



Cardiff and Vale of Glamorgan LSCB

Assessment Tool for Neglect

With acknowledgement to North East Lincolnshire LSCB

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Using the Assessment Tool for Neglect

- 1.1 The Assessment Tool for Neglect gives an objective measure of the care of a child by a carer. The Tool uses a qualitative grading system for actual care delivered to a child, taking account of commitment and effort shown by the carer. Personal attributes of the carer, social environment or attributes of the child are not accounted for unless actual care is observed to be affected by them. Thus, if a child is provided with good food, good clothes and a safe house, the Cardiff Assessment Tool for Neglect will reflect this in the score even though other aspects of care may be poor. The grades are on a four point (extending from best to worst) continuum. Grade one is the best and four the worst. This grading is based on how carer(s) respond to the child's needs. This is applied in four areas of need – physical, safety, emotional and esteem. Each area is made up of different sub-areas and some sub-areas are further broken down into different elements of care. The score for each area is made up of scores obtained from each of these elements. The scoring method is described below in detail. It can be scored by the carer(s) themselves if necessary or practicable.

How is the Assessment Tool organised?

- 1.2 It has two main components:

1. The Record Sheet (Appendix 1)

This has 'areas' and 'sub-areas' in a vertical column on the left hand side and grades horizontally, for each sub-area. Underneath the boxes are descriptions for each column, ranging from no concerns, to indicating that legal advice is recommended. Information recorded on the Record Sheet is collated in the Neglect Summary Analysis Sheet (**Appendix 2**).

2. Action Plan (Appendix 3)

This enables targeted interventions to be planned with the family.

The Reference System

A capital letter denotes an 'area', numerals denote a 'sub-area' and a small letter denotes an 'element'. For example, A/1a = area 'physical' care / sub-area 'nutrition' for this area / element 'quality' for this sub-area i.e. meaning quality of nutrition for physical care.

How to use the Record Sheet

1.3 Fill in the child's name, reference number and other required information on the Cover Sheet at the top of the Record Sheet.

The main carer is the person to whom these observations relate:

- One or both parents
- Substitute carer
- Each parent separately

Note this in the appropriate space on the cover sheet.

The examples given in the record sheet are not precise examples; they may not fit the family exactly, they are to be used as a guide.

Fill in the **Notes from Assessment** sections as appropriate.

Methods

1.4 For accurate scoring it is necessary to visit the home to make observations. Lists of prompts are available with the Assessment Tool and can be referred to during the visit. It can also be used retrospectively where there is already enough information on the elements or sub-areas to enable scoring.

Situations

1.5 So far as practicable, use the *steady state* of an environment and discount any temporary insignificant upsets e.g. no sleep the night before.

Discount the effect of *extraneous factors* on the environment (e.g. house refurbished by welfare agency) unless carers have made a positive contribution; keeping it clean, making additions in the interest of the child such as a safe garden, outdoor or indoor play equipment, or safety features etc.

Allowances should be made for *background factors*, which can affect interaction temporarily without necessarily upsetting steady state e.g. bereavement, recent loss of job and illness in parents. It may be necessary to revisit and score at another time.

If carer is trying to mislead deliberately by giving a wrong impression or inaccurate information – score as e.g. ‘misleading explanation’ – Grade as prevention / support services recommended.

Obtaining information on different items or sub-areas

A) PHYSICAL CARE

1. **Nutrition** (a) quality (b) quantity (c) preparation and (d) organisation e) emotional care

Take a comprehensive history about the meals provided including nutritional contents (milk, fruits etc.), preparation, set meal times, routine and organisation. Also note the carer’s knowledge about nutrition, and the carer’s reaction to suggestions made regarding nutrition (whether keen and accepting or dismissive). Without being intrusive observe for evidence of provision, kitchen appliances and utensils, dining furniture and its use. It is important not to lead, but to observe the responses carefully for honesty. Observation at a meal time in the natural setting (without special preparation) is particularly useful. Score on amount offered, and the carers intention to feed younger children, rather than the actual amount consumed. Be aware some children may have eating/feeding problems.

2. **Housing** (a) maintenance (b) décor (c) facilities

Observe. If deficient, ask to see if effort has been made to remedy. Ask yourself if the carer is capable of doing them him/herself. Discount if the repair or decoration is done by welfare agencies or landlord.

3. **Clothing** (a) insulation (b) fitting (c) state of repair of clothes (refer to age band)

Observe. See if effort has been made towards restoration, cleaning and ironing. Refer to the age band.

4. **Hygiene**

Child's appearance (hair, skin, behind ears and face, nails, rashes due to long term neglect of cleanliness, teeth). Ask about practice. Refer to age band.

5. **Health** (a) opinion sought (b) follow-up (c) surveillance (d) disability/chronic illness

Seek information from other professionals or knowledgeable adults on matters of health, check about immunisation and surveillance uptake, reasons for non-attendance if any, see if reasons can be appreciated particularly if appointment does not offer a clear benefit. Corroborate with relevant professionals. Distinguish genuine difference of opinion between carer and professional from non-genuine misleading reasons. Beware of being over sympathetic with carer if the child has a disability or chronic illness. Remain objective.

