Professional feedback form](#)

Homeless Fatality Review – Arlo and Paddy (February 2026)

- Published by [Gloucester Safeguarding Adult Board](#)
- [Arlo and Paddy homeless fatality review \(PDF\)](#)
- [Arlo and Paddy 7 minute briefing \(PDF\)](#)
- [Arlo and Paddy 7 minute briefing recording \(YouTube\)](#)
- [Arlo and Paddy professional feedback form](#)

Resources

Over the next few slides there are some resources relating to some of the recurring themes highlighted in reviews and audits.

This is not an exhaustive list and we would encourage you to visit our webpages and resources provided to support our monthly safeguarding themes to find out more.

Adult related webpages: [Adults Information](#)

Children and young people webpages: [Children and young people Information](#)

Resources

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](#)
- **Chronologies:** [SSP chronology guidance](#)
- SSP webpage: [Request for help and support guidelines and contact information](#)
- [SSP practice brief - Making a good referral](#)
- Voice of the child: [Capturing the voice of the child in records](#)

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.

Professional Curiosity

- SSP webpage: [Professional Curiosity](#) includes links to additional resources and recordings.

Briefings/learning resources:

- [Professional Curiosity Learning Resource SABN](#)
- [Professional Curiosity Resource Pack](#)
- Free eLearning: [Being professionally curious](#)

New! Working with Fathers and Male Care Givers

Webpage - access via this link: [Working with fathers and male caregivers](#)

Also, a Working with Men Practitioner Checklist – access via this link: [Working with Men - Practitioner Checklist 2026](#)

Working with Men

Practitioner Checklist 2026



Use this checklist to support inclusive practice when working with fathers, fathers-to-be and male care givers.

IDENTIFICATION AND ENGAGEMENT

- ☐ Identify fathers/male care givers at the earliest opportunity, including during pregnancy.
- ☐ Record fathers/male care givers details on assessments, referrals and case records.
- ☐ Ensure fathers/male care givers are invited to appointments, meetings and reviews.
- ☐ Make direct contact with fathers/male care givers rather than relying solely on information from the mother or other family members.
- ☐ Assess any barriers to engagement and adapt your approach accordingly.
- ☐ Persevere with engagement and avoid assuming a lack of interest if contact is inconsistent.

CHALLENGING BIAS AND ASSUMPTIONS

- ☐ Reflect on personal attitudes about fathers/male care givers and fatherhood.
- ☐ Avoid stereotypes that fathers/male care givers are disengaged, immature or absent.
- ☐ Consider the impact of cultural, social and economic factors on the father's/male care givers experiences.
- ☐ Be aware of adultification bias and how it may affect practice.
- ☐ Ensure fathers/male care givers are valued equally alongside mothers and other caregivers.

COMMUNICATION AND PARTICIPATION

- ☐ Encourage fathers/male care givers to ask questions and express concerns.
- ☐ Provide opportunities for fathers/male care givers to speak privately where appropriate.
- ☐ Ensure fathers/male care givers understand plans, decisions and professional processes.
- ☐ Listen to fathers/male care givers' wishes, feelings and lived experiences.
- ☐ Include fathers/male care givers in decision-making that affects them and their children.

BUILDING A POSITIVE RELATIONSHIP

- ☐ Introduce yourself clearly and explain your role.
- ☐ Use respectful, non-judgemental language.
- ☐ Demonstrate empathy and genuine interest in the father's experiences.
- ☐ Actively listen and validate the father's/male care givers views.
- ☐ Be reliable and follow through on commitments.
- ☐ Communicate using the father's/male care givers preferred method (phone, text, email, face-to-face).

ASSESSMENT AND SUPPORT

- ☐ Explore the father's/male care givers strengths, aspirations and support networks.
- ☐ Assess emotional wellbeing, mental health and coping strategies.
- ☐ Consider any history of adversity, trauma or adverse childhood experiences (ACEs).
- ☐ Identify needs relating to housing, employment, education and finances.
- ☐ Support the father's/male care giver's relationship with the child and co-parent where appropriate.
- ☐ Develop support plans that are tailored to the individual father/male care giver.

CREATING FATHER/MALE CARE GIVERS INCLUSIVE SERVICES

- ☐ Review whether the physical environment feels welcoming to fathers/male care givers.
- ☐ Display materials and information that include fathers/male care givers.
- ☐ Ensure forms, letters and documents refer to both mothers and fathers/male care givers.
- ☐ Provide resources specifically relevant to fathers/male care givers.
- ☐ Offer activities and opportunities that encourage father/male care giver participation.
- ☐ Build staff confidence and competence in engaging fathers/male care givers.

Working with Men

Practitioner Checklist 2026



Use this checklist to support inclusive practice when working with fathers, fathers-to-be and male care givers.

REFLECTIVE PRACTICE

- ☐ Regularly reflect on interactions with fathers/male care givers.
- ☐ Seek supervision to explore challenges and biases.
- ☐ Remain professionally curious and avoid making assumptions.
- ☐ Consider whether fathers/male care givers' voices are being heard and acted upon.
- ☐ Identify learning needs and access training where required.

