*This toolkit has drawn on information in toolkits from Salford and Somerset*

The South Gloucestershire Neglect Toolkit uses a traffic light scaling for each domain that looks like this





Some needs met

All needs met

All needs unmet

Many needs unmet

This toolkit should be used by practitioners from all organisations to help assess neglect within families even at a low level and plan for change.

Each domain includes a description of how well needs are met, from ‘all needs met’ to ‘all needs unmet’ as using the scaling. Work through sections by discussing the description that best fits the care the child receives. Further guidance and descriptions are provided by hovering your mouse over key words and numbers.

There are six domains



Additional information about Neglect can be accessed by our policy briefing [here](http://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2018/03/Neglect-Policy-Practice-Guide-2024.pdf)

There are resources to support professionals working with families when there are concerns about Neglect on the Children’s Partnership Website [here](https://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/neglect/)

**Family Information**

|  |  |
| --- | --- |
| Family address |  |

|  |
| --- |
| Significant people in the family living or visiting the home |
| Full name | Child or Adult | Gender | Date of Birth | Family Role  |
|  |  |  | Click or tap to enter a date. |  |
|  |  |  | Click or tap to enter a date. |  |
|  |  |  | Click or tap to enter a date. |  |
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|  |  |  | Click or tap to enter a date. |  |

|  |  |
| --- | --- |
| Name of practitioner, agency and role |  |
| Date tool completed | Click or tap to enter a date. | Date for Review | Click or tap to enter a date. |
| Why is the Neglect Tool being completed now and what has led us here? |
|   |