B) SAFETY

1. **In the Presence of Parent/Carer** (a) awareness (b) practice (c) traffic (d) safety features

This Sub-Area covers how safely the environment is organised. It includes safety features and the carer's behaviour regarding safety in every day activity (e.g. lit cigarettes left lying in the vicinity of child). The awareness may be inferred from the presence and appropriate use of safety fixtures and equipment in and around the house or in the car (child safety seat etc.), by observing handling of young babies and supervision of toddlers. Also, observe how the carer instinctively reacts to the child being exposed to

danger. If observation is not possible, then ask about the awareness. Observe or ask about the child being allowed to cross the road, play outdoors etc. If possible, verify from other sources. Refer to the age band where indicated.

2. **In the Absence of Parent/Carer**

This covers child care arrangement when the carer is away. Take account of reasons, periods of absence, and age of the minder. This itself could be a matter for investigation in some cases. Check from other sources.

C) EMOTIONAL CARE

1. **Parent/Carer Attitude to Child** (a) sensitivity (b) response synchronisation (c) reciprocation

This mainly relates to the carer. Sensitivity denotes the carer showing awareness of any signal from the child. The carer may become aware, yet respond a little later in certain circumstances. Response synchronisation denotes the timing of carer's response in the form of appropriate action in relation to the signal from the child. Reciprocation represents the emotional quality of the response.

2. **Parent/Carer and Child Relationship** (a) interaction (b) quality

Observe mutual interaction during feeding, playing, and other activities. Observe what happens when the carer and the child talk, touch, seek out for comfort, seek out for play, babies reaching out to touch while feeding or stop feeding to look and smile at the carer. Skip this part if child is known to have behavioural problems as it may become unreliable.

Spontaneous interaction is the best opportunity to observe these items. Observe if carer spontaneously talks and verbalises with the child or responds when the child makes overtures. Note if both the carer and the child, either or neither, derive pleasure from the activity. Note if it is leisure engagement or functional (e.g. feeding etc).

D) ESTEEM

1. Stimulation Provided for the Child (refer to age band)

Observe or enquire how the child is encouraged to learn. Examples with infants (0-2 years) include: stimulating verbal interaction, interactive play, nursery rhymes or joint story reading, learning social rules, providing developmentally stimulating equipment. If lacking, try to note if it was due to carer being occupied by other essential chores. The four elements (i, ii, iii and iv) in age bands 2-5 years and 5 years are complimentary. A score in one of the elements could suffice. If more elements are scored, use which ever column describes the case best. In the event of a tie, choose the higher score.

2. Approval of Child shown by Parent/Carer

Find out how and how much the child's achievement is rewarded or neglected. It can be assessed by asking how the child is doing or simply by praising the child and noting the carer's response (agrees with delight or neglects).

3. Disapproval of Child shown by Parent/Carer

If the opportunity presents, observe how the child is reprimanded for undesirable behaviour, otherwise enquire tactfully (does the child throw tantrums? How do you deal if it happens when you are tired yourself?) Beware of discrepancy between what is said and what is done. Any observation is better in such situations e.g. child being ridiculed or shouted at. Try and prove if carer is consistent.

4. Acceptance of Child

Observe or probe how carer generally feels after she has reprimanded the child, or when the child has been reprimanded by others (e.g. teacher), when child is underachieving, or feeling sad for various reasons. See if the child is rejected or accepted in such circumstances as shown by warm and supportive behaviour.

Scoring

1.6 Make sure your information is factual as far as possible. Go through the constructs in order – (elements and sub-areas). Find the construct which matches best, read one grade on either side to make sure, then shade over the construct (use pencil which can be erased and Record Sheet can be reused).

1.6.1 To obtain a score for a sub-area from the score of its constituent elements:

- For each element shade the description that best fits the care given
- If there is a clear pattern and the majority of elements score in the same column then that is the score for that sub-area
- If the element scores are evenly distributed across two columns, take the higher score as the score for that sub-area

Sub-areas	Column 1	Column 2	Column 3	Column 4
1. NUTRITION				
a. Quality				
b. Quantity				
c. Preparation				
d. Organisation				
e. Emotional Care				
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

(In this example the score for this sub-area (nutrition) would be 2 – ***Prevention/support services recommended***)

- This information is then transferred to the Neglect Summary Analysis Sheet

1.6.2 To obtain a score for an area from the score in its constituent sub-areas:

- When all the elements of a sub-area have been scored, the score for that sub-area is added to the Neglect Summary Analysis Sheet and the sub-area scores used to determine the score for that area
- If one or more sub-area scores in the child protection or legal advice columns then that is the overall score for that area

1.6.3 If there is **even a single** sub-area score in column **3 or 4**, that is the score for that area.

This method helps identify the problem even if it is in only one sub-area. Its primary aim is to safeguard a child's welfare while being objective. If a mathematical computation (i.e. calculating the mean) is performed to obtain a common score, it will not be possible to refer to the sub-area which gave a poor score. Being able to target such sub-areas is an advantage with this scale. This is why it has been left as a categorical scale.

