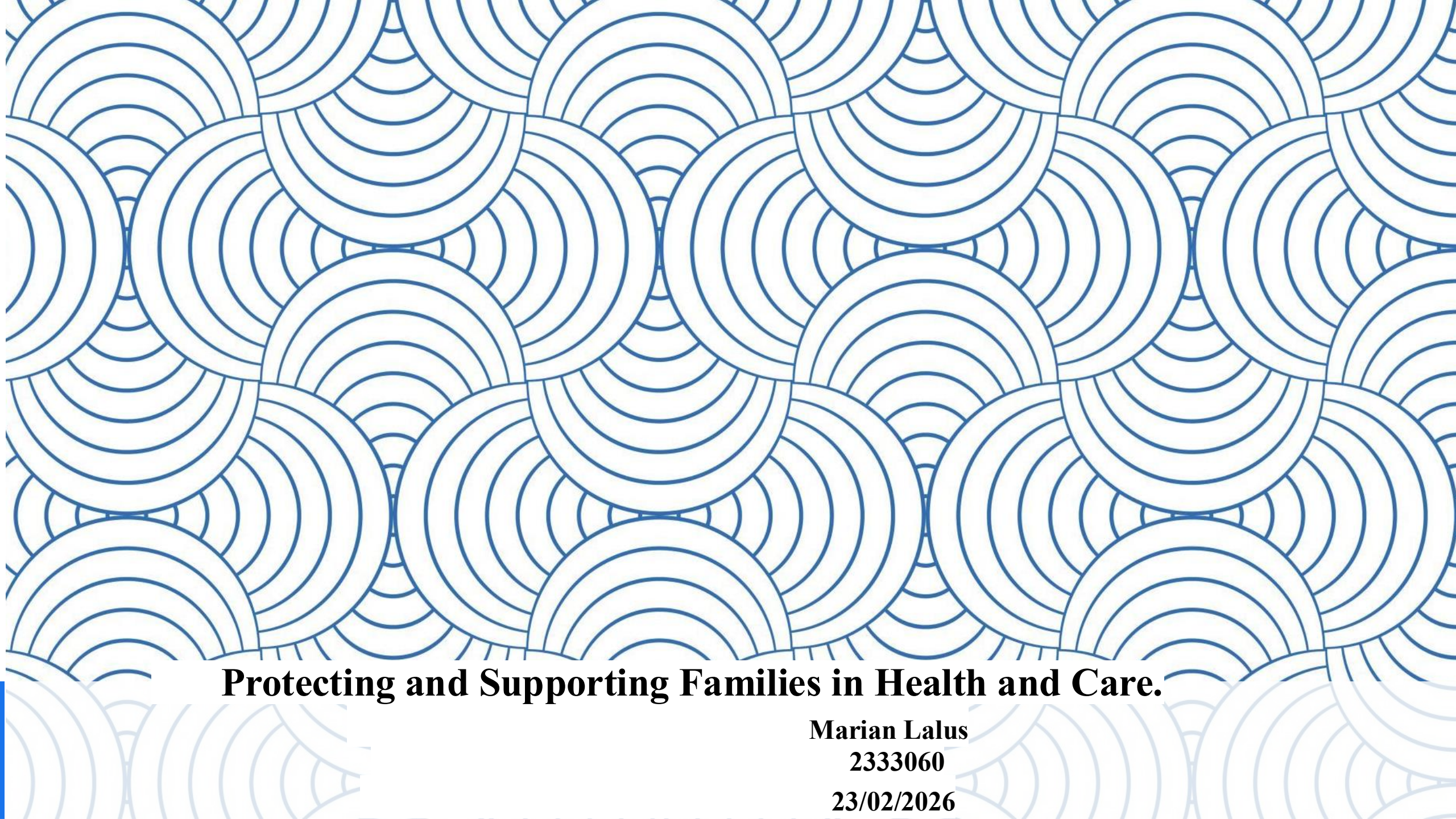




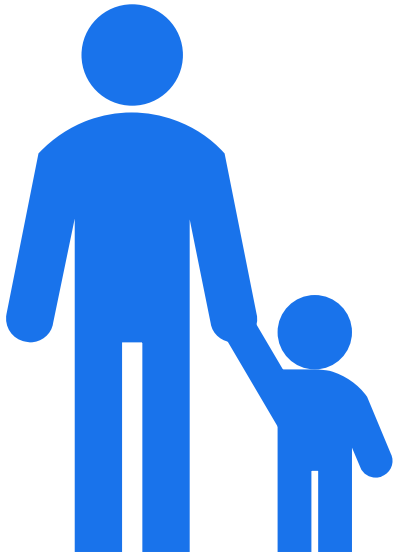
Protecting and Supporting Families in Health and Care.

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Opening Statement (Role + Focus)



- I am speaking from the perspective of an **educational psychologist**
- Focus on:
 - child development
 - emotional wellbeing (Malik and Marwaha, 2022)
 - learning needs
 - environmental impact on behaviour



Theo's Well-being & Development

Wellbeing = physical
+ emotional +
cognitive + social
(Greenberg, 2025)

Theo exposed to:

- instability
- unmet emotional needs
- inconsistent caregiving

Possible
developmental
impacts:

delayed speech or
social skills

emotional
dysregulation

attention problems

school readiness
issues



Partnership Working & Communication

- Must share concerns with:
 - social services
 - health visitors
 - safeguarding leads
- In Theo's case:
 - information sharing appeared weak
 - professionals may have worked in isolation (Templ and Sariyar, 2022)
 - early warning signs not acted on collectively



Critical Analysis of Interventions

- Professionals may have:
 - underestimated developmental risks
 - delayed referrals
 - waited for crisis rather than prevention (Bonomi and Fan, 2022)
 - From educational psychology perspective:
- developmental observations = strong evidence
- could have supported earlier intervention
- early help plans might have reduced risk

Policy & Safeguarding Framework

Important principles:

- child-centred approach
- duty to promote welfare (Chambers, Cantrell and Booth, 2021)
- early identification of need
- multi-agency responsibility

Educational psychologists help ensure:

- developmental needs inform decisions
- behaviour understood as communication of distress
- child's voice considered, even indirectly



Recommendations for Practice



From educational psychology viewpoint:



- ✓ Earlier developmental screening in early years
- ✓ Stronger communication between school & social care (Moran and Senseny, 2016)
- ✓ Regular multi-agency meetings when concerns arise
- ✓ Training for professionals on cumulative harm
- ✓ Recognition of education sector as safeguarding partner

Closing Statement

- Theo's case shows how harm builds gradually
- safeguarding failures often come from:
 - delayed communication (Burrow et al., 2024)
 - unclear responsibility (Tollan et al., 2023)
 - lack of early intervention

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