

## **Southampton City Council Practitioner Guidance Document-** **Educational Neglect (reviewed May 2021)**

There is no statutory definition of educational neglect. A task and finish group from across SCC education team developed this guidance as a result of recommendations from a Serious Case Review in 2019 and has since reviewed the guidance with wider colleagues. The Local Safeguarding Childrens Board, now Southampton Safeguarding Childrens Partnership has overview of the work.

Neglect is defined as, "***The persistent failure to meet a child's basic physical, emotional, and/or psychological needs, likely to result in the serious impairment of the child's health or development***" Working Together to Safeguard Children (July 2018).

The definition agreed for Southampton and included in the Safeguarding Partnership Neglect Strategy is:

***"Neglect is the most common form of child abuse. In Southampton we recognise neglect as the ongoing failure to meet a child's basic needs in order for them to thrive. Neglect means that a child may be left hungry or dirty without adequate clothing, shelter, supervision or medical care. A child may be put in danger or not protected from harm. Neglect also includes psychological and emotional harm; a child needs care and attention and opportunities to relax, play and learn".***

[\*\*Neglect – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)\*\*](#)

Within this definition the Local Authority recognises that educational neglect exists and can be a factor within physical, emotional, sexual or criminal harm. It is a likely outcome of a range of contributing factors that could be attributable to parent(s)/carer(s), professionals or organisations. It could also be the continued persistent failure of a parent or young person, deemed old enough to determine their own actions, to manage their own travel to and from school and to attend school regularly.

In attendance guidance published by the DFE May 2021 for Local Authorities and Schools ([School attendance: guidance for schools](#), and , <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>) it is clear that educational attendance and provision should be a central part of any multi-agency planning for children.

It includes the statements below regarding where *pupils are at risk of persistent absence, in addition to those who are already classed as persistently absent*.

*SCC has clear process for how attendance issues should be managed and escalated if unresolved, making clear for all when to follow different steps of intervention and involving all relevant agencies, including for social workers to engage with linked EWS officers when pupil absence or arrangements for education are of concern.*

*The May 2021 guidance specifically states that Social workers and family support workers should:*

- *convey high expectations for attendance*
- *make sure school attendance is prioritised within multi-agency plans*

- *in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support*

*For looked-after children, Virtual School Heads should ensure personal education plans identify and address any barriers to good attendance.*

It also states actions that are recommended for:

- Leadership and management in schools
- Teachers and tutors
- Attendance officers, pastoral staff and family support workers
- Local Authorities and external partners
- Pupils

In Early Years, it is recognised that educational neglect can begin to establish behaviours by adults that can impact on later routines and provision. Whilst attendance in early years education (that is before the term after the child's 5th birthday) is not statutory, non-attendance at an early years setting can equally be recognised as educational neglect if this absence is likely to seriously impair the learning and educational development of the child.

SCC has clear processes for how attendance issues in early years settings should be managed, making clear for all when to follow different steps of intervention. All opportunities should be taken by professionals working or involved with families with 2 year olds who are eligible for funded sessions, and families with 3 and 4 year olds, to promote the benefits of regular attendance.

Similar risk and preventative factors apply to under 5s as to over 5s

In Southampton we recognise that educational neglect can be any one or more of the following:

**Parental:**

- Failure to identify provision for their child or adequately maintain schooling/education provision
- Failure to engage in most school/ Local Authority/ trust meetings -even where support is offered - that leads to a disengagement of a child in their schooling with a detrimental impact on their learning and development
- Failure to engage as required with agencies beyond school, for example health services that leads to a delay/ deterioration in their child's development, taking into account of a child's needs that impacts negatively on their child's learning and development
- Parental failure to provide substantiated reasons for absences from school
- At least one court intervention which fails to improve attendance
- Ineffective take up of support that may have been likely through identified need to improve the educational development of their child

**Young person(s):**

Consideration of educational neglect could be applied when a young person is old enough to determine their own actions and independently travel to and from school safely where:

- Full parental co-operation is clearly demonstrated, and educational provision offered is appropriate for the young person's needs
- Pupil engagement and attendance levels are identified as seriously impeding their development
- Action may have been taken previously against the parent for failing to secure regular attendance of the young person and the young person will have awareness of the impact of their disengagement

### **Professional(s):**

- Where one or more professionals or organisation(s) have failed to report concerns that require additional intervention to avoid serious impairment of a child's learning and development
- Where educational provision that is alternative to full-time education is not provided/is not in line with needs and is not monitored effectively or changed/adapted to reduce the serious impairment of a child's educational development, taking into account an individual child's needs and wishes
- Where a school putting in place an alternative provision has not met the checks to ensure the safeguarding of a pupil in the placement
- Where transfer of records or known information that supports a child's learning and developmental needs, including their social, emotional, mental health and well-being and learning needs are not shared with other professionals or transferred to new settings in a timely manner
- Where a child is 'off-rolled' from a school that does not follow correct process, or is off-rolled not in the best interests of the child where learning is lost but is in the interest of the school.. Ofsted currently define 'off-rolling' as; "*The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil*". It must be noted that there are circumstances where off-rolling is not unlawful – where it is in the best interests of the child and has followed due process.
- Where an agency has failed to take timely action to minimise the impact of known and recognised poor parental management of educational attendance or provision
- Where an agency has not put into place in a timely manner, or sufficiently taken into account advice from health professionals, to establish an Individual Health Care Plan to support individual health needs.
- Where a lead agency has not ensured the child's learning and development needs are central to multi-agency planning, monitored and challenged where improvement is required.
- Where an LA officer has received information about a young person no longer attending a post-16 provision – they MUST notify the post-16 education team without delay so the young person can be supported back into education, employment or training.

## In Southampton

Abuse/neglect is a broad category for Child in Need cases therefore most children will have this as an identified feature in their assessments.

52% of children on a Child Protection Plan in Southampton have neglect as a primary feature identified (May 2021). It may be a feature in other planning also, but not the primary concern.

Additionally, many of these pupils have had attendance issues that may have been heightened during the pandemic, or upon return to full opening of schools. They may also be persistent absentees and/ or are known to have a reduced/or had experienced a reduced timetable.

## Advice for practitioners

The term “educational neglect” can be used to challenge colleagues, agencies and parents to consider if their actions could be viewed as neglectful i.e. likely to seriously impair the learning and educational development of the child.

It may be helpful to use the neglect strategy and practitioners guide [Neglect – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://southamptonscp.org.uk) when considering educational neglect.

NOTE: A simple overall total percentage attendance does not provide enough detail to know if there is an issue to be tackled or not. Absence can be authorised or unauthorised by a school and therefore will relate to a range of factors some of which may indicate less concern than others. So, it is important to understand the coding, and reasons for it where overall attendance appears to be of concern. Contacting the linked EWO will be of importance in understanding absence coding. It is important to note that reduced timetables are not illegal and can be used, although SCC would encourage all schools to follow the SCC reduced timetable protocol and guidance for schools and school leaders regarding any reduction and the monitoring of it [Inclusion services - Young Southampton](#).

### **Key questions to consider:**

- Are the child’s educational development needs being met? Is this in line with expected learning milestones nationally for all children?
- Are learning needs being addressed so that learning and educational progress can be seen appropriate to identified needs?
- Are there aspects of the provision that are impacting negatively on the educational development of the child?
- Is a full-time education offer in place?

- Has each child in a family had an application made for a school place or a parental decision to Electively Home educate been made?
- Have I notified other LA teams/ agencies who may be able to support a young person e.g. if post-16 or any additional needs.

Each child's education is paramount and therefore needs should be considered equally alongside health and well-being or other factors, when determining what support a family requires and not after all other family needs are addressed, but alongside.

- 1- Where needed set appropriate, achievable steps within a clear timeframe in addressing the health, well-being and educational needs being discussed. Parents usually want the best for their child and so ensure they are supported to achieve this at the earliest possible opportunity with engagement through individual organisation teams and Early Help support. Where parents are not supporting the educational learning and development of their child this should be clearly recorded and the necessary steps taken to minimise the impact of this together with other professionals.
- 2- Observe, engage and support the child – a range of professionals' perspectives may be required. Ensure the child's voice is heard and give time for this to happen in a meaningful way.
- 3- It is expected and reasonable to challenge behaviour and provision with regard to a child's educational needs, including transfer of records that appears may be neglectful. Be sensitive in any challenge of parents or professionals and record reasons for challenge and any outcome. Escalate where a child's basic needs are often not met, challenge parents where children present in a manner that is different to that which is expected for every child, on all occasions. Different parenting styles can affect what expectations are manageable and understood, these can also be cultural differences therefore be sensitive and knowledgeable, but do not fail to challenge. It is possible that there may be other aspects of neglect that may cross over with educational neglect therefore clear recording is essential.
- 4- Review a child in the context of their family and previous events or patterns. Record your thoughts and reasons for decisions, be professionally curious when safeguarding children and always consider their educational development in addition to other needs.
- 5- Discuss cases with another appropriate person, consider if others may hold different/ similar or the same concerns, build a picture of different professionals' views. Be proactive and call a professionals' meeting if you, as the professional, consider that the picture/understanding of the concerns is likely to be clearer as a result. Ensure there is a planned and cohesive approach to tackling neglectful adult behaviour and escalate to the appropriate managers/ supervisors to make them aware.