Action Plan(Appendix 3)

1.7 If the care is of a poor grade in an element or sub-area, it can be identified for targeting by noting it in the table on the Action Plan Sheet (Appendix 3). Interventions can then be planned with the family to aim for a better score after a period of intervention. Aiming for one grade better will place less demand on the carer than aiming for the ideal in one leap.

Measuring

1.8 It is envisaged that the Cardiff and Vale of Glamorgan LSCB Assessment Tool for Neglect can be used to:

- Assess a referral to determine if a child is being neglected
- Assess known neglect, benchmarking change, progress and deterioration at specified intervals.

RECORD SHEET

APPENDIX 1

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect RECORD SHEET
COVER SHEET

Child's Name:

Child's Agency Reference Number:

Parent/Carer Name:

Assessor's Name and Job Title:

Date Assessment Started:

Date Assessment Completed:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Sub-areas	Column 1	Column 2	Column 3	Column 4
1. NUTRITION				
a. Quality	Aware and proactive. Manages to provide reasonable quality food and drink	Provision of reasonable quality food but inconsistent through lack of awareness or effort	Provision of poor quality food through lack of effort, only occasionally of reasonable quality if pressurised	Quality not a consideration at all or falsely represents food given
b. Quantity	Adequate	Adequate to variable	Variable to low	Inappropriate amounts for child's age
c. Preparation	Well prepared for the family always accommodating child's needs	Preparation infrequent and mainly for the adults, child sometimes accommodated	More often no preparation. If there is, child's need or taste not accommodated. Inadequate facilities for preparation	Hardly ever any preparation. Child lives on snacks/cereals, age inappropriate
d. Organisation	Well organised - appropriate seating, regular timing of meals	Poorly organised, irregular timing, improper seating, dirty bottles, crockery or cutlery	Ill-organised, no clear meal time, unhygienic feeding equipment	Chaotic - eat when and what one can
e. Emotional Care	Time allocated for meals, child aware of routine. Mealtimes are enjoyable, family focused, child's needs attended to	School lunch boxes not providing adequate daily calories/intake	Food being inappropriately used as emotional tool e.g. rewards/ punishment	Children appear underweight or severely overweight seeking food/ stealing
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

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A. AREA: PHYSICAL CARE

Prompt Indicators

1. NUTRITION

a. Quality

- Carer gives toddler/baby food which is inappropriate for his/her age.
- There is no use of fresh vegetables/fruit.
- There is excessive use of sugar, sweets, crisps, chips.
- Special dietary needs are not met e.g. allergies.

b. Quantity

- Carer does not provide at least one prepared meal per day, including school meals.
- The child appears to be extremely hungry.
- The child has been observed to eat excessively/ravenously.
- School age child is not provided with adequate lunch or dinner money.

c. Preparation

- There are inadequate working facilities which permit meals to be prepared, e.g. cooker. There is inadequate cooking equipment e.g. pots and pans.
- Feeding methods for young child/baby appear to be unhygienic e.g. unsatisfactory/dirty bottles.
- Scraps of old food are observed on the living/dining room floor.

d. Organisation

- Special dietary needs are not met e.g. allergies.

e. Emotional Care

- Carer appears to feed baby without holding him/her.

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- School age child is not provided with adequate lunch or dinner money.
- Parents emotional response to food is impacted on the child e.g. parents with eating disorders.

A. AREA: PHYSICAL CARE - NUTRITION

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

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A. AREA: PHYSICAL CARE

Sub-areas	Column 1	Column 2	Column 3	Column 4
2. HOUSING				
a. Maintenance	Features well maintained and child's safety needs addressed.	State of repair adequate. Family address maintenance issues, reported accidents to child in home	In disrepair, amenable to self-repair but family unmotivated. Observed accidents to child in home	Dangerous disrepair, amenable to self repair (exposed nails, trailing wires, exposed carpet grippers), observed accidents to child in home
b. Décor	Good, child's taste/needs accommodated	In need of decoration but reasonably clean and organised	Dirty/chaotic environment, exposure to hazards within the home	Dirty and squalid, bad odour, exposure to hazards within the home
c. Facilities	All essential amenities, adequate and working central heating, shower and bath, play and learning facilities.	Essential to bare, no effort to maximise benefit to the child who shares equally. No adequate and working heating system in home	Essential to bare, inadequate bedding, lack of warmth, unclean, no adequate and working heating system which works, dirty toilet and bath, child shares parents bed	Child dangerously exposed or not provided for
NOTE: Discount any direct external influences like repair done by another agency but count if the carer has spent a loan or a grant on the house or had made any other personal effort towards house improvement				
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Prompt Indicators

2. HOUSING

a. Maintenance

- The outside doors are badly fitted/do not work.
- Inside doors are left unfitted and damaged.
- Windows have been left unglazed/uncovered.

b. Décor

- The house has a bad smell.
- The furniture is broken or unhygienic.
- There is no covering on the floor.
- The bedroom window lacks curtains/blinds.
- Conditions in the carer's bedroom are very superior to those in the child's bedroom.

c. Facilities

- The home lacks showering/bathing facilities which work and are available for washing.
- The home lacks a toilet which works.
- The toilet and wash basin are dirty.
- The kitchen is dirty.
- The kitchen equipment is unwashed.
- The house lacks an adequate, working heating system.
- The child has inadequate bedding.

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A. AREA: PHYSICAL CARE - HOUSING

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Sub-areas	Column 1	Column 2	Column 3	Column 4
3. CLOTHING				
a. Insulation	Well protected with quality material garments appropriate for time of year	Adequate weather protection	Inadequate weather protection, lack of warmth, hat, gloves, shoes	Dangerously exposed
b. Fitting	Proper fitting even if handed down	Clothing inconsistent sometimes well fitted, sometimes not	Clearly improper fitting	Grossly improper fitting
c. State of repair of clothes child age 0-5	Clean, ironed and effort to restore any wear. Addresses any odour if bed wetter	Repair lacking, usually not quite clean or ironed	Worn, somewhat dirty and crumpled	Dirty, badly worn and crumpled, odour
d. state of repair of clothes child age 5+	Clean, ironed and effort to restore any wear. Addresses any odour if bed wetter.	Worse than above unless self-helped. If younger (under 7) gets relatively better clothes	Same as above unless self-helped. Even under 7 same as above	Same as above, no means even of self help by the child
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Prompt Indicators

3. CLOTHING

a. Insulation

- The child does not have clothes appropriate for the weather.
- The child has no waterproof coat.
- The child's shoes let in water.

b. Fitting and Adequacy

- The child has clothes that do not fit him/her.
- There are insufficient nappies for baby/toddler.
- The child sleeps in his/her day time clothes.
- The child lacks his/her own personal clothes.
- The child lacks enough clean clothes to allow regular changing.

c. State of repair of clothes – child age 0-5 years

- A child who soils/wets is left in dirty/wet clothes or dirty/wet bedding.
- There is no place for keeping the child's clothes together eg. cupboard/drawers/basket/bag.
- The child lacks enough clean clothes to allow regular changing.
- The child's clothes smell.
- The child's clothes look really dirty.
- There are large holes/tears or several missing buttons/fasteners on the child's clothes.

d. State of repair of clothes – child age 5+ years

- A child who soils/wets is left in dirty/wet clothes or dirty/wet bedding.
- There is no place for keeping the child's clothes together e.g. cupboard/drawers/basket/bag.
- The child lacks enough clean clothes to allow regular changing.

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- The child's clothes smell or look really dirty.
- There are large holes/tears or several missing buttons/fasteners on the child's clothes.

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A. AREA: PHYSICAL CARE - CLOTHING

Notes from Assessment:

Date of Assessment:

Notes form Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Sub-areas	Column 1	Column 2	Column 3	Column 4
4. HYGIENE				
a. Age 0-4	Cleaned, bathed or washed daily	Irregular but often less so with older toddlers	Occasionally bathed but seldom groomed	Seldom bathed or clean
b. Age 5-7	Some independence at above tasks but always helped and supervised	Irregularly reminded and provided for. Not helped or followed but perceive child's need	Reminded only now and then, minimum supervision	Parental indifference/no supervision
c. Age 7+	Reminded regularly and followed if lapses	Irregularly reminded, and provision not consistent	Left to their own initiatives. Provision minimum and inconsistent	Parental indifference/no supervision
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Prompt Indicators

4. HYGIENE

a. Age 0-4 years

- The child looks dirty.
- The carer looks dirty.
- Family members suffer from untreated head lice infections.
- Family members have chronic skin problems.
- There is evidence of nappy rash not being treated.
- Spots/marks on face, head or body maybe indicators of scabies or insect bites
- Dental Hygiene not introduced to child, (e.g. own tooth brush)
- Use of dummy beyond reasonable age (6 months old)

b. Age 5-7 years

- The child looks dirty.
- The carer looks dirty.
- Family members suffer from untreated head lice infections.
- Family members have chronic skin problems.
- Spots/marks on face, head or body maybe indicators of scabies or insect bites

c. Age 7+ years

- The child looks dirty.
- The carer looks dirty.
- Family members suffer from untreated head lice infections.
- Family members have chronic skin problems.
- Spots/marks on face, head or body maybe indicators of scabies or insect bites

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE - HYGEINE

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Sub-areas	Column 1	Column 2	Column 3	Column 4
5. HEALTH				
a. Opinion Sought	From professionals/ experienced adults on matters of genuine and immediate concern about child health. Preventative, including dental and optical care	On illness or any severity/or frequent dis-genuine consultation and/or medication	When illness becomes moderately severe (delayed), dental care and optical care not attended to	When illness becomes critical (emergencies) or even that ignored
b. Follow Up	All appointments kept. Rearranges if problems	Fails one in three appointments even if of clear benefit for reasons of personal inconvenience	Attends after prompting by health professional. Contests its usefulness even if it is of clear benefit to the child	Fails a needed follow up a third time despite reminders. Misleading explanations
c. Surveillance	Up to date with scheduled surveillance and immunisation unless exception or parents informed view recorded with GP, practical problems	Omission for reasons of personal inconvenience, takes up if persuaded	Omissions because of carelessness, accepts health input if accessed at home	Clear disregard of child's welfare, no access home visits
d. Disability/chronic illness (3 months after diagnosis/illness)	Any lack of compliance is due to pressing practical reason	Compliance is lacking from time to time for no pressing reason (excuses)	Compliance frequently lacking for trivial reasons, significant minimisation of child's health needs	Serious compliance failure, medication not given, carer misleading with information, inexplicable deterioration
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

A. AREA: PHYSICAL CARE

Prompt Indicators

5. HEALTH

a. Opinion Sought

- Carer has failed to report medical problems in the child, eg. discharge from ears, squint, recurring diarrhoea.
- Carer appears to be unaware that the child has a need for dental treatment.
- Carer seeks medical opinion inappropriately.

b. Follow Up

- Carer fails to follow through on planned medical appointments if required.

c. Surveillance

- Carer fails to attend for regular developmental checks with young child.

c. Disability

- Carer fails to comply with child's medication or treatment needs.

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A. AREA: PHYSICAL CARE - HEALTH

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

B. AREA: SAFETY

Sub-areas	1	2	3	4
1. IN THE PRESENCE OF PARENT/CARER (1)				
a. Awareness	Aware of important safety issues. Pets appropriately cared for	Poor awareness and perception except for immediate danger	Oblivious to the danger of dirty animals/pets present and allowed in family area	Parental indifference
b. Practice Pre-mobility age	Cautious whilst handling and laying, frequent checks if unattended	A bit precarious handling, inconsistent supervision	Handling precarious unattended even during care chores (bottle left in the mouth)	Dangerous handling, left dangerously unattended, during care chores like bath
Acquisition of mobility	Effective measures against any imminent danger	Inconsistent measures taken against imminent danger	Ineffective measures if at all, improvement from mishaps soon lapses	Inadvertently exposes to dangers (dangerously hot iron near by)
Infant school 4 – 7 years	Supervision indoors, no direct supervision outdoor if known to be at a safe place	Little supervision indoors or outdoors, intervenes if in appreciable danger	No supervision. Intervenes after mishaps which soon lapses again	Minor mishaps ignored or the child is blamed, intervenes casually after major mishaps
Junior and Senior School 8 – 16 years	Can allow out in unfamiliar surroundings if thought to be safe and in knowledge, reasonable time limit. Checks if suspicious	Not always aware of whereabouts outdoors believing it is safe as long as returns in time	Parental indifference about daytime outings, concerned about late nights in case of child younger than 13	Parental indifference despite knowledge of dangers outdoors, railway lines, ponds, unsafe building or staying away until late
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

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B. AREA: SAFETY

Prompt Indicators

1. IN THE PRESENCE OF PARENT/CARER (1)

a. Awareness

- The house or garden/yard is frequently fouled with animal faeces or urine.

b. Practice pre-mobility age

Acquisition of mobility

- The home has no safety gate in regular use for a toddler. If fires are used there is no fire guard.
- The child is left in an un-enclosed garden/yard.
- The child has frequent accidents inside the house or in the garden involving injuries.
- The carer does not know where a young child is within the home/building.

Infant School 4-7 years

- The carer does not know where a young child is when he/she is out playing.
- The carer does not know where a young child is within the home/building.
- The child does not know where the carer is.
- The child has frequent accidents inside the house or in the garden involving injuries.

Junior and Senior School 8-16 years

- The child has frequent accidents inside the house or in the garden involving injuries.
- The carer cannot state the agreed limits of the child's play area.
- The child is locked out of the house.

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B. AREA: SAFETY - IN THE PRESENCE OF PARENT/CARER (1)

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

B. AREA: SAFETY

Sub-areas	1	2	3	4
1. IN THE PRESENCE OF PARENT/CARER (2)				
c. Traffic Aged 0-4	Secured in the pram, harnesses or walking hand clutched with child's pace. 3-4 years old allowed to walk but close by, always in vision	Infants not secured in pram. 3-4 year old expected to catch up with adult when walking, intermittent glance back if left behind	Babies not secured in pram, 3-4 year olds left far behind when walking or dragged with irritation	Babies not secured in pram, careless with pram, 3-4 year old left to wander and dragged along in frustration when found
Traffic Age 5 and above	5-8 year old allowed to cross the road with a 13+ child. 8-9 allowed to cross alone if they reliably can	Under 7 year olds allowed to cross with an older child but below 13 simply watched, 8-9 crosses alone.	Under 7 year olds allowed to cross a busy road alone if parents believe that they can	Under 7 year olds cross a busy road alone without any concern or thought
d. Safety Features	Essential features, secure doors, windows and any heavy furniture item, safe gas and electrical appliances, drugs and toxic chemicals out of reach, smoke alarm. Intercom to listen to the baby, safety with the garden pond and pool etc	Lacking in essential safety features e.g. child locks and socket covers	No safety features. Possible hazard due to disrepair (tripping hazard due to uneven floor, unsteady heavy fixtures, unsafe appliances)	Definite hazard due to disrepair - exposed electric wires and sockets, unsafe windows (broken glass), dangerous chemicals carelessly lying around
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

