

Transcript of Learning: Scotland

Wider, General and
Specific Workforces

Transcript of learning: Scotland. All workforces

This transcript illustrates how Thirtyone:eight's training meets the requirements of [National framework for child protection learning and development 2024](#). Note – this only applies to those working with children.

Wider Workforce: Includes everyone, regardless of role and remit, who has any contact with children and their families.

General Workforce: Likely to require PVG scheme membership as part of the role and may be involved in offering support to children and their families.

Specific Workforce: Likely to require PVG scheme membership as part of their role, routinely work closely with children and their families and have specific safeguarding responsibilities. Safeguarding Leads are likely to be Specific Workforce practitioners.

Course Key:

- Gateway to Safeguarding (Gateway)
- Safeguarding Children and Young People (SCYP)
- Safeguarding Leads: Standard (SL Standard)
- Peer reflection (part of SL Standard)
- Working Alongside Safeguarding Professionals (WASP)
- Domestic Abuse Awareness (DA Aware)

Wider Workforce:

Everybody, regardless of role and remit, where they do not fit into any other professional groups or workforces below, require at least a minimum, baseline awareness of core messages about child welfare, safety and protection.

Framework requirement:	Course(s):	Applicable course component:
Recognise (harm or risk of harm when they see it)	Gateway or SCYP	Unit 1 - Recognise
Respond (by sharing concerns with others whose job it is to follow up on what has been reported)	Gateway or SCYP	Unit 2 - Respond
Record (keep records according to agency requirements)	Gateway or SCYP	Unit 3 - Record
Report (sharing information and concerns with child protection services (social work or police))	Gateway or SCYP	Unit 4 - Report
Understand children have the right to be safe and protected from harm (Article 19, UNCRC)	Gateway or SCYP	Unit 1 – Recognise (Especially Children section)
Understand harm happens and it matters	Gateway or SCYP	Unit 1 - Recognise
Understand what we mean by harm (including harm that happens within local communities and beyond)	Gateway or SCYP	Unit 1 - Recognise
Understand what child protection is	Gateway or SCYP	Unit 1 – Recognise. We use the phrase ‘safeguarding children’ rather than ‘child protection’ but the definition and remit applies: “Safeguarding children means: preventing harm from occurring to them; keeping them safe from abuse and; responding well to any concerns about the child's safety or welfare.”
Have a basic awareness of types of harm, signs of concern, what to be concerned about	Gateway or SCYP	Unit 1 - Recognise
Understand what to do, who to tell, where, when and why to share concerns (have access to local social work offices or numbers)	Gateway or SCYP	Unit 2 – Respond, Unit 4 - Report
Key message: it's everyone's job...		

General Workforce

In addition to the above requirements, this workforce should:

Framework requirement:	Course(s):	Applicable course component:
Recognise potential signs of harm and abuse	SCYP	Slide 12: Signