

CORE-INFO:

Esgeuluso neu gam-drin
emosiynol i blant 5-14
mlwydd oed



Cyflwyniad

Mae'r daflen hon yn crynhoi'r wybodaeth bresennol am blant 5-14 oed sydd wedi cael eu hesgeuluso neu eu cam-drin yn emosiynol (gall rhai plant gael profiad gyda'r ddau fath o gamdriniaeth). Mae'n rhoi sylw i ymddygiad y plant, eu perfformiad yn yr ysgol, a'r modd y maen nhw'n rhyngweithio ag eraill.

Mae'r rhan fwyaf o'r astudiaethau sy'n sail i'r daflen hon yn cymharu plant¹ a oedd yn cael eu hesgeuluso neu eu cam-drin yn emosiynol (neu'r ddau) â grŵp tebyg o blant nad oedd yn dioddef y math hwn o gam-drin. Gwnaed yr astudiaethau naill ai yn y gymuned, yn yr ysgol neu yn y cartref.

Mewn cyfnod lle mae pryder cynyddol am effaith niweidiol esgeuluso plant a cham-drin plant yn emosiynol, bydd y daflen hon yn helpu ystod eang o weithwyr proffesiynol mewn gwahanol ddisgyblaethau sy'n gweithio gyda phlant, pobl ifanc a'u teuluoedd, gan gynnwys: staff addysg, e.e. athrawon, cynorthwywyr dysgu, swyddogion lles addysg; meddygon teulu; ymwelwyr iechyd; pediatregwyr; seicolegwyr; gweithwyr cymdeithasol; gweithwyr ieuencid a chwarae; gweithwyr cynnal teulu; hyfforddwyr chwaraeon.

Mae'r daflen hon yn seiliedig ar brosiect ar y cyd gan yr NSPCC ac Adolygiadau Systematig Core Info Caerdydd o drefniadau Amddiffyn Plant ym Mhrifysgol Caerdydd.

Mae manylion llawn ar gael yn core-info.cardiff.ac.uk

Pam rydym yn gwneud y gwaith hwn

Mae esgeuluso o unrhyw fath (corfforol, goruchwylol, meddygol, addysgol neu emosiynol) yn parhau i fod y rheswm mwyaf cyffredin i blentyn fod yn destun cynllun amddiffyn plant neu ar gofrestr amddiffyn plant yn y Deyrnas Unedig.

Mae cam-drin emosiynol yn ffurf niweidiol eithriadol o gam-drin, a all ddigwydd ar ei ben ei hun, neu ochr yn ochr ag esgeuluso. Bydd llawer o astudiaethau ymchwil yn cyfuno'r ddau ffurf hyn ar gam-drin gyda'i gilydd dan y term 'camdriniaeth seicolegol'. Gall esgeuluso a cham-drin emosiynol gael canlyniadau hirdymor i blant ac esgor ar amrywiaeth eang o broblemau wedi iddynt dyfu'n oedolion. Bydd plant sy'n cael eu hesgeuluso neu eu cam-drin yn emosiynol yn eu plentyndod yn fwy tebygol o gael problemau iechyd meddwl, iechyd corfforol gwael, anawsterau creu perthynas a llai o gyflogaeth yn eu bywydau fel oedolyn. Gall ymyrryd cynnar atal canlyniadau hirdymor esgeuluso neu gam-drin emosiynol a gwella'r canlyniadau i'r plant hyn.

Felly rydym wedi cynnal adolygiad systematig o'r llenyddiaeth ymchwil, i nodi'r nodweddion y gellir eu gweld ymhlith plant 5-14 mlwydd oed sy'n cael eu hesgeuluso neu eu cam-drin yn emosiynol. Gellir gweld nodweddion eraill mewn plant unigol, sydd heb eu henwi yn yr ymchwil, ond dylid cofnodi pob nodwedd sy'n peri pryder.

¹ Oni ddywedir fel arall, mae'r disgrifiadau'n cyfeirio at blant sy'n cael eu hesgeuluso, a/neu eu cam-drin yn emosiynol. Rhoddir manylion yr hyn a ystyrir yn esgeuluso neu'n gam-drin emosiynol yn yr eirfa ar ddiwedd y daflen hon.

Arwyddion i wyllo amdanynt mewn plant 5-14 oed²

Nodir y prif nodweddion ar gyfer adnabod arwyddion esgeuluso a cham-drin emosiynol isod.