- 6- Consider if other aspects are present, such as but not limited to: exclusions (lawful or unlawful); Children Missing Education – what has been discovered or looked in to and what actions have been taken; whether there is a full-time offer of education; whether there is a reduced timetable that is reviewed regularly and amended to support education need; whether there is a provision relative to needs that may be short or long term for medical needs; whether parents are fully aware of their responsibilities if removing a child to be Electively Home Educated – how do they know?
- 7- Always ensure that on any change of schools – at normal transition points or in-year - that the records to facilitate the educational development of a child/young person are shared to ensure that the child will be supported appropriately from arrival. This should include any information that supports their attendance such as start of day arrangements that support arrival/settling in to school.
- 8- Ensure that where any change or reduction in an offer of full-time education is made that parents understand and agree with this in the interests of their child. Check that Southampton City Council guidance for reduced timetables or flexi-school arrangements are followed and review is planned and regular.

Educational neglect may be more likely if any of the following factors are present:

Child Risk factors	Parental risk factors	Wider agency & professionals risk factors
<ul style="list-style-type: none"> <li>• Adverse childhood experiences (neglect/abuse)</li> <li>• Disability</li> <li>• Substance misuse</li> <li>• Learning difficulties</li> <li>• Family unit breakdown</li> <li>• Bereavement</li> <li>• Views not taken into account in decision making about education</li> <li>• Chronic ill-health</li> <li>• Poor mental health</li> <li>• Child subjected to exploitation (sexual or criminal)</li> <li>• Living in poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Previous action regarding poor attendance at school</li> <li>• Poor parental mental and emotional well-being</li> <li>• Substance misuse</li> <li>• Domestic Abuse/violence</li> <li>• Learning difficulties</li> <li>• Lack of positive parenting in childhood</li> <li>• Adverse childhood experiences</li> <li>• Being obese or underweight</li> <li>• Poor parental engagement in education</li> <li>• Family history of poor engagement of other siblings in education</li> <li>• Unable to provide/uninterested in</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Unemployment</li> <li>• Lack of positive personal networks</li> <li>• Lack of sharing of information between agencies regarding concerns</li> <li>• Ineffective monitoring and review of reduced timetables or alternative provision</li> <li>• Lack of triangulation or challenge regarding information provided by parent where it raises query/may not be substantiated</li> <li>• Lack of substantiated / reasonable information for absence</li> </ul>

<ul style="list-style-type: none"><li>• Going missing</li><li>• Reduced or inappropriate educational or timetable provision</li><li>• Child performing role of carer</li></ul>	<ul style="list-style-type: none"><li>• development of child of any age</li><li>• Disguised compliance/ non-compliance with agencies</li><li>• Exploitation or criminality</li><li>• Bereavement</li><li>• Family breakdown</li><li>• Ill health</li><li>• Not following health advice that enables engagement in education</li><li>• Low/poor pre-school developmental experiences provided for child</li></ul>	<ul style="list-style-type: none"><li>• Inconsistent or unsustainable responses to agency support</li><li>• Lack of health information to support a suitable Individual health care plan that supports engagement in education</li><li>• Lack of consideration of wider context eg of family history of poor engagement of siblings in education or previous actions not sustained</li></ul>
--	--	--

**Protective factors:**

- Parental interest and action to support the educational development of their child, including providing a suitable education if EHE
- Full educational provision that meets needs or amendments that are effectively reviewed regularly
- Positive and effective engagement with agencies to support the child, parent/ family (health, social care, early help, education)
- Sustained improvements in attendance managed independently by pupil or parent
- Effective agency communication and sharing of information to safeguard a child including for their attendance at school or educational provision