B. AREA: SAFETY

Prompt Indicators

1. IN THE PRESENCE OF PARENT/CARER (2)

c. Traffic Age 0-4 years

- Baby not secured in pram/carer careless with pram.
- Carer allows 3-4 year old child to wander when walking.
- Carer drags child along in frustration.

Traffic Aged 5 + years

- The carer allows young child to cross busy roads on his/her own.
- The infant/nursery child makes his/her own way to school or nursery.

d. Safety Features

- The garden is full of rubbish.
- The home has no safety gate in regular use for a toddler.
- If fires are used there is no fire guard.
- Outside doors cannot be locked.
- Windows can easily be opened by small child.
- Dangerous substances are placed within young child's reach.
- Potentially dangerous objects are left within easy reach of young child.
- Potential hazards not secured properly, TV not secured to stand/wall, shelving units not secured to wall.

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B. AREA: SAFETY - IN THE PRESENCE OF PARENT/CARER (2)

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

B. AREA: SAFETY

Sub-areas	1	2	3	4
2. IN THE ABSENCE OF PARENT/CARER				
a. Safety	Child is left in care of a responsible adult. Never in sole care of an under 16. Need to ensure child is cared for by a person who is responsible and able to care adequately for the child. They are able to contact the parents / carers and / or know when parents/ carers are due to return	Parents unsure of child's whereabouts Or failure to ensure alternative child care arrangements are suitable for the age of the child	Child left with unsuitable person Child found wandering. Child locked out Child found alone	Child found wandering. Child locked out. Child frequently left alone or left overnight
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

B. AREA: SAFETY

Prompt Indicators

2. IN THE ABSENCE OF PARENT/CARER

a. Safety

- Child found wandering
- Child locked out
- Child left alone/left overnight.

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B. AREA: SAFETY - IN THE ABSENCE OF PARENT/CARER

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

C. AREA: EMOTIONAL CARE

Sub-areas	Column 1	Column 2	Column 3	Column 4
1. PARENT/CARER ATTITUDE TO CHILD				
a. Sensitivity	Anticipates and comprehends very subtle signals, verbal or non verbal expression or mood	Child stimuli and signals have to be intense to make an impact e.g. crying	Quite insensitive, needs repeated or prolonged intense signals, parents emotional difficulties dominate	Insensitive to even sustained intense signals or aversive or punitive in response. Parents insensitive to impact on child of their behaviour
b. Response Emotionally In Tune with Child	Responses in tune with signals or even before in anticipation, except when occupied by essential chores	Inconsistent emotional response due to own needs dominating	Even when child in distress responses delayed	No responses unless a clear mishap for fear of incrimination
c. Reciprocation (quality)	Responses complimentary to the signal. Both emotionally and materially. Material responses may be lacking (treats etc) but emotional responses warm and reassuring	Child exposed to carer's inconsistent responses due to parental mood	Emotional response brisk, flat and functional, lacks warmth, annoyance if child in moderate distress but attentive if in severe distress. Child becoming indiscriminate in relation to others	Aversive/punitive even if child in distress, acts after a serious avoidable mishap mainly to avoid incrimination, any warmth/remorse deceptive. Child indiscriminately affectionate to others
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

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C. AREA: EMOTIONAL CARE

Prompt Indicators

1. PARENT/CARER ATTITUDE TO CHILD

a. Sensitivity

- Parent/Carer response to child's immediate need or behaviour is insensitive/inconsistent.
- Parent/Carer does not check spiteful play with siblings/pets.
- Parent/Carer expects child to look after him/herself inappropriately.

b. Response Emotionally In Tune

- Parent/Carer does not comfort child when distressed.
- Child is provocative with parent/carer to elicit boundary/control setting.

c. Reciprocation (quality)

- Child does not notice/care when parent/carer leaves the room (age appropriate).
- Child is inappropriately withdrawn with other adults.
- Child is clingy/anxious for too long after short separation from parent/carer (age appropriate).