Ymddygiad:

- Mae'r effaith ar ymddygiad yn aml yn fwyaf pan fydd yr esgeuluso'n dechrau'n gynnar ym mywyd plentyn, neu os yw'r plentyn wedi'i esgeuluso a'i gam-drin yn emosiynol.
- Gall y plentyn ymgwyflwyno'n ymosodol a gelyniaethus; er enghraifft, gallai dueddu i wylltio neu golli tymer at eraill.
- Efallai y byddant yn fwy byrbwyll na phlant eraill, ac yn dangos nodweddion a gysylltir ag Anhwylder Diffyg Canolbwyntio a Gorfywiogrwydd (ADHD), er enghraifft methu â chanolbwyntio neu ymddwyn yn fyrbwyll.
- Gall plant sydd wedi'u hesgeuluso, yn benodol, fod yn arbennig o dawedog neu ddywedwst.

Perthynas â phlant eraill:

- Gall y plentyn ei chael hi'n anodd gwneud ffrindiau a chael mwy o broblemau gyda chymdeithasu nag a gaiff plant eraill. Gall ddisgrifio plentyn arall fel ei 'ffrind gorau' er nad yw'r plentyn arall yn rhannu'r teimlad hwn.
- Gall y plentyn fod heb lawer o ffrindiau, a gall plant eraill ei weld fel plentyn sy'n debygol o fod yn ymosodol neu'n aflonyddol.

Materion emosiynol neu hunan-ganfyddiad:

- Efallai y bydd ganddynt ychydig iawn o hunanhyder a po fwyaf difrifol yw'r esgeulustod maent wedi'i brofi, yr isaf fydd eu hymdeimlad o hunanwerth.
- Maent yn fwy tebygol na'u cyfoedion o brofi symptomau iselder.
- Cânt anhawster dehongli emosiynau, fel dicter neu dristwch.
- Gallant hefyd brofi hwyliau mwy oriog nag a ddisgwylid i'w hoed nhw, neu ddangos lefelau o hoffter tuag at eraill, sy'n amhriodol i'r sefyllfa.
- Gall plant sydd wedi'u hesgeuluso deimlo eu bod yn ddiwerth i eraill. Credant yn aml fod yr hyn sy'n digwydd y tu hwnt i'w rheolaeth, sy'n arwain at orbryder a diymadferthedd i wneud dim i wella'u sefyllfa. Bydd llawer o'r plant hyn yn rhoi'r gorau i dasgau cyn dechrau, hyd yn oed, yn syml am nad ydynt yn gweld y pwynt o wneud yr ymdrech.
- Mae ganddynt lai o sgiliau ymdopi effeithiol na phlant eraill. Pan fyddant yn cymryd

² Er bod yr ystod oedran hwn yn cynnwys amrediad eang o blant, nid yw'r llenyddiaeth bresennol yn caniatáu ar gyfer gwahanu ystodau oed culach. Mae'r rhan fwyaf o lenyddiaeth yn trafod plant 7-11 mlwydd oed.

atynt maent yn llai tebygol o arallgyfeirio'u sylw drwy chwarae, neu siarad drwyddi gyda rhywun arall. Gallant ddigio, neu fygu eu hemosiynau.

- Gall rhai plant feddwl am hunanladdiad, ei gynllunio neu roi cynnig arni.

Perfformiad yn yr ysgol:

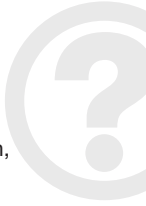
- Yn aml cânt fwy o anhawster na'u cyd-ddisgyblion i gyflawni gorchwylion cymhleth, yn enwedig pan fo gofyn iddynt ddeall a dilyn cyfarwyddiadau sy'n ymwneud ag integreiddio'r gweledol a'r gweithredol; rhoddyd prawf ar hyn drwy ofyn i'r plant amlinellu ffurfiau geometrig cynyddol anodd yn erbyn y cloc.
- Maent yn debygol o fod ag IQ is na'u cyd-ddisgyblion, er bod canlyniadau asesiadau llythrennedd neu rifedd wedi amrywio o astudiaeth i astudiaeth.
- Er gwaethaf perfformiad gwael mewn rhai meysydd, gall plant sydd wedi'u hesgeuluso fod yn well am ddatrys problemau, cynllunio a meddwl haniaethol na phlant eraill.

Perthynas gyda rhieni:

Yn ôl un astudiaeth o blant a gafodd eu hesgeuluso:

- Gall byw yn y teulu fod yn brofiad unig i'r rhiant a'r plentyn gan nad oes fawr ddim cyfnewid gwybodaeth, a gall fod diffyg agosatrwydd emosiynol rhyngddynt.
- Mae rhai rhieni'n fwy negyddol o'u cymharu â rhieni sydd ddim yn esgeuluso'u plant.
- Gall y rhieni roi mwy o alwadau ar eu plant, ac maent yn annhebygol o ymateb i geisiadau gan eu plant am gefnogaeth. Daw plant a esgeulusir i ddisgwyl llai o gefnogaeth gan eu mamau, o gymharu â phlant sydd heb eu hesgeuluso.

Ceir manylion llawn yr astudiaethau y cymerwyd y pwyntiau hyn ohonynt yn **core-info.cardiff.ac.uk**



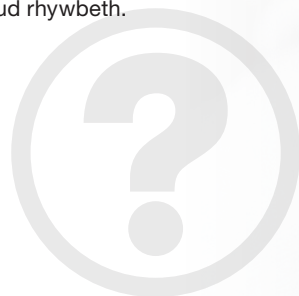
Goblygiadau ar gyfer ymarfer

Gall ymarferwyr sy'n gweithio gyda phlant 5-14 mlwydd oed sylwi ar rai o'r nodweddion allweddol a ddisgrifir isod. Cael cymorth i'r plentyn a'r teulu cyn gynted ag y bo modd sy'n rhoi'r cyfle gorau i gael canlyniad da.

Mae plant sydd wedi cael eu hesgeuluso neu eu cam-drin yn eu plentyndod yn fwy tebygol o gael problemau iechyd meddwl, iechyd corfforol gwael, anawsterau wrth geisio cynnal perthynas a'i chael yn fwy anodd cael a chadw gwaith ar ôl tyfu'n oedolion.

Os bydd eich arsylwadau'n peri ichi gael pryderon am blentyn, gallech (yn dibynnu ar eich rôl a'ch cyfrifoldebau) ofyn cyngor gan gydweithiwr neu reolwr, siarad â'r rhiant neu siarad â'r plentyn. Dylech ymgyswrtu â gweithdrefnau amddiffyn plant a chanllawiau ar rannu gwybodaeth, a'u dilyn os ydych chi'n meddwl bod perygl niwed i blentyn:

- Gwnewch gofnod ysgrifenedig o'ch arsylwadau, eich pryderon ac unrhyw sgysgiau a gawsoch, cyn gynted ag y bo modd.
- Cofiwch nad yw esgeuluso prin fyth yn digwydd ar ei ben ei hun, a'i fod yn fwy tebygol o gydfodoli â mathau eraill o gamdriniaeth. Felly, wrth chwilio am gamdriniaeth o unrhyw fath, ystyriwch tybed a yw esgeuluso a cham-drin emosiynol yn digwydd hefyd, ac i'r gwrthwyneb.
- Siaradwch â chydweithiwr uwch neu â rhywun sy'n gweithio gyda'r plentyn ac yn ei nabod ac efallai hefyd yn gwybod ei sefyllfa deuluol. Nodwch yn glir pwy sydd angen gwneud beth, ac erbyn pa bryd. Os ydych chi'n dal i boeni, peidiwch â rhoi eich pryderon o'r neilltu gan gymryd y bydd rhywun arall yn gwneud rhywbeth am y peth.
- Canfyddwch pwy sydd wedi siarad â'r plentyn, neu, lle gallwch wneud hyn mewn ffordd sensitif a phriodol, siaradwch â'r plentyn eich hun. Ceisiwch weld pethau o safbwynt y plentyn – holwch y plentyn mewn ffordd agored a sensitif am ei hunanddelwedd, a'r berthynas sydd gan y plentyn â rhieni a ffrindiau. Gan sicrhau fod y sgysgiau hyn yn anymwthiol, gadewch i'r plentyn wybod eich bod ar gael petai'n dymuno siarad â chi. Gwnewch yn siwr fod y plentyn yn deall y gallai fod yn rhaid ichi sôn am eich pryderon wrth rywun arall.
- Os oes gennych bryderon ynglŷn â'r plentyn, gwnewch yn siŵr eich bod yn siarad â gweithwyr proffesiynol eraill a all fod â chysylltiad â'r plentyn, e.e. athro neu athrawes, meddyg teulu, staff ysbyty, ac ati.
- Po hwyaf y bydd plentyn yn byw mewn amgylchedd o esgeuluso neu gam-drin emosiynol, mwyaf yw'r niwed a'r tebygolrwydd o fwy o gam-drin. Felly mae'n hanfodol peidio cael eich gyrru oddi ar y trywydd; gwnewch yn siŵr eich bod yn siarad am eich pryderon a bod rhywun yn gwneud rhywbeth.