FEEDBACK AND SERVICE IMPROVEMENT

- ☐ Seek regular feedback directly from young fathers/male care givers.
- ☐ Use feedback to improve services and practice.
- ☐ Ensure feedback processes are accessible, confidential and inclusive.
- ☐ Record and evaluate outcomes for fathers/male care givers and families.
- ☐ Share learning and examples of good practice across teams.

QUICK SELF-ASSESSMENT

Ask yourself:

- Have I actively included the father/male care giver in my work?
- Have I challenged any assumptions I may hold?
- Does the father/male care giver feel listened to, respected and valued?
- Have I identified strengths as well as needs?
- Have I worked with partners to provide coordinated support?
- Would the father/male care giver describe my service as father-friendly?

Good practice principle:

- 👁️ See the father/male care giver,
- 👂 Hear the father/male care giver,
- 🗣️ Include the father/male care giver,
- 🤝 Support the father/male care giver.



For more information scan the QR code or visit [SSP - Working with Fathers and Male Caregivers](#)

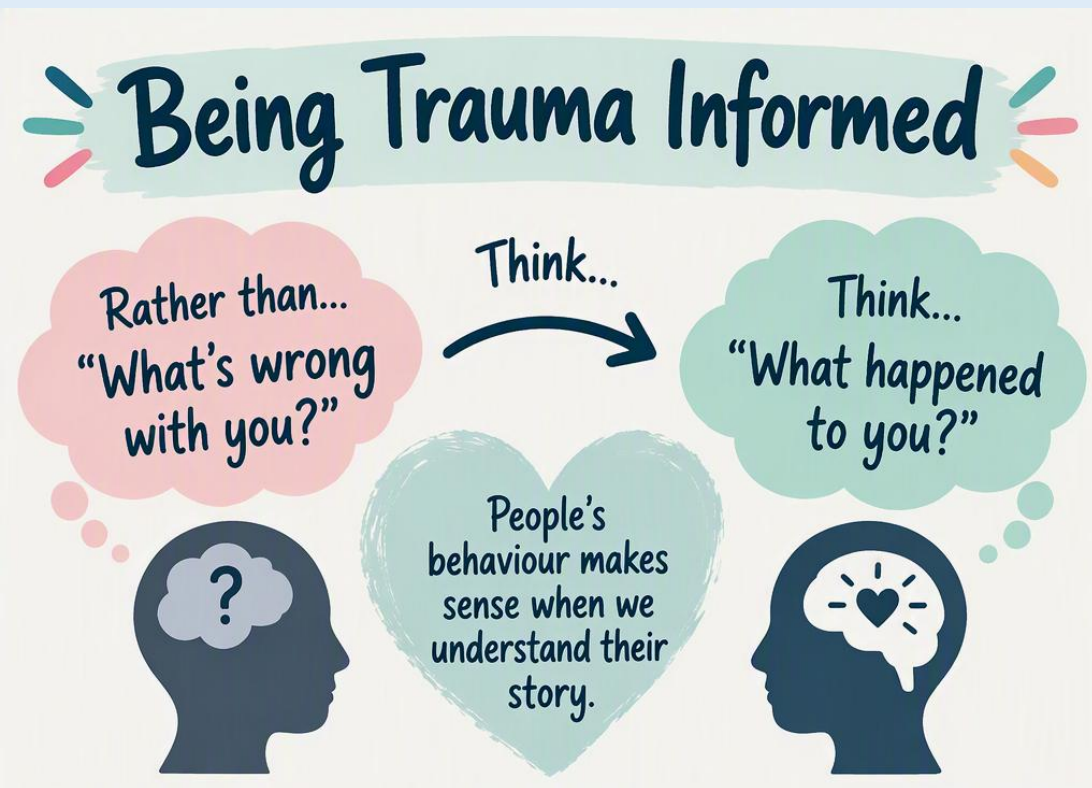
Mental Capacity Act

New updated webpage: [Mental Capacity Act 2005](#)

Mental Capacity Act learning events recordings - click on this link to access the recording and supporting presentation slides [Mental Capacity Act learning events recordings](#)

Briefings/additional resources:

- [Mental capacity act](#)
- [Mental Capacity Act 16 to 17 year olds learning from reviews](#)
- [Home - Capacity guide](#)
- [The Toolkit - Mental Capacity Toolkit](#)



Being Trauma informed is a theme highlighted in local reviews and audits.

Trauma often affects the way people approach potentially helpful relationships. This is because many survivors feel unsafe, lack trust or live with anxiety.

- Becoming trauma-informed is about supporting people to feel safe enough in their interactions with services to build trust, and to help people overcome any barriers to an effective helping relationship.

You can find out more by accessing this resource:
[Trauma-informed practice learning from reviews - Practice brief](#)

Persistent themes in safeguarding practice



Learning from child safeguarding reviews

Safeguarding reviews repeatedly identify familiar challenges in practice and across the wider safeguarding system. These persistent themes bring together national learning to support reflection, professional judgement and practical action.

THE CHILD SAFEGUARDING PRACTICE REVIEW PANEL

These themes are not new. Their continued presence in safeguarding reviews makes them particularly important.

They require attention from practitioners, managers, leaders and safeguarding partnerships.