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C. AREA: EMOTIONAL CARE - PARENT/CARER ATTITUDE TO CHILD

Notes from Assessment:

Date of Assessment:

Notes form Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

C. AREA: EMOTIONAL CARE

Sub-areas	1	2	3	4
2. PARENT/CARER AND CHILD RELATIONSHIP				
a. Interaction	Parent/carer and child both initiate interaction and show enjoyment	Interaction mainly by child, sometimes by carer, negative if child's behaviour is defiant	Parent/carer seldom initiates interaction. Child seeking engagement with parent/carer	Child appears resigned or apprehensive, constantly seeks parental contact parent/carer expectations are inappropriate for the age of the child
b. Quality	Parent/carer and child enjoy spending time together	Parent/carer spends less time with child. Child shows more enjoyment while parent/carer passively participates getting some enjoyment at times	Engagement mainly functional. Indifferent when child attempts to engage for pleasure (attempts to sit on knees, tries to show a toy)	Parent/carer aversive to seeking pleasure from relationship. Comments or approaches, if any, mainly negative. Child resigned or plays on own Parents/cares misinterpreted the behaviour of the child
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

C. AREA: EMOTIONAL CARE

Prompt Indicators

2. PARENT/CARER AND CHILD RELATIONSHIP

a. Interaction

- Parent/Carer does not show physical affection to/for child.
- Parent/Carer spends very little time with child.
- Parent/Carer does not interact with child.
- Parent/Carer does not listen to child.

b. Quality

- Parent/Carer does not comfort child when distressed.
- Parent/Carer does not control child when control is needed.
- Child is indiscriminately affectionate to stranger.

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C. AREA: EMOTIONAL CARE - PARENT/CARER AND CHILD RELATIONSHIP

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Sub-areas	Column 1	Column 2	Column 3	Column 4
1. STIMULATION PROVIDED FOR THE CHILD (AGED 0 - 5)				
a. Age 0-2 years	Enough and appropriate intuitive stimulation	Stimulation is inadequate and inappropriate, inconsistent interaction from parent/carer	Baby left alone while carer pursuing own pleasure unless prompted by baby's demands.	Absent, even mobility restricted (confined in chair/pram) for carer's convenience. Irrate at baby's demands.
b. Age 2-5 years	<p><u>Interactive stimuli</u>, sufficient and of satisfactory quality (talking to, playing with, reading stories and topics)</p> <p><u>Toys & gadgets</u>, provides all that is necessary, improvises if unaffordable (uniform, sports equipment, books etc)</p> <p><u>Outings</u>, frequent visits to child friendly places locally taking the child out for recreational purposes. away)</p>	<p>Variable, adequate. Parent needs encouragement to meet child's development needs</p> <p>Essential only. No effort to improvise if unaffordable</p> <p>Child accompanies carer wherever parent/carer decides, usually child friendly places</p>	<p>Deficient, even if totally unoccupied</p> <p>Lacking on essentials and not encouraged to care for toys</p> <p>Child simply accompanies parent/carer, or locally plays outdoors in neighbourhood unsupervised</p>	<p>Nil</p> <p>Nil or broken/dirty</p> <p>No outings for the child, lack of social opportunities. No safe play opportunities. Special days not celebrated for child e.g. birthdays, religious holidays.</p>
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Prompt Indicators

1. STIMULATION PROVIDED FOR THE CHILD (AGED 0 - 5)
 - a. Aged 0-2 years
 - Parent/Carer is unaware of child's age appropriate developmental needs.
 - Parent/Carer has poor eye contact with child.
 - Parent/Carer does not provide child based family routines
 - Parent/Carer does not provide books/toys for child.
 - b. Aged 2-5 years
 - Parent/Carer does not provide child based family routines
 - Parent/Carer does not provide books/toys for child.

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D. AREA: ESTEEM - STIMULATION PROVIDED FOR THE CHILD (AGED 0 - 5)

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Sub-areas	Column 1	Column 2	Column 3	Column 4
1. STIMULATION PROVIDED FOR THE CHILD (AGED 5+)				
c. Aged 5+ years	<p><u>Education</u>, active interest in schooling and support at home, attendance regular, support at home when free of essential chores</p> <p><u>Sports and Leisure</u>, well organised outside school hours, if affordable</p> <p><u>Peer interaction</u>, facilitated and vetted</p> <p><u>Provision</u>, well provided and tries to provide more if could e.g. sports gear</p>	<p>Maintains schooling but little support at home even if has spare time</p> <p>Not proactive in finding out but takes up opportunities and is willing for the child to do the activity if offered</p> <p>Support available through friendships</p> <p>Under provided</p>	<p>Little effort to maintain schooling or mainly for other reasons like free meals etc</p> <p>Child Seeks out opportunities and succeeds by themselves Child finds own friendships, no help from carer unless reported to be bullied</p> <p>Poorly provided</p>	<p>Not bothered or can even be discouraging for other gains</p> <p>Not bothered even if child is involved in an unsafe/unhealthy pursuit</p> <p>Parental indifference, lacks motivation to encourage any friendships</p> <p>Parental indifference.</p>
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Prompt Indicators

1. STIMULATION PROVIDED FOR THE CHILD (AGED 5+)

c. Aged 5+ years

- Parent/Carer regularly withdraws her child from school/nursery.
- Child turns up late for school/nursery.
- Parent/Carer fails to respond to school liaison requests.
- Parent/Carer does not return school diary/notes etc relevant to the child's welfare.
- Parent/Carer does not provide child based family routines e.g. appropriate for schooling.
- Parent/Carer does not provide books/toys for child.