- Nid oedd yr adolygiad systematig hwn yn cynnwys 'ffactorau risg' o ran esgeuluso a cham-drin emosiynol. Ond, mae'n bosibl fod y risg o esgeuluso a cham-drin emosiynol yn cynyddu mewn cartrefi lle ceir cam-drin domestig; camddefnyddio sylweddau; diweithdra; salwch iechyd meddwl; diffyg, neu lle tybir bod diffyg, rhwydwaith cefnogol a chynorthwyol; dim cymorth emosiynol agos neu dlodi. Yn yr un modd â phob asesiad amddiffyn plant, dylid archwilio ffactorau fel hyn yn benodol wrth asesu'r plentyn, er nad yw'r ffaith nad yw ffactorau o'r fath yn bresennol yn golygu nad yw esgeuluso neu gam-drin emosiynol yn bodoli.
- Cyfrifoldeb pawb yw amddiffyn plant; os ydych yn dal i bryderu, peidiwch â gadael i'ch pryderon fynd gan dybio y gwnaiff rhywun arall gymryd camau. Os oes gennych bryder am unrhyw blentyn, gallwch alw'r heddlu, y gwasanaethau cymdeithasol neu'r NSPCC (0808 800 5000). A chofiwch y gall plant alw ChildLine 24/7 (0800 1111; childline.org.uk).

Er bod adnabod ac ymyrryd yn gynnar yn hollbwysig, dydi hi byth yn rhy hwyr i helpu plentyn neu berson ifanc. Os bydd pryderon yn codi ynghylch esgeuluso neu gam-drin emosiynol posibl, mae'n bwysig eich bod yn gweithredu arnynt cyn gynted ag y bo modd.



Geirfa

Anhwylder Diffyg Canolbwyntio a Gorfywioigrwydd (ADHD):

Anhwylder niwroddatblygiadol yw hwn yn gysylltiedig â phroblemau talu sylw neu ganolbwyntio, gorfywioigrwydd a byrbwyltra.

Adolygiad systematig:

Adolygu cwestiwn sydd wedi'i ffurfio'n eglur gan ddefnyddio dulliau systematig a phenodol i adnabod, dewis a gwerthuso'n feiriadol waith ymchwil perthnasol, a chasglu a dadansoddi data o'r astudiaethau a gynhwysir yn yr adolygiad. Gellir defnyddio dulliau ystadegol (metaddadansoddi) neu beidio i ddadansoddi a chrynhoi canlyniadau'r astudiaethau dan sylw.

Diffiniadau o esgeuluso a cham-drin emosiynol ar draws gwledydd Prydain:

Mae canllawiau'r Llywodraeth ar ddiogelu'n amrywio ar draws Cymru, Lloegr, yr Alban a Gogledd Iwerddon a cheir mân wahaniaethau yn y diffiniadau o esgeuluso a cham-drin emosiynol ym mhob awdurdodaeth. Am y diffiniad perthnasol i'ch gwlad chi, dylech ddarllen y canllawiau ar-lein ar gyfer eich awdurdodaeth chi.

Mae'r diffiniadau'n debyg ac yn cynnwys elfennau cyffredin (gweler isod):

Esgeuluso yw peidio'n barhaus â bodloni anghenion corfforol a/neu seicolegol sylfaenol plentyn, ac mae'n debygol o amharu'n ddifrifol ar iechyd neu ddatblygiad y plentyn. Dyma enghreifftiau o esgeuluso: peidio darparu bwyd, dillad a lloches digonol; peidio amddiffyn plentyn rhag niwed neu berygl corfforol ac emosiynol; peidio sicrhau goruchwyliaeth ddigonol; peidio sicrhau mynediad at ofal neu driniaeth feddygol briodol; diystyru neu beidio ymateb i anghenion emosiynol sylfaenol plentyn.