Understanding the child, family and risk

- 1 The child's lived experience**
Understand what day-to-day life is really like for the child, not just what is seen, recorded or reported.
- 2 Understanding the whole family**
Understand how adult needs, family relationships and changing circumstances affect each child's lived experience, safety and wellbeing.
- 3 Naming and understanding harm**
Clearly identify and describe the harm experienced by the child, not just the risks or concerns.
- 4 Understanding and responding to risk**
Recognise how risk changes over time by identifying patterns, cumulative harm and changing circumstances.
- 5 Information sharing and triangulation**
Bring together information from different sources to build a fuller understanding of the child's circumstances and experiences.

Responding, decision-making and practice



- 6 Positive and skilled engagement with families**
Build trust, understand barriers and adapt your approach, while maintaining professional curiosity and respectful challenge.
- 7 Consent and responding when it is absent**
A lack of consent does not remove the responsibility to assess risk, share information lawfully and take action to safeguard the child.
- 8 When cases become stuck**
Stop and review when concerns persist, progress cannot be evidenced or existing interventions are not improving the child's life.
- 9 Stepping back safely**
Reduce or end support only when there is evidence of sustained change, reduced risk and improved outcomes for the child.
- 10 Culture, leadership and practice conditions**
Create the conditions for confident professional judgement, reflective supervision and constructive challenge.



Pause and reflect

- What is life like for this child day to day?
- What might we be missing?
- What has changed, and what evidence do we have?
- Are we considering concerns together and over time?
- Is professional involvement improving outcomes for the child?
- What action, challenge or escalation is needed next?

Explore all 10 persistent themes

Access learning from safeguarding reviews, practice insights and reflective questions to support discussion, supervision and decision-making.

childsafeguarding.independent-panel.uk/persistent-themes



Scan the QR code to explore the themes

Persistent themes in safeguarding reviews | Child Safeguarding Practice Review Panel

Safeguarding Children

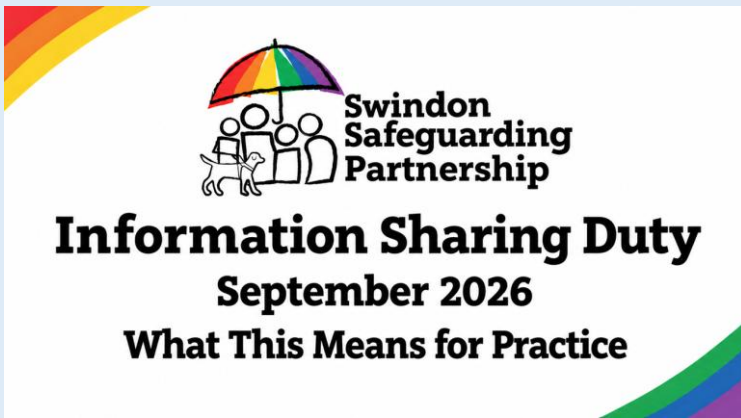


In this section we want to highlight some key information and resources to inform your practice:

Child Neglect

Child Sexual Abuse

Safeguarding Unborn Babies and Under 2's



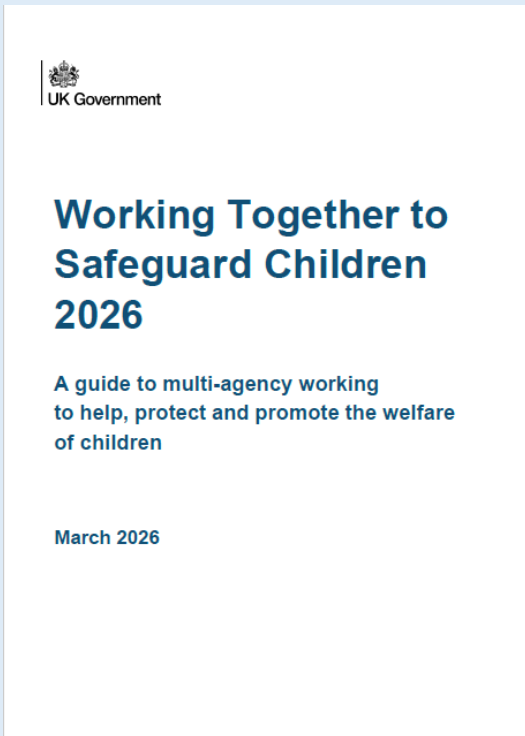
New Information Sharing Duty

Is intended to strengthen multi-agency working and support earlier information sharing to safeguard and promote the welfare of children.

The Information Sharing Duty introduces a clear expectation that relevant information should be shared between professionals across organisations to safeguard children and promote their welfare unless there is a clear reason why doing so would be more harmful to the child.

This represents an important shift towards earlier, more confident information sharing across partner agencies. All relevant information/ resources can be found on the SSP website: [Information sharing and consent](#)

Request for help and support form has also been updated [Referral form - Request for help and support](#)

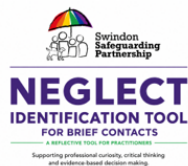


Child Neglect

Neglect continues to be a recurring theme in local safeguarding reviews. Below are some resources to assist you.

- Dedicated webpage [Neglect](#)
- [New Neglect identification tools](#) – *see next slides.*
- Monthly safeguarding theme for June was child neglect access the resource pack here: [SSP Safeguarding theme June 2026 - Child Neglect](#)





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.

Child Sexual Abuse is a Strategic Priority for Safeguarding Partners in Swindon



- SSP [Child Sexual Abuse strategy 2026-29](#) is a multi-agency strategy for **preventing, identifying, and responding** to Child Sexual Abuse.
- Focus is to prevent children from experiencing Child Sexual Abuse, to improve identification of Child Sexual Abuse and to intervene at the earliest possible stage to tackle its causes and reduce the impact on children when it happens.
- Swindon's shared vision is:
 - We will work together with partners to prevent and to minimise the impact of Child Sexual Abuse on children in Swindon.
 - We want all professional to feel enabled to confidently identify, assess and respond to child sexual abuse

Resources:

- One-page briefing of the [strategy](#) and what this means for practitioners and managers.
- Short video briefing click on this [link](#) to view (*duration 4 minutes*)

Safeguarding Reviews Identify Recurring Issues

In how child sexual abuse is recognised and responded to, particularly when it occurs within families.

- **Child sexual abuse is often hidden.**
 - Children may not tell (disclose) verbally. Practitioners need to recognise subtle, indirect or behavioural signs.
- **Much abuse takes place within families.**
 - Almost half of child sexual abuse offences reported to the police in England and Wales in 2021/22 occurred within the family environment, including abuse by parents, siblings, grandparents, step-parents or others considered “one of the family”.
- **Abuse includes non-contact forms.**
 - Online grooming, sexualised conversations, exposure to sexual content and image production are all forms of child sexual abuse.
- **Multi-agency working is essential.**
 - Professionals need to share information proactively and keep the child’s safety central to all decision-making.
- **Children need safe, trusted opportunities to share concerns.**
 - Trust, consistency and supportive professional relationships are critical to enabling disclosure.

Key Points

➤ Voice of the Child needs to be heard.

- Within the reviews, children had often tried to tell someone, but they were often ignored or disbelieved. Professionals fear of getting it wrong and No Further Action (NFA) decisions by police or CPS can have undue influence on listening to their voice.
- It is important to talk to children when there are concerns and create safe opportunities.
- Take account of the needs of disabled children and children from Black and other minoritised communities, as well as a lack of appropriate support for children following the abuse.

➤ Proactively recognise signs rather than wait for disclosures.

- Behavioural signs are often missed or misinterpreted, especially when children present with emotional or behavioural difficulties.
- Practitioners need to be professionally curious, asking the right questions and exploring concerns.

➤ Know the local health pathways.

- Understand the local pathways for referring children for appropriate forensic medical and other health assessments and involve health representatives in strategy discussions.



RECOGNISE

Recognise possible abuse:

- Recognise signs that may suggest a child is being abused.
- Recognise the behaviour of the abuser.



RESPOND:

- Respond quickly and appropriately to possible concerns.
- Sometimes a concern is obvious, sometimes it is not.
- Remember use of appropriate language.



REPORT

- Report your concerns to the appropriate person/agencies.
- ASAP.



RECORD:

- Record immediately or ASAP.
- Record your observations and concerns – distinguish between fact and opinion – be clear and explicit.
- Include the actions you and others have (or haven't) taken.
- Use words used by the child/young person.

Remember: Be Professionally Curious!
Think the Unthinkable!

Resources

- Webpage: [Child Sexual Abuse](#)
- Information and resources: [SSP Safeguarding theme October - Child Sexual Abuse](#)
- SSP Practice Guidance: [Child Sexual Abuse practice guidance](#)

Safeguarding Unborn Babies and Under 2's

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

For April, our theme is
Safeguarding Unborn Babies and Under 2's



Image by FreePik

 [#safeguardingbaby](#)

Swindon Safeguarding Partnership

Follow us on:  

Or via email: safeguardingpartnership@swindon.gov.uk

SWINDON COMMUNITY SAFETY PARTNERSHIP

- Reviews, together with other research findings, show that children under one year of age and in particular, very young babies, are extremely vulnerable to being seriously injured or to dying as a result of abuse or neglect.
- **Resources:**
- Monthly safeguarding SSP Safeguarding theme April - Unborn babies and under 2s
- Resources: Safeguarding unborn babies and under 2s - 7-minute brief
- Dedicated webpage: Safeguarding unborn babies, under 1's and working with fathers
- New webpage: [Working with fathers and male caregivers](#) webpage
- Child Safeguarding Practice Review Panel Learning Hub: Vulnerable babies

Safeguarding Adults



Learning from Safeguarding Adult Reviews Self-Neglect

Homelessness

- Report published by The Museum of Homelessness (October 2026) examined the deaths of people experiencing homelessness in the UK. Findings show:
 - Deaths rose 6.8% in 2025 vs the previous year. Over 10,000 people have died since 2017
 - 1720 people, including 51 children living in temporary accommodation, died while homeless in 2025, the highest number of child deaths recorded; and 63% of the children who died were under one-year-old.
 - Local authorities are under-reporting the true scale of homeless deaths - our study found 197 missing from their data, representing 1 in 10 deaths missing from records.
 - Over 30% of the deaths in 2025 were either on the streets or in rough sleeper's accommodation
 - Findings show: Bristol, Brighton and Hove, Edinburgh, Camden and Stirling had the five highest rates of reported deaths per 100,000 population across the UK.
 - 'Deaths of Despair' caused by drugs, alcohol or suicide are the most common (52%). Recovery, harm reduction and mental health services need urgent investment.
 - 15% of authorities either failed to respond or stated that they did not hold the data requested.