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D. AREA: ESTEEM - STIMULATION PROVIDED FOR THE CHILD (AGED 5+)

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Sub-areas	Column 1	Column 2	Column 3	Column 4
2. APPROVAL OF CHILD SHOWN BY PARENT/CARER				
a. Approval	Talks warmly about the child, generous praise and emotional reward. Some material reward for appropriate achievements	Doesn't initiate praise of child, but agrees with others. Often countered by criticism.	Indifferent if child praised by others, indifferent to child's achievement which is quietly acknowledged	Negates if the child is praised, achievements not acknowledged, reprimand or ridicule is the only reward if at all, low warmth, high criticism.
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Prompt Indicators

4. APPROVAL OF CHILD SHOWN BY PARENT/CARER

a. Approval

- Parent/Carer does not show pride in child's achievement.
- Child does not seek praise from parent/carer.

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D. AREA: ESTEEM - APPROVAL OF CHILD SHOWN BY PARENT/CARER

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Sub-areas	Column 1	Column 2	Column 3	Column 4
3. DISAPPROVAL OF CHILD SHOWN BY PARENT/CARER				
a. Disapproval	Consistent boundaries in place by carer if any set limits are crossed.	Inconsistent boundaries or methods, shouts or ignores for own convenience, mild physical and moderate other sanctions, parents argue	Inconsistent, shouts/harsh verbal, moderate physical or severe other sanctions. Parents frequently argue in front of the children	Terrorised. Ridiculed, severe physical or other cruel sanctions. Parents violent in front of the children
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

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D. AREA: ESTEEM

Prompt Indicators

3. DISAPPROVAL OF CHILD SHOWN BY PARENT/CARER
 - a. Disapproval
 - Parent/Carer is involved in violence with partner/other adult in front of child.
 - Parent/Carer frequently quarrels with partner/adult in front of child.
 - Parent/Carer has made suicidal threats in front of child.
 - Parent/Carer has attempted suicide in the presence of the child.
 - Parent/Carer has threatened to leave the child or put him/her into care.

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D. AREA: ESTEEM - DISAPPROVAL OF CHILD SHOWN BY PARENT/CARER

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Sub-areas	Column 1	Column 2	Column 3	Column 4
4. ACCEPTANCE OF CHILD				
a. Acceptance	Unconditional acceptance even if temporarily upset by child's behavioural demand. Always warm and supportive even if child is failing	Annoyance at child's failure, behavioural demands less well tolerated	Unsupportive to rejecting if child is failing or if behavioural demands are high. Failure to address child's difficulties.	Indifferent if child is achieving but rejects or criticises if makes mistakes or fails
NOTE: If the style of parenting (over proactive, permissive to foster independence, authorisation) or type of values instilled is of concern, please make a note in the corresponding comment box on the record sheet.				
<i>Description→</i>	<i>No Concern</i>	<i>Prevention/Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

D. AREA: ESTEEM

Prompt Indicators

4. ACCEPTANCE OF CHILD

a. Acceptance

- Carer indifferent to success of child but critical of failure
- Carer unsupportive of child's needs

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D. AREA: ESTEEM – ACCEPTANCE OF CHILD

Notes from Assessment:

Date of Assessment:

Notes from Assessor:

Comments from Parent/Carer:

Assessor's Signature:

Parent's/Carer's Signature:

NEGLECT SUMMARY ANALYSIS

APPENDIX 2

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

NEGLECT SUMMARY ANALYSIS

FAMILY NAME:		DATE OF COMPLETION:			
AREAS	SUB-AREAS	Column 1	Column 2	Column 3	Column 4
A. PHYSICAL CARE	Nutrition				
	Housing				
	Clothing				
	Hygiene				
	Health				
B. SAFETY	Safety in the Presence of Parent/Carer 1				
	Safety in the Presence of Parent/Carer 2				
	Safety in the Absence of Parent/Carer				
C. EMOTIONAL CARE	Parent/Carer Attitude to Child				
	Parent/Carer and Child Relationship				
D. ESTEEM	Stimulation Provided for Child				
	Approval of Child shown by Parent/Carer				
	Disapproval of Child shown by Parent/Carer				
	Acceptance of Child				
<i>Description→</i>		<i>No Concern</i>	<i>Prevention/ Support Services Recommended</i>	<i>Child Protection</i>	<i>Legal Advice Recommended</i>

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Any Score in Child Protection column please seek advice from your Safeguarding Lead.

ACTION PLAN

APPENDIX 3

Cardiff and Vale of Glamorgan LSCB – Assessment Tool for Neglect

ACTION PLAN

Family Name:	Date of Analysis:
---------------------	--------------------------

	TARGETED AREAS	CURRENT SCORE	TARGETED SCORE	ACTION NEEDED	TIMESCALE	REVIEWED SCORE
1						
2						
3						
4						
5						

Review Date:

Signed by Parent/Carer:

Date:

Signed by Assessor:

Date:

Ratified by LSCB: September 2014
Review Date: September 2017