Emotional

Early Years

Dan and Andrew are siblings and both attend your setting. They are well presented, have consistently healthy packed lunches each day, talk about holidays that they go on and the toys and gadgets that they have at home.

The children attend full time from 7:30 until 6 each day.

Mum and dad both work away at times and the children often go and stay with grandparents and other family members during the week.

Mum and dad have not attended any of the parents evenings you have put on and said they did not have time recently to talk to the key worker when she wanted to show a lovely drawing that Dan had done.

Andrew says that he loves nursery because people talk to him. When asked “tell me more about that:” Andrew says that he gets bored in his room, but mum and dad are very tired from work and don’t want him to come down and play.

- What would you do immediately?
- Would you record any of this, and if so where?
- What actions would you take in the longer term?
- If you felt that you needed to take further advice who would you speak to?

This is potential emotional neglect

If you are not the DSL you should report to your Designated Safeguarding Lead or Deputy and make a record of your concerns using the children’s own words

Some lived experience / voice of the child work should be done with both children.
For tools and resources to do this see the Voice of the Child Toolkit: link to Voice of the child toolkit

The Neglect screening tool should be completed: Neglect

Parents should then be invited in to the setting to discuss your concerns. Using the voice of the child can have more impact to show them how their children are feeling at home at the moment.
Ask parents without being judgmental if there is any support they need. Record the conversation and any actions and consider a CAF if they agree to support.

Continue to monitor the children in the setting and record their emotional presentation, how they react when dropped off and picked up (this may be different for each child and each parent).
**Primary:**

Dan and Andrew are siblings and both attend your school. They are well presented, have consistently healthy packed lunches each day, talk about holidays that they go on and the toys and gadgets that they have at home.

The children have 100% attendance and attend before and after school club each day from 7:30 until 6 each day.

Mum and dad both work away at times and the children often go and stay with grandparents and other family members during the week.

Mum and dad have not attended parents evenings and said they did not have time recently to talk to the class teacher when she wanted to show a fantastic piece of work that Dan had done.

Andrew says that he loves school because people talk to him. When asked “tell me more about that:” Andrew says that he gets bored in his bedroom, but mum and dad are very tired from work and don’t want him to come down and play.

- What would you do immediately?
- Would you record any of this, and if so where?
- What actions would you take in the longer term?
- If you felt that you needed to take further advice who would you speak to?

This is potential emotional neglect

If you are not the DSL you should report to your Designated Safeguarding Lead or Deputy and make a record of your concerns using the children’s own words.

Some lived experience / voice of the child work should be done with both children. For tools and resources to do this see the Voice of the Child Toolkit: [link to Voice of the child toolkit](#)

The Neglect screening tool should be completed: [Neglect](#)

Parents should then be invited in to school to discuss your concerns. Using the voice of the child can have more impact to show them how their children are feeling at home at the moment.
Ask parents without being judgmental if there is any support they need. Record the conversation and any actions and consider a CAF if they agree to support.

Continue to monitor the children in the setting and record their emotional presentation, how they react when dropped off and picked up (this may be different for each child and each parent).

Secondary and Further Education:

Dan and Andrew are siblings and both attend your school. They are well presented, have consistently healthy packed lunches each day, talk about holidays that they go on and the electronic devices and gadgets that they have at home.

The children have 100% attendance and attend many of the clubs that are offered outside of learning hours.

Mum and dad both work away at times and the children often go and stay with grandparents and other family members during the week.

Mum and dad have not attended parents evenings and said they did not have time recently to talk to the teacher when she wanted to show a fantastic piece of work that Dan had done.

Andrew says that he loves coming to learn because people talk to him. When asked “tell me more about that:” Andrew says that he gets bored in his bedroom, but mum and dad are very tired from work and don’t want him to come down and spend time with them.

- What would you do immediately?
- Would you record any of this, and if so where?
- What actions would you take in the longer term?
• If you felt that you needed to take further advice who would you speak to?

This is potential emotional neglect

If you are not the DSL you should report to your Designated Safeguarding Lead or Deputy and make a record of your concerns using the children’s own words

Some lived experience work should be done with both children.

The Neglect screening tool should be completed: [Neglect]

Parents should then be invited in to school to discuss your concerns. Using the voice of the child can have more impact to show them how their children are feeling at home at the moment.

Ask parents without being judgmental if there is any support they need. Record the conversation and any actions and consider a CAF if they agree to support

Continue to monitor the children in the setting and record their emotional presentation, how they react when dropped off and picked up (this may be different for each child and each parent).