

This template is designed with guidance and an example to help you accumulate credits and to use the credits to claim a PiP Requirement

DESCRIPTION EXAMPLE

This learning activity was multi- disciplinary training provided by the X and lasted 6 hours. The course looked at the prevalence of neglect in Case Management Reviews and the subsequent learning. We also reviewed and discussed current research on neglect, the background to the Graded Care Risk Assessment Tool (Graded Care Profile, GCP) using Ayre's research and completed the profile in a number of workshops using case studies”.

REFLECTION EXAMPLE

I undertook this training because increasingly schools are contacting my service concerned about potential neglect and frustrated about thresholds for intervention..... Also, they are concerned about being subjective and ‘offending’ parents as staff haven’t had access to an objective measurement tool. The GCP is objective and gives a qualitative grading for actual care delivered to the child taking account of the effort and commitment shown by the main carer. The GCP has two components: - the record sheet for scoring and the reference sheet which breaks the profile down into individual areas to be explored. The idea is for the professional to score each category from 1 – 5 – one being the best and 5 the worst. This scoring is carried out through observation and a home visit. I felt it would be beneficial to complete the framework in training, or through ‘experiential learning’ as advocated by Kolb, to aid my decision making process of the appropriateness for use in schools.

For me the most significant aspects of the training were the actual completion of the GCP and the introduction to Patrick Ayre and Jan Howarth’s work. **At first I questioned if the** GCP would be useful to teachers as it requires a home visit and observation **and I questioned** if this visit would happen and if teachers would want to step outside of their distinct professional role. **Another area of concern** would be delivery of this assessment in an anti-oppressive way. It could also be seen as an intrusion and I feel could take away from Article 8 of the Human Rights Act 1998, “Right to respect for private and family life”. **However I subsequently reviewed this thinking** as neglect is such a prevalent form of abuse, with research suggesting that almost 10% of children experience neglect at some point in their lives, and early intervention is vital. Schools are the constant factor in a child’s life, they have ready access to a comparable group and are the people most likely to recognise the need for early intervention into family life. **Also as suggested by Munro** schools are in an optimum position to build relationships with families and can address their concerns in a less threatening way within these positive relationships. **Having experienced using the profile I now realise** that schools don’t need to complete it entirely but it is useful to focus thinking and validate concerns as research shows that one of the issues acting as a barrier to action was a concern about a lack of evidence or uncertainty about whether neglect is actually occurring, (Action for children, 2011). **Additionally I feel would be useful in** overcoming some barriers re threshold as it can be used as an evidenced based method to re-enforce the need for referral. The potential challenge from this is creating a situation of greater understanding about neglect and a greater willingness to report concerns but limited resources to deal with those concerns.

Having reflected on the completion and appropriateness of the GCP for teachers **I have improved my knowledge** of this resource and this makes me feel more confident to use it in training with teachers and to use it as reference tool on queries about neglect. **I have been introduced** to the work of Patrick Ayre and would like to research his work on why neglect is not treated by professionals in the same way as physical and sexual abuse”

IMPACT EXAMPLE

Following training I was more competent in using this as an assessment tool for neglect and reflecting on the GCP as a potential resource and/or a reference tool for Designated teachers. **As a consequence of the training** when schools seek advice about potential neglect I refer to the GCP for guidance on areas for consideration in this assessment. **After the course I** read the profile in more detail and, later at a team meeting, discussed the relevance and possible inclusion of the Graded Care Profile (GCP) on a refresher training course for experienced Designated teachers. I followed this up during supervision where it was agreed that I would put together this develop a training session for experienced Designated teachers on the use of parts the GCP and neglect. At a subsequent team meeting the PowerPoint was agreed and later used in teacher training. From the evaluations teachers found the GCP to be another useful tool for them to use when assessing neglect but felt that there were some areas which were not relevant or of which they would have no knowledge. So as a consequence of this evaluation subsequent training signposts the GCP. **This for me has highlighted the importance of evaluation and review and in this case of the need to change training as the outcome. In this way I feel the training had an impact on my own practice and developed my knowledge and skills.** By developing training and using the GCP when giving advice to schools about potential neglect **I have demonstrated** “systematic and appropriate application of relevant legislation/policy, theories, research and methods of practice that include a range of skills” (PiP requirement, Consolidation Award, (2), 2015). **It also contributed to service improvement** as it enabled me to develop up to date research based training for teachers to make them aware of a validated resource to use when measuring potential neglect. In this way it has empowered teachers to use this knowledge to meet their statutory duties to safeguard children..... **By using the learning from the training I have met a Core requirement** from PiP by taking “Responsibility for continuing professional development making use of professional and managerial supervision, consultation and other professional support as appropriate to identify and address issues; develop, implement and evaluate plans; and continue to advance knowledge and understanding in order to improve practice” (Core requirement C, NISCC, 2015)**there are still gaps in my knowledge** about neglect and the issues it presents for practitioners. **In order to address this gap** I need to read and research the work of Patrick Ayre and Jan Howarth’s work on neglect and assessment. I feel it would also be beneficial to discuss this at a team meeting and supervision in order to consolidate the knowledge.”