Cam-drin emosiynol yw cam-drin plentyn yn emosiynol yn barhaus, gan achosi effeithiau andwyol a difrifol ar ddatblygiad emosiynol y plentyn. Gall gynnwys: cyfleu i blant eu bod yn ddiwerth neu'n annigonol, nad oes neb yn eu caru, neu mai dim ond am eu bod yn bodloni anghenion rhywun arall y maent o werth; peidio rhoi cyfleon i blant fynegi barn; gwneud hwyl am ben yr hyn y maen nhw'n ei ddweud neu'r modd y maen nhw'n cyfathrebu; gosod disgwyliaadau ar blant sy'n amhriodol o safbwynt eu hoed neu eu datblygiad; rhyngweithio y tu hwnt i gyrhaeddiad datblygiadol plentyn; gor-warchod a chyfyngu ar gyfleon i archwilio a dysgu, neu atal y plentyn rhag cymryd rhan mewn sefyllfaoedd cymdeithasol cyffredin; gweld neu glywed cam-drin un arall; bwlio difrifol (yn cynnwys bwlio ar y we), yn peri i blant deimlo'n ofnus neu mewn perygl; ecsbloetio neu lygru plant.

Mae rhyw radd o gam-drin emosiynol i'w chael ym mhob math o gamdriniaeth, ond gall ddigwydd ar ei ben ei hun hefyd.



Rhagor o gymorth gan yr NSPCC

Os ydych chi'n poeni am blentyn, mae'r NSPCC yma i helpu 24 awr y dydd, saith niwrnod yr wythnos, yn rhad ac am ddim.

Ffôn 0808 800 5000

E-bost help@nspcc.org.uk

Neges destun 88858 (Anfonwch neges destun i 07786 200001 yn yr Ynysoedd y Sianel - cyfraddau galwadau safonol)

Neu ewch i nspcc.org.uk/help

Gwasanaeth gwybodaeth NSPCC

Llyfrgell yr NSPCC yw'r casgliad mwyaf cynhwysfawr o adnoddau arbenigol yn ymwneud ag amddiffyn plant yn y DU. Mae'n cynnwys dros 40,000 o gofnodion a gallwch gael mynediad ato yn nspcc.org.uk/inform

Gallwch hefyd danysgrifio i CASPAR, sef gwasanaeth newyddion sy'n eich cyfeirio at y polisïau, yr ymarfer a'r ymchwil diweddaraf ym maes amddiffyn plant.

Cofrestrwch yn nspcc.org.uk/inform

I lwytho'r daflen hon oddi ar y we am ddim, neu i gael copïau caled ohoni, ewch i nspcc.org.uk/core-info i gael manylion prisïau.

Roedd y wybodaeth yn y daflen hon yn gyfredol ym mis Awst 2014.

I gael y wybodaeth ddiweddaraf am yr adolygiad hwn ac am adolygiadau systematig eraill y prosiect, ewch i wefan Core info: core-info.cardiff.ac.uk

Gallwch gael rhagor o fanylion am yr adolygiad hwn drwy sganio'r cod QR isod.

Mae hwn yn brosiect ar y cyd rhwng Rhaglen Ymchwil y Blynyddoedd Cynradd, Sefydliad Gofal Sylfaenol ac Iechyd y Cyhoedd Cochrane, Ysgol Feddygol, Prifysgol Caerdydd a'r NSPCC.



CORE-INFO:

Neglect or emotional
abuse in children
aged 5-14





Introduction

This leaflet summarises what is currently known about children aged 5-14 years who have been neglected or emotionally abused (some children may experience both forms of maltreatment). It considers the children's behaviour, school performance, and their interaction with others.

Most of the studies that inform this leaflet compared children¹ who were being neglected or emotionally abused (or both) with a similar group of children, who were not suffering from these forms of abuse. The studies were conducted either in the community, at school or at home.

At a time when there is increased concern about the damaging impact of neglect and emotional abuse, this leaflet will help a wide range of professionals in different disciplines who work with children, young people, and their families. These include: education staff such as teachers, teaching assistants and education welfare officers; general practitioners; health visitors; paediatricians; psychologists; social workers; youth and play workers; family support workers and sports coaches.

This leaflet is based on a collaborative project by the NSPCC and Core Info Cardiff Child Protection Systematic Reviews at Cardiff University.

Full details are available at core-info.cardiff.ac.uk

Why we are doing this work



Neglect of any type (physical, supervisory, medical, educational or emotional) remains the most common reason for a child to be the subject of a child protection plan or on a child protection register in the UK.

Emotional abuse is an extremely damaging form of abuse, which may occur in isolation, or may co-exist with neglect. Many research studies combine these two forms of abuse together under the term 'psychological maltreatment'. Both neglect and emotional abuse can have long-term consequences for children and lead to a wide range of problems in adulthood. Early intervention can prevent the long-term consequences of neglect or emotional abuse and improve the outcome for these children.

We have therefore conducted a systematic review of the research literature, to identify the features that may be observed in children aged 5-14 years who are experiencing neglect or emotional abuse. Other features may be observed in individual children, which have not been identified in the research, but all concerning features should be recorded.

¹ Unless otherwise stated, the descriptions apply to children who are being neglected, and/or emotionally abused. Details of what constitutes neglect or emotional abuse are given in the glossary at the end of this leaflet.

Signs to look out for in children aged 5-14 years²

The key features in identifying neglect and emotional abuse are set out below.

Behaviour:

- The impact on behaviour is often greatest when neglect starts early in a child's life, or if the child is both neglected and emotionally abused.
- They may present as aggressive and hostile, for example, the child may be prone to angry outbursts or lashing out towards others.
- They may be more impulsive than other children, and may show features seen in Attention Deficit Hyperactivity Disorder (ADHD), for example, poor concentration or impulsive behaviour.
- Neglected children specifically, may be particularly quiet or withdrawn.

Relationships with other children:

- The children may have difficulty with friendships and have more problems socialising, than other children do. They may describe another child as their 'best friend' but the other child does not reciprocate this.
- The child may have few friends, and be perceived by other children as more likely to be aggressive or disruptive.

Emotional or self-perception issues:

- They may have little self-confidence, and the more severe neglect they experience, the lower their self esteem.
- They are more likely than their classmates to experience symptoms of depression.
- They have difficulty interpreting emotions, such as anger or sadness.
- They may also experience more mood swings than would be expected for their age, or show levels of affection towards others, which are inappropriate for the situation.
- Neglected children may see themselves as being worthless to others. They often believe that what happens is beyond their control, which leads to anxiety and helplessness to do anything to improve their situation. Many of these children give up on tasks before they have even started, because they simply do not see the point in trying.

² While this age band covers a wide range of children, the current literature does not allow for narrower age bands to be separated out. The majority of literature addresses children aged 7-11 years.

- They have fewer effective coping skills than other children. When they become upset they are less likely to distract themselves through play, or talk it over with someone else. They may become angry, or restrict their emotional displays.
- Some children may think about, plan or attempt suicide.

School performance:

- They often have more difficulty than their classmates carrying out complex tasks, particularly when they are required to understand and follow instructions that involve visual and motor integration; this was tested by asking the children to trace geometric shapes of increasing difficulty against the clock.
- They are likely to have a lower IQ than their classmates, although results of literacy or numeracy assessments varied across studies.
- Despite poor performance in some areas, neglected children may be better at problem solving, planning and abstract thinking than other children.

Relationships with parents:

One study of neglected children showed that:

- Living in the family can be lonely for both parent and child because there is little exchange of information, and there may be a lack of emotional warmth between them.
- Some parents are more negative in comparison to non-neglecting parents.
- The parents may make more demands of their children, and are unlikely to respond to requests from their children for support. Neglected children come to expect less support from their mothers, in comparison to non-neglected children.

Full details of the studies from which these points are drawn are detailed at **core-info.cardiff.ac.uk**



Implications for practice

Practitioners working with children aged 5-14 years may observe some of the key features described in the previous section. Getting help for the child and family as early as possible gives the best chance of a good outcome.

Children who experience neglect or emotional abuse in childhood are more likely to have mental health problems, poor physical health, difficulties with relationships and reduced employment in their adult life.