**Domain One: Physical Care**

|  |  |  |  |
| --- | --- | --- | --- |
| Need | Scale (hover over 0,4,6 or 10 for guidance) | Scale Chosen | Evidence for Scale |
| Food | [0](#OnetoThree) | 1 | 2 | 3 | [4](#FourandFive" \o "Child receives insufficient quantity of food and drink and appears hungry. Food provided is of low quality, which is often not appropriate to their age and stage of development and there is a lack of routine.Child may regularly be expected to prepare their own food.Child’s special dietary requirements are rarely met. Parents/carers are unable to provide or are indifferent to the importance of appropriate food and drink for the child.) | 5 | [6](#sixandseven" \o "Child is provided with an adequate quantity of food and drink for their needs, which is of reasonable quality and adequate for their age and stage of development, but there is a lack of routine. Child may occasionally be expected to prepare their own food.Child’s dietary requirements are inconsistently met. Parents/carers understand the importance of food, drink, and routine but sometimes their personal circumstances impact on ability to provide) | 7 | 8 | 9 | [10](#eighttoten" \o "Child is provided with necessary quantity and quality of food and drink, which is appropriate to their age and stage of development - including in the antenatal period. Meals are organised and there is a routine which includes the family sometimes eating  together. Child's special dietary requirements are always met. Parents/carers understand the importance of food and drink and a balanced diet) |  |  |
| Home Conditions | [0](#house1" \o "The accommodation is in a dangerous state of disrepair, and this is known to has caused or contributed to a number of accidental injuries and poor health for the child/young person. The accommodation is dirty and unhygienic and there is a lack of essential amenities such as a working toilet, washing/bathing facilities, inappropriate and dirty bed and bedding and poor facilities for the preparation of food. Faeces or other harmful substances are visible, and house smells. The accommodation smells strongly of damp and there is extensive mould which is untreated. Parents/carers are unable to make changes or unwilling to take advice about the impact of the home circumstances on child/young person’s well-being) | 1 | 2 | 3 | [4](#house4" \o "The accommodation is in a state of disrepair, parents/carers are unmotivated or unable to address this and the child has suffered occasional accidents and potentially poor health as a result. The look is bare and sometimes dirty/smelly and there are inadequate amenities such as beds and bedding, a dirty toilet, lack of clean washing facilities and the environment is dirty and cluttered. The accommodation smells of damp and there is evidence of mould, with little or no attempt to address this. Parents are indifferent or unable to recognise the impact of the home conditions on the child/young persons sense of wellbeing.) | 5 | [6](#house6" \o "The accommodation has some essential amenities but is in need of decoration and repair. Parents/carers are aware of this and have taken steps to address these issues) | 7 | 8 | 9 | [10](#house10" \o "The accommodation has all essential amenities such as heating, washing/bathing facilities, cooking facilities, adequate beds and bedding and a toilet and is in a reasonable state of repair and decoration) |  |  |
| Stability of Housing | [0](#stable1" \o "Child experiences lots of moves, staying with relatives or friends at short notice (often in circumstances of overcrowding leading to child sleeping in unsuitable conditions). The home has numerous adults frequenting the property, and the child does not always know the adults who stay over. Parents/carers are unable to understand the impact on child of instability and resistant to advice regarding this.) | 1 | 2 | 3 | [4](#stable4" \o "Child does not have a stable home environment and has either experienced lots of moves and/or lots of adults coming in and out of the home for periods of time. Parents/carers do not recognise or accept the importance of stability for child) | 5 | [6](#stable6" \o "Child has a reasonably stable home environment but has experienced a number of house moves/new adults in the family home. Parents/carers recognise that this could be detrimental to the child/young person, but their personal circumstances occasionally impact on providing stability.) | 7 | 8 | 9 | [10](#stable10" \o "Child has stable home environment without too many moves (unless necessary). Parents/carers understand the importance of stability for child.) |  |  |
| Child’s Clothing | [0](#clothing1" \o "Child has clothes which are filthy, ill-fitting, and smelly. The clothes are usually unsuitable for the weather. Child may sleep in day clothes & is not provided with clean clothes when they are soiled. The parents/carers are unable to understand or resisttant to advice about the need for appropriate clothes for the well-being of the child & place full responsibility on the child to ensure suitable clothing is worn) | 1 | 2 | 3 | [4](#clothing4" \o "Child has clothing, which is dirty and crumpled, in a poor state of repair & not well fitting. The child lacks appropriate clothes for the weather & does not have sufficient clothing to allow for regular washing. Parents/carers are indifferent to the importance of clothing for the child in an age-appropriate way & may place responsibility on the child to ensure suitable clothing is worn.) | 5 | [6](#clothing6" \o "Child has clothes, but these are sometimes poorly fitting &/or unclean. The parents/carers consider clothing to meet the needs of the child in an age-appropriate way for the weather, but their own personal circumstances can hinder this) | 7 | 8 | 9 | [10](#clothing10" \o "Child has clothing which is clean and fits well. Child is routinely dressed appropriately for the weather & parents/carers are aware of the importance of clothing for the child in an age-appropriate way) |  |  |
| Animals | [0](#animal1" \o "Animals are not well cared for, and ailments are not treated. Faeces and urine are present in living areas. Animals are dangerous and child may be left unsupervised with them. Parents/carers do not address, or may encourage the ill treatment of animals by adults or child) | 1 | 2 | 3 | [4](#animal4" \o "Animals are not always well cared for, or house trained, and animal faeces or urine is not dealt with appropriately. Animals may present a potential risk. Mistreatment of animals by adults or children is not always addressed by parents/carers) | 5 | [6](#animal6" \o "Animals are reasonably well cared for but contribute to a sense of chaos in the house. Animals present no danger to child or adults and any ill-treatment of animals is addressed by parents/carers) | 7 | 8 | 9 | [10](#animal10" \o "Animals are well cared for and are a positive enhancement to the home environment. Children and young people are encouraged to behave kindly towards animals) |  |  |
| Hygiene | [0](#hygiene1" \o "The child routinely presents as being dirty and is not bathed or washed or encouraged wash or brush their teeth, with evidence that they infrequently brush their teeth. Head lice & skin conditions (inc. nappy rash) & other medical needs are not treated & become chronic & parents/carers are resistant to concerns expressed by others. Parents/carers are unable to or do not take an interest in child’s appearance resistant to acknowledge the importance of hygiene to the child’s wellbeing.) | 1 | 2 | 3 | [4](#hygiene4" \o "The child presents as unclean and is only occasionally bathed/washed or encouraged to wash & brush teeth in an age-appropriate way, with evidence that they do not brush their teeth on a regular basis. Head lice & skin conditions (inc. nappy rash) & other medical needs are not treated appropriately, & parents/ carers are indifferent to concerns expressed by others. Parents/carers are unable to or do not take an interest in child’s appearance and do not acknowledge the importance of hygiene to the child's wellbeing.) | 5 | [6](#hygiene6" \o "The child is reasonably clean, but the parents/carers do not bath or wash them regularly and/ or consistently encouraged to wash and brush teeth in an ageappropriate way. Head lice & skin conditions (inc. nappy rash) & other medical needs are inconsistently treated & correct medication is not always used, but parents/carers treat it if given encouragement & advice. Parents/carers take some interest in the child’s appearance & the importance of hygiene to the child’s wellbeing) | 7 | 8 | 9 | [10](#hygiene10" \o "The child is clean & is either given a bath, washed regularly & teeth cleaned or encouraged to do so in an age-appropriate way Head lice, skin conditions (inc. nappy rash) & other medical needs are treated promptly & appropriately, using correct medication if required. Parents/carers take an active interest in the child’s appearance) |  |  |
| What does this mean for the child? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6) | Mid Term (week 6-12) | Longer term (week 12-20) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