Read the report:
[Full findings published for dying homeless project](#)

Visit the webpage:
[Museum of Homelessness](#)

SSP Resource:
[Homelessness, rough sleeping and safeguarding adults resource](#)



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

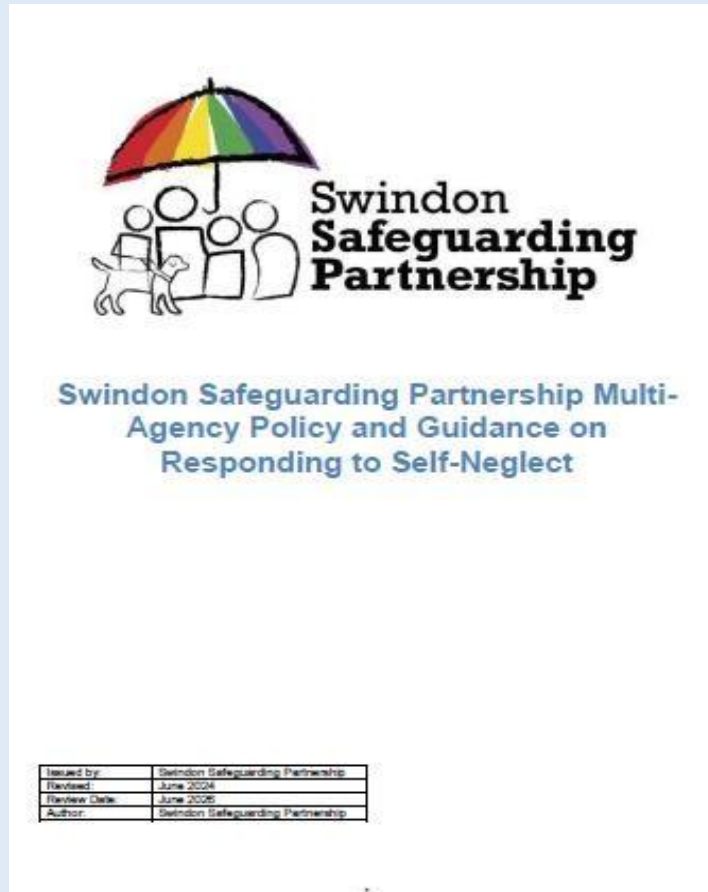
Always developing and supporting
best practice for Swindon.

Self Neglect

This is a theme that has been identified in several Safeguarding Adult Reviews and below are some resources to assist you.

- Dedicated webpage: [Self neglect](#)
- Webinar: [Welfare and safety plan and practitioner guidance](#)
- Our monthly safeguarding theme in July was self-neglect access the resources via this link: [SSP Safeguarding theme July 2026 - Self Neglect](#)

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](#)

All Age Exploitation

As the title suggests exploitation can happen at any age.

In this section we want to highlight some key information and resources to inform your practice.

All Age Exploitation

- This was our safeguarding theme for March and you can access the safeguarding theme resources via this link:
- [SSP Safeguarding theme March - All age exploitation](#)
- Dedicated webpages:
 - [Child exploitation - Harm outside the home](#)
 - [Exploitation of adults](#)
 - **Child Exploitation Risk Assessment Framework (CERAF) and Guidance:** [Child Exploitation Risk Assessment Framework \(CERAF\)](#)
 - **Adult Exploitation Screening Tool and Guidance** [Adult exploitation screening tool and guidance](#)



Adult Exploitation Support

- Support is available for free through unseen modern slavery and exploitation helpline - [Modern Slavery Helpline](#)
- Support is also available through The Salvation Army at - [What is Modern Slavery | The Salvation Army](#)
- Medaille Trust support to escape modern slavery - [Charity supporting victims of Modern Day Slavery | Freedom from Human Trafficking | Rebuilding lives](#)



Language Matters

- Language is powerful. It is important to consider the words, phrases and jargon used when speaking to/about children/young people and adults.
- This includes language used verbally and written in files, referrals, assessments and reports. Rarely do individuals intend to use victim-blaming language but may do so unconsciously.
- Any language suggesting a child/young person is responsible for their abuse and/or crime they are subjected to must be avoided. A failure to do so may mean that the child/ren are not safeguarded appropriately.

Language Matters

- Victim blaming language is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced. Source: Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people - GOV.UK (www.gov.uk)
- Victim blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the person from disclosing their abuse as they may feel fear of being blamed by professionals.
- Unclear language can lead to confusion, misunderstanding or even harm.

Stigma Kills

Useful webpage including video clips about the impact of language – click on this link to access - Stigma Kills | NHS Addictions Provider Alliance

Adultification

- National and local reviews have highlighted incidents where it appears some young people have been treated differently from their peers by professionals and the criminal justice system.
- As defined in statutory guidance, Working Together to Safeguard Children, the term 'child' refers to anyone under the age of 18.
- Adultification is a type of bias which skews the perception of certain children leading to professionals viewing them as more grown up than their peers which can lead to lapses in safeguarding and unfair treatment.
- There are various contexts in which adultification occurs, all of which relate to a child's personal characteristics, socio-economic influences and/or lived experiences, for example –
 - transphobia,
 - homelessness,
 - young carers,
 - domestic abuse,
 - poverty,
 - being a Cared For or Care Experienced child.

