

Transcript of learning: Scotland – Specific Workforce

Specific Workforce: Recognise, Respond, Support, Advocate, Report

- Safeguarding Leads: Standard (SL Standard)
- Safeguarding Children and Young People (SCYP)

Specific Workforce (relevant to safeguarding lead / deputy safeguarding lead roles):

Framework requirement:	Course(s):	Applicable course component:
Have a competent understanding of child development.	SL Standard	Handbook: Appendix - Child Development, Gillick Competency and Fraser Guidelines
Have a deeper understanding of specific types of harm, abuse and neglect, how they might impact and create or exacerbate risk for a child/family.	SL Standard	Recognise, slides 9-20 + Handbook: Appendix- Contextual Safeguarding, Appendix - Emerging and Evolving Forms of Harm and Abuse
Be mindful of the intersection between different types of harm (including domestic abuse, neglect, forced marriage); how they may co-exist in a child's life, as well as the potential impact on their immediate and ongoing development.	SL Standard	Recognise, slides 9-20
Be aware of other types of oppressive actions that might undermine a child/family's safety and welfare.	SL Standard	Recognise, slides 12-14
Be aware of a parent's own emotional or mental health or other stress/distress and impact on parenting capacity.	SL Standard	Recognise, slide 12 and Handbook: Appendix- Contextual Safeguarding
Have a working knowledge of how environmental, family and individual factors may contribute to increased risk of harm.	SL Standard	Recognise, slide 14
Have an awareness of risk to children and young people, including those out- with family environments i.e. safeguarding risk in communities and beyond.	SL Standard	Recognise, slides 12-14 and Handbook: Appendix- Contextual Safeguarding, Appendix - Emerging and Evolving Forms of Harm and Abuse
Understand how to respond to a child's disclosure or to other concerning information about a child's welfare.	SL Standard	Respond, slides 22-25, 28-35

Have a working knowledge of the immediate or emergency actions that can be taken to protect children and young people.	SL Standard	Respond, slides 22-25 and Report, slides 51-57
Have full knowledge of GIRFEC and its application to multi-agency practice; routinely work within GIRFEC principles.	SL Standard	Handbook: Key legislation and guidance for Safeguarding in Scotland, GIRFEC
Understand how to appropriately seek the view of a child/young person.	SL Standard	Handbook: Key legislation and guidance for Safeguarding in Scotland, [SHANARRI], Appendix - Voice of the person Respond, slide 7, 25 and Record, slide 48, slide 51
Ensure knowledge and understanding relevant to practice is current and up-to-date.	SL Standard	Recognise [throughout module] and Review [encouragement to learn through case reviews and reflective practice]
Have a working knowledge of the different roles that all practitioners have in child protection processes.	SL Standard	Report, slide 51 – reporting externally, slide 52 - thresholds, slide 56 – lists, slide 57 – ‘all others’ Review, slide 68 learning reviews, law and guidance Handbook: Safeguarding Leads in Scotland, Safeguarding structures – glossary of practitioners
Have awareness of relevant legislation, policies, procedures and guidelines relating to the protection of children.	SL Standard	Recognise, slides 17-21 Handbook: Safeguarding Leads in Scotland, Key legislation and guidance for Safeguarding in Scotland
Have an up-to-date working knowledge of local multi-agency guidance and know how to work collaboratively with partner agencies.	SL Standard	Report slide 51 – reporting externally, slide 52 - thresholds, slide 56 – lists, slide 57 – ‘all others’ Handbook: Safeguarding Leads in Scotland, Safeguarding structures – glossary of practitioners
Understand the complex ethical issues and conflicts regarding confidentiality and information-sharing.	SL Standard	Record, slide 47- securely storing records Report, slide 57 – reporting externally, ‘all the others’, slide 60 ‘reporting’ to family, slide 62 – reporting internally, who needs to know?

Learning from Wider and General Workforce:

Framework requirement:	Course(s):	Applicable course component:
Recognise (harm or risk of harm when you see it).	SL Standard SCYP	Recognise – full module. See slide pack and transcript. Handbook: Appendix – Signs and indicators of abuse
Respond (by sharing concerns with others whose job it is to follow up on what has been reported).	SL Standard SCYP	Respond - full module. See slide pack and transcript.
Record (keep records according to agency requirements).	SL Standard SCYP	Record - full module. See slide pack and transcript.
Report (sharing information and concerns with child protection services (social work or police).	SL Standard SCYP	Report - full module. See slide pack and transcript.
Children have the right to be safe and protected from harm (Article 19, UNCRC).	SL Standard SCYP	Handbook: Safeguarding Children Laws and Guidance and Safeguarding Leads in Scotland, Key legislation and guidance for Safeguarding in Scotland
Harm happens and it matters.	SL Standard SCYP	Survivor voices: Slides 8, 18, 23, 24, 42 and 74 Handbook: Appendix - ACEs and Trauma
Understand what we mean by harm (including harm that happens within local communities and beyond).	SL Standard	Recognise, slide 9, 11-14 Handbook: Appendix - ACEs and Trauma
Understand what child protection is.	SL Standard SCYP	Report, slide 51
Have a basic awareness of types of harm, signs of concern, what to be concerned about.	SL Standard	Handbook, Safeguarding Leads in Scotland, Categories of harm and abuse named in legislation and Appendix - ACEs and Trauma
Understand what to do, who to tell, where, when and why to share concerns (have access to local social work offices or numbers).	SL Standard SCYP	Handbook: Safeguarding Leads in Scotland, Safeguarding structures – glossary of practitioners Report slide 51 – reporting externally, slide 52 - thresholds, slide 56 – lists, slide 57 – ‘all others’
Broad understanding of local child and adult protection systems.	SL Standard SCYP/ARH	Handbook: Safeguarding Leads in Scotland

Awareness of indicators of harm or neglectful care and supervision of children and young people.	SL Standard	Handbook: Appendix – Signs and indicators of abuse
Awareness of signs of parental conflict, family conflict or stressors (e.g. domestic abuse, poverty, substance abuse).	SL Standard	Respond, slide 9, contextual safeguarding Handbook: Appendix – Signs and indicators of abuse <i>This should be supplemented with additional learning on domestic abuse and/or further reading.</i>
Awareness of multiplicity of different types of harm and impact on child's development.	SL Standard	Respond, slide 9, contextual safeguarding Handbook: Appendix - Child Development, Gillick Competency and Fraser Guidelines, Handbook: Appendix - ACEs and Trauma
Importance of close listening and responding to a child's disclosure.	SL Standard SCYP	Respond and Record Handbook: Key legislation and guidance for Safeguarding in Scotland, [SHANARRI], Appendix - Voice of the person
Importance of record-keeping and information-sharing, confidentiality and consent (data protection requirements).	SL Standard SCYP	Record - full module. See slide pack and transcript.