**Domain Two: Health**

|  |  |  |  |
| --- | --- | --- | --- |
| Need | Scale (hover over 0,4,6 or 10 for guidance) | Scale Chosen | Evidence for Scale |
| Safe sleeping arrangements & co-sleeping for babies | [0](#OnetoThree) | 1 | 2 | 3 | [4](#FourandFive) | 5 | [6](#sixandseven) | 7 | 8 | 9 | [10](#eighttoten) |  |  |
| Appropriate sleeping arrangements for older children | [0](#house1) | 1 | 2 | 3 | [4](#house4) | 5 | [6](#house6) | 7 | 8 | 9 | [10](#house10) |  |  |
| Seeking advice and intervention | [0](#stable1) | 1 | 2 | 3 | [4](#stable4) | 5 | [6](#stable6) | 7 | 8 | 9 | [10](#stable10) |  |  |
| Disability and illness | [0](#clothing1) | 1 | 2 | 3 | [4](#clothing4) | 5 | [6](#clothing6) | 7 | 8 | 9 | [10](#clothing10) |  |  |
| What does this mean for the child? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6) | Mid Term (week 6-12) | Longer term (week 12-20) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

**Domain Three: Safety and Supervision**

|  |  |  |  |
| --- | --- | --- | --- |
| Need | Scale (hover over 0,4,6 or 10 for guidance) | Scale Chosen | Evidence for Scale |
| Awareness of Safety & Prevention | [0](#OnetoThree) | 1 | 2 | 3 | [4](#FourandFive) | 5 | [6](#sixandseven) | 7 | 8 | 9 | [10](#eighttoten) |  |  |
| Supervision  | [0](#house1) | 1 | 2 | 3 | [4](#house4) | 5 | [6](#house6) | 7 | 8 | 9 | [10](#house10) |  |  |
| Handling of and response to baby | [0](#stable1) | 1 | 2 | 3 | [4](#stable4) | 5 | [6](#stable6) | 7 | 8 | 9 | [10](#stable10) |  |  |
| Safety in the care of others | [0](#clothing1) | 1 | 2 | 3 | [4](#clothing4) | 5 | [6](#clothing6) | 7 | 8 | 9 | [10](#clothing10) |  |  |
| Developing safe independence | [0](#animal1) | 1 | 2 | 3 | [4](#animal4) | 5 | [6](#animal6) | 7 | 8 | 9 | [10](#animal10) |  |  |
| What does this mean for the child? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6) | Mid Term (week 6-12) | Longer term (week 12-20) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Domain Four: Love and Care