Adultification

- Research has shown that black children are more likely to experience adultification, where professionals think about black children differently from their peers and do not recognise their own discrimination and bias. Child Q's review where a young black girl was strip searched inappropriately is an example of adultification.
- Intersectionality plays a part in this concept. Age, gender, ethnicity and sexuality all affect how children are viewed by professionals.
- Black girls can be seen stereotypically as innately hypersexual and this can impact on how they are identified as victims of Child Sexual Abuse (CSA). Another stereotype is that black children are seen as resilient and strong.

Resources to find out more



- Watch this clip where Jahnine Davis explains the adultification bias after a black schoolgirl strip searched by police.
- Link: [Jahnine Davis explains the adultification bias after black schoolgirl strip searched by police \(youtube.com\)](https://www.youtube.com/watch?v=...) Duration 1:55 minutes)

Resources to find out more:

- [NSPCC learning resource](#)
- SSP 7 minute briefs:
 - [Adultification - September 2024](#)
 - [Child Q - safeguarding practice review](#)
- [Adultification bias in child protection & safeguarding - Russell Webster](#)
- [Adultification bias within child protection and safeguarding \(PDF, 528 kB\)](#)
- [Adultification bias of black children: Q&A with Jahnine Davis \(farrer.co.uk\)](#)
- [It's silent – race, racism and safeguarding children – National Panel Report](#)
- [Race, racism and safeguarding children - "It's silent" | NSPCC Learning](#)
- Watch the webinar recording: ["It's Silent": Race, racism and safeguarding children](#) (1 hour duration)

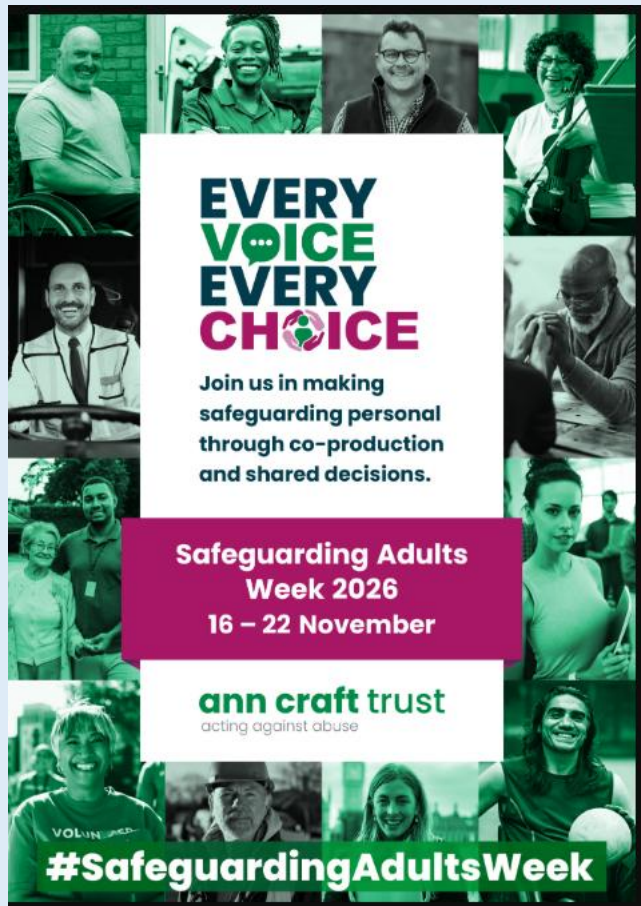
Practitioner Survey

**We want to hear from
you!**



- This anonymous survey is designed to help you reflect on your own practice when working with children and families from Black, Asian and Mixed Heritage backgrounds, and to help identify what support you might need.
- The survey will be active until 4th December 2026.
- Click on this link to access [Practitioner Survey – Fill in form](#)
- Please share widely across your agency.

Ann Craft Safeguarding Adults Week 16th – 22nd November 2026



The 2026 theme, **"Every Voice. Every Choice."**, highlights the importance of co-production in safeguarding, ensuring that individuals have a voice in decisions affecting their safety and well-being

Themes for the week:

- **Monday – Listening & Person-centred Conversations**
- **Tuesday – Strengths, Choice & Control**
- **Wednesday – Co-production & Shared Decision-Making**
- **Thursday - Professional Curiosity**
- **Friday – Learning and Reflection**
- You can sign up to access information, resources and events by clicking on this link: [Safeguarding Adults Week 16 – 22 November 2026 - Ann Craft Trust](#)

Training, Updates and Resources



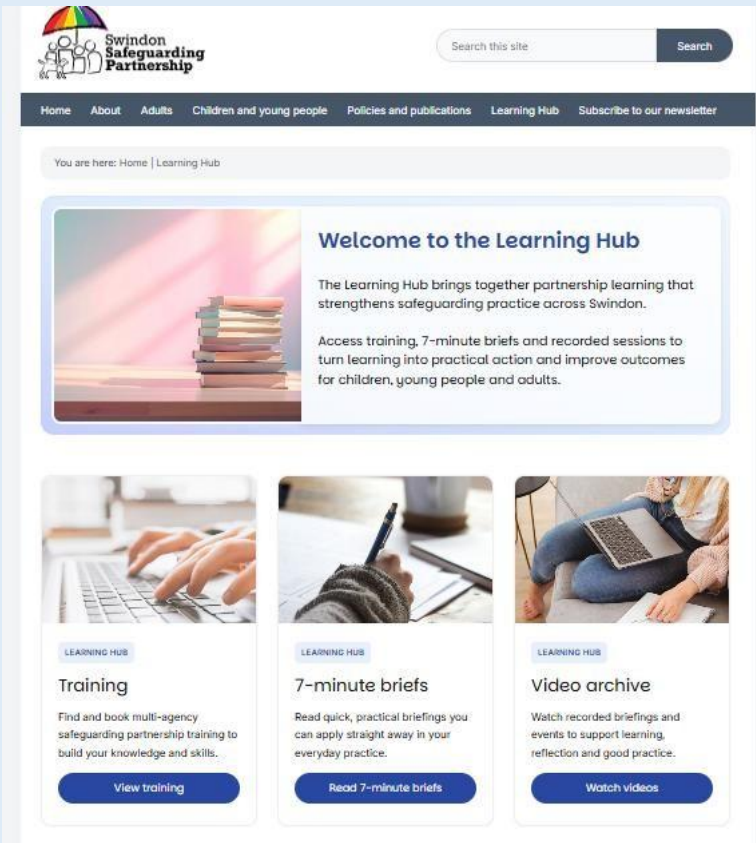
SSP Learning Hub

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](#)

Below are some courses open to professionals from across the safeguarding partnership relating to this month's theme:

- [Developing an Understanding of Child Sexual Abuse \(CSA\)](#)
- [Working with neglect](#)
- [Safeguarding and self-neglect/hoarding behaviours \(specialist module\)](#)
- [Introduction to Swindon Safeguarding Partnership](#)
- [Motivational Interviewing/Communication Skills Tickets, Multiple Dates | Eventbrite](#)



Domestic Abuse: The Power of Curiosity and Language

- This session explores key learning from recent safeguarding reviews and inspections, highlighting the importance of professional curiosity, recognising cumulative harm, and using language that accurately reflects children's experiences and perpetrator accountability.
- Participants will consider how language can minimise harm, explore practical tools to support safeguarding practice, and reflect on how agencies can work together to build a fuller picture of risk and need.
- **Key themes include:**
 - Understanding children's lived experience of domestic abuse
 - Recognising cumulative harm and patterns over time
 - Strengthening professional curiosity
 - Using child-focused, behaviour-specific language
 - Improving multi-agency information sharing and decision-making
- **Presenter:** Liz Wiltshire, Designated Safeguarding Nurse for Children, BSW ICB.
- This session is ideal for professionals working across health, education, social care, police, probation, voluntary sector and safeguarding partnerships.
- **Date/time:** Thursday 12th November 2026 12:30-13:30 (Swindon)

No need to book a place you can attend on the day.

Click on this link to [**JOIN THE SESSION**](#)





Find out more about the ICON, including:

- information, guidance and resources for parents/caregivers and
- professionals who are in contact/ supporting families with a baby can help.

**Date/time: Wednesday 18th November 2026
(Swindon) 12:00- 13:00**

This session is online via MS teams and is **free** to attend.

There is no need to book just click on the MS teams link below to join the session:

JOIN THE SESSION

Dorset & Wiltshire Fire and Rescue Service

- This is an opportunity to find out about DWFRS's Home Fire Safety programme and how it can help to keep people safer from the risk of fire in their homes.
- This session will include a presentation about:
 - Home Fire Safety Visits,
 - What the Fire Service can and can't support with and
 - How to refer to us if you identify someone who would benefit from a visit.
- This session will be facilitated by Sarah Moore, Home Fire Safety Manager and Natalie Waters, Partnerships Officer, Dorset & Wiltshire Fire and Rescue Service
- There is no need to book a place you can attend on the day.
- **Date/time: Tuesday 24th November 2026 10:00 – 11:00**
- Click on this link to [**JOIN THE SESSION**](#)



Identifying and Supporting Unpaid Carers

- An opportunity to find out more about Swindon Carers Together, an SBC commissioned service to support unpaid carers in Swindon and focuses on the following:
 - Who are Swindon Carers Together
 - Brief look at legislation
 - How to identify and consider the whole family
 - Signs and symptoms to look for
 - Barriers to identification
 - Impacts of caring
 - How Swindon Carers Together can support young carers, parent carers and adult carers.
- This will be online and facilitated by Swindon Carers Together.
- Free to attend - No need to book a place you can attend on the day.
- **Date/time: 25th November from 10:00 am until 11:00 am**
- Click on this link to [Join Session](#)



Trauma & Hoarding: *Diabie En Boite* (Devil in a Box)

- Diabie En Boite (Devil in a Box) is a powerful short film developed by psychologist Ian Porter in collaboration with a person with lived experience of hoarding.
- The film is based on a real-life "trauma transcript", which was adapted into a theatre script and professionally performed and filmed at the Unity Theatre, Liverpool.
- This project aims to provide practitioners with greater insight into the impact of trauma on hoarding behaviours and forms part of a wider programme.

Tickets for the screenings are FREE but must be acquired via the Eventbrite platform - once acquired, you will then receive a Teams link (from the Eventbrite platform) to your preferred screening.

Dates/times:

- Tuesday 10th November; 9.30-10.15am
Eventbrite 10th November
- Wednesday 11th November; 12.15-1pm
Eventbrite 11th November
- Thursday 12th November; 3.15-4pm
Eventbrite 12th November



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*.

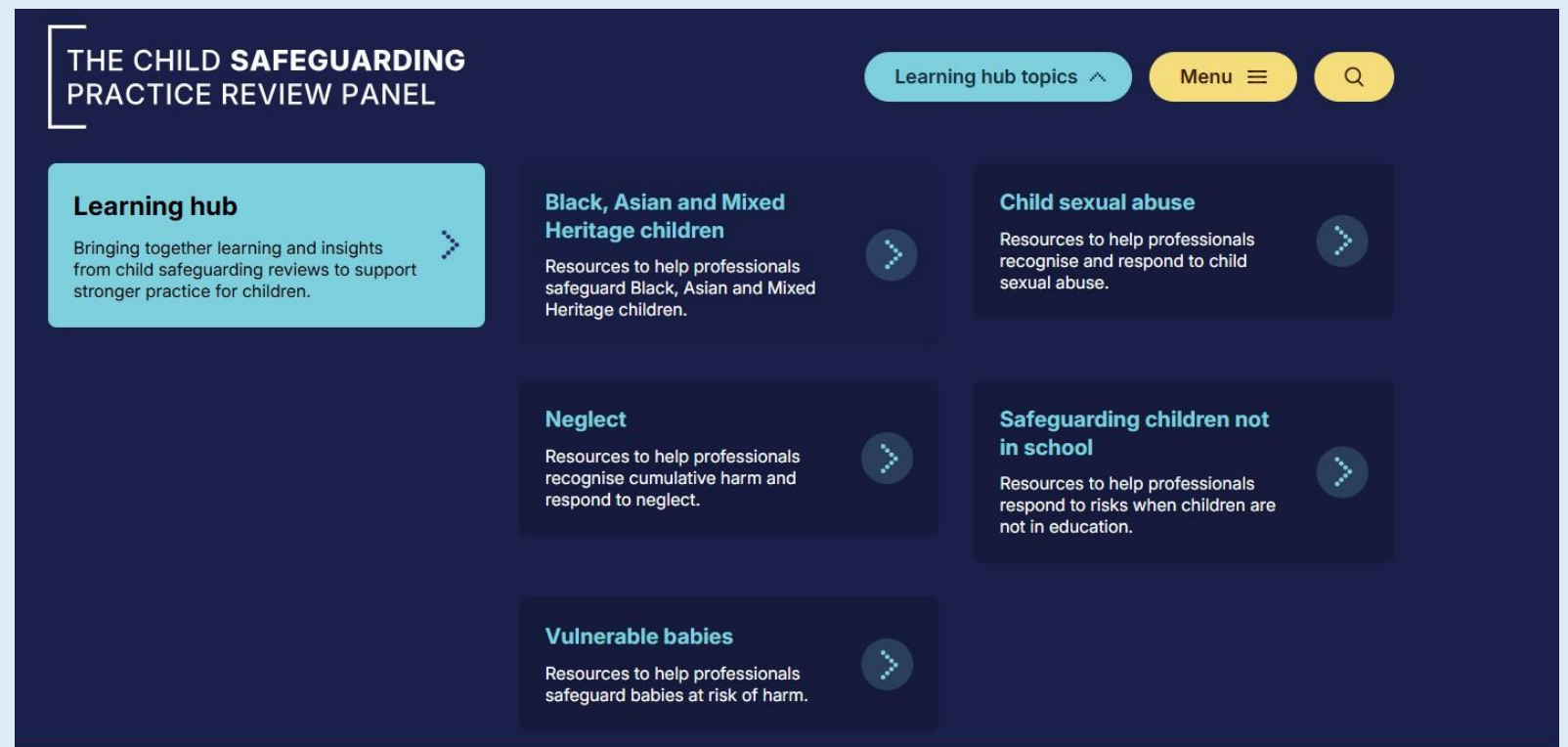
New Courageous & Challenging Conversations Resources

- 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.

Other relevant resources

- Information about the multi-agency panels: [Swindon Multi-Agency Panels](#)
- New regional policy relating to cross border issues with useful contacts for different regional safeguarding teams: [Regional Multi Agency Adult Safeguarding Policy 2026](#)

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](#)

Previous Monthly Safeguarding Themes Resources

Further information and resources are included in the monthly themes:

- [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 Safeguarding theme September - Prevent](#)
- [SSP Safeguarding theme October - Child Sexual Abuse](#)

Other useful information and resources

- [Child Accident Prevention Trust | A safer world for all our children](#)
- [Safer sleep away from home in emergency situations | The Lullaby Trust](#)
- [Changing Suits – Breaking through cultural barriers](#) - a non-profit organisation dedicated to empowering South Asian and ethnic diverse communities by weaving personal stories into the fabric of support and breaking down cultural and social barriers.
- [Supporting children and young people after potentially traumatic events - UK Trauma Council](#) – useful guides for practitioners

Email signature

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



Safeguarding Theme for November 2026 is
Safeguarding Children & Adults

#safeguardingasharedresponsibility

#BawareBcurious

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.