If your observations lead you to have concerns about a child you may (depending on your role and responsibilities) seek advice from a colleague or manager, speak to the parent or speak to the child. You should familiarise yourself with child protection procedures and guidance on sharing information and follow them if you think a child is at risk of harm:

- Make a written record of your observations, concerns and any conversations that you have, as soon as possible.
- Don't forget that neglect rarely occurs in isolation, and it is more common that neglect co-exists with other forms of abuse. Therefore, when exploring for abuse of any type, consider whether neglect or emotional abuse may also be present, and vice versa.
- Speak to a senior colleague or to someone who works with the child and knows them and may also know their family situation. Clearly identify who needs to take what action, and by when. If you are still worried, do not let your concerns go assuming that someone else will take action.
- Find out who has spoken to the child or, where you can do this in a sensitive and appropriate way, speak to the child yourself. See things from the child's point of view – ask the child in an open and sensitive way about their view of themselves, their relationships with their parents and their friendships. While ensuring that these discussions are non-intrusive, let them know that you are there for them if they wish to speak with you. Ensure the child understands that you may have to report your concerns.
- If you have concerns about the child, make sure that you talk to other professionals who may have contact with the child, eg school teacher, GP, hospital staff, etc.
- The longer a child is living in a neglectful or emotionally abusive environment, the greater the damage and likelihood of other abuse. Therefore, it is essential not to be put off; make sure you make your concerns known and that action is taken.





- This systematic review did not include 'risk factors' for neglect and emotional abuse. However, increased risk of neglect and emotional abuse may be more likely in homes where there is domestic abuse; substance misuse; unemployment; mental ill health; an absence or perceived absence of a helpful supportive network; lack of intimate emotional support or poverty. As with all child protection assessments, factors like this should be specifically explored when assessing the child, although their absence does not mean neglect or emotional abuse will not be present.
- Child protection is everyone's responsibility; if you have a concern about any child, you can call the police, social services or the NSPCC (0808 800 5000). And remember that children can contact ChildLine 24/7 (0800 1111; childline.org.uk).

While early recognition and intervention are vital, it is never too late to help a child or young person. If concerns about possible neglect or emotional abuse arise it is important you take action as soon as possible.



Glossary

Attention Deficit Hyperactivity Disorder (ADHD):

This is a neurodevelopmental disorder associated with problems of attention or concentration, hyperactivity and impulsivity.

Systematic review:

A review of a clearly formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyse data from the studies that are included in the review. Statistical methods (meta-analysis) may or may not be used to analyse and summarise the results of the included studies.

Definitions of neglect and emotional abuse across the UK:

Government guidance on safeguarding varies across England, Wales, Scotland and Northern Ireland and slightly different definitions of neglect and emotional neglect apply to each jurisdiction. For the definition applying to your country, readers are advised to consult the online guidance for your jurisdiction.

The definitions contain common elements as outlined below:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, and is likely to result in the serious impairment of the child's health or development. Examples of neglect include: failing to provide adequate food, clothing and shelter; failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision; failing to ensure access to appropriate medical care or treatment; disregard or unresponsiveness to a child's basic emotional needs.

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person; not giving the child opportunities to express their views; making fun of what they say or how they communicate; age or developmentally inappropriate expectations being imposed on children; interactions beyond a child's developmental capability; overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction; seeing or hearing the ill treatment of another; serious bullying (including cyber bullying), causing children to feel frightened or in danger; the exploitation or corruption of children.

Some degree of emotional abuse is involved in all types of ill treatment, but it may also occur alone.



Further support from the NSPCC

If you are worried about a child, the NSPCC is here to help, 24 hours a day, seven days a week, free of charge.

Phone 0808 800 5000

Email help@nspcc.org.uk

Text 88858 (Text 07786 200001 in Channel Islands, standard call rates apply)

Or visit nspcc.org.uk/help

NSPCC information service

The NSPCC's library is the most comprehensive collection of specialist resources relating to child protection in the UK. It contains over 40,000 records and you can access it online at nspcc.org.uk/inform

You can also subscribe to CASPAR, a news service that signposts you to the latest policy, practice, and research in child protection.

Sign up at nspcc.org.uk/inform

To download this leaflet for free, or for printed copies of this leaflet, please go to nspcc.org.uk/core-info for price details.

The information in this leaflet was current at August 2014.

For the most up to date information on this review and the project's other systematic reviews visit the Core info website core-info.cardiff.ac.uk

Further details of this review can be found by scanning the QR code below.

This is a collaborative project between the Early Years Research Programme, Cochrane Institute of Primary Care & Public Health, School of Medicine, Cardiff University and the NSPCC.