|  |  |  |  |
| --- | --- | --- | --- |
| Need | Scale (hover over 0,4,6 or 10 for guidance) | Scale Chosen | Evidence for Scale |
| Warmth  | [0](#OnetoThree) | 1 | 2 | 3 | [4](#FourandFive) | 5 | [6](#sixandseven) | 7 | 8 | 9 | [10](#eighttoten) |  |  |
| Boundaries | [0](#house1) | 1 | 2 | 3 | [4](#house4) | 5 | [6](#house6) | 7 | 8 | 9 | [10](#house10) |  |  |
| Arguments and Violence | [0](#stable1) | 1 | 2 | 3 | [4](#stable4) | 5 | [6](#stable6) | 7 | 8 | 9 | [10](#stable10) |  |  |
| Young Caring | [0](#clothing1) | 1 | 2 | 3 | [4](#clothing4) | 5 | [6](#clothing6) | 7 | 8 | 9 | [10](#clothing10) |  |  |
| Adult Mental Health | [0](#animal1) | 1 | 2 | 3 | [4](#animal4) | 5 | [6](#animal6) | 7 | 8 | 9 | [10](#animal10) |  |  |
| Substance Misuse | [0](#hygiene1) | 1 | 2 | 3 | [4](#hygiene4) | 5 | [6](#hygiene6) | 7 | 8 | 9 | [10](#hygiene10) |  |  |
| What does this mean for the child? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6) | Mid Term (week 6-12) | Longer term (week 12-20) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Domain Five: Stimulation and Learning

|  |  |  |
| --- | --- | --- |
| Need | Scale Chosen | Evidence for Scale |
| Family Activities  | [0](#OnetoThree) | 1 | 2 | 3 | [4](#FourandFive) | 5 | [6](#sixandseven) | 7 | 8 | 9 | [10](#eighttoten) |  |  |
| 0-4 years | [0](#house1) | 1 | 2 | 3 | [4](#house4) | 5 | [6](#house6) | 7 | 8 | 9 | [10](#house10) |  |  |
| 5-11 years | [0](#stable1) | 1 | 2 | 3 | [4](#stable4) | 5 | [6](#stable6) | 7 | 8 | 9 | [10](#stable10) |  |  |
| 12+ | [0](#clothing1) | 1 | 2 | 3 | [4](#clothing4) | 5 | [6](#clothing6) | 7 | 8 | 9 | [10](#clothing10) |  |  |
| What does this mean for the child? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6) | Mid Term (week 6-12) | Longer term (week 12-20) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Domain Six: Capacity and Commitment to Change

|  |  |  |  |
| --- | --- | --- | --- |
| Need | Scale (hover over 1,4,6 or 10 for guidance) | Scale Chosen | Evidence for Scale |
| Acceptance of issue  | [0](#OnetoThree) | 1 | 2 | 3 | [4](#FourandFive) | 5 | [6](#sixandseven) | 7 | 8 | 9 | [10](#eighttoten) |  |  |
| Taking responsibility  | [0](#house1) | 1 | 2 | 3 | [4](#house4) | 5 | [6](#house6) | 7 | 8 | 9 | [10](#house10) |  |  |
| Sustaining Change | [0](#stable1) | 1 | 2 | 3 | [4](#stable4) | 5 | [6](#stable6) | 7 | 8 | 9 | [10](#stable10) |  |  |
| What does this mean for the child? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6) | Mid Term (week 6-12) | Longer term (week 12-20) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Child and Family Voice

|  |  |
| --- | --- |
| What does the child say is good about their home and family? |  |
| Does the child say they have any worries about their home and family? |  |
| What does the child say they would like to be different? |  |

|  |  |
| --- | --- |
| What do the parent/carers think is working well for them? |  |
| What do the parent carers see as the difficulties? |  |
| What do the parent/carers want to change? |  |

|  |
| --- |
| Agreed Priorities |
| Initial (week 1-6): | Mid Term (week 6-12): | Longer term (week 12-20): |

Plan for Change

|  |  |  |  |
| --- | --- | --- | --- |
| Desired Outcome | Actions | By When | By Who |
|  |  | Click or tap to enter a date. |  |
|  |  | Click or tap to enter a date. |  |
|  |  | Click or tap to enter a date. |  |
|  |  | Click or tap to enter a date. |  |
|  |  | Click or tap to enter a date. |  |
|  |  | Click or tap to enter a date. |  |
|  |  | Click or tap to enter a date. |  |

|  |  |
| --- | --- |
| Date for Review | Click or tap to enter a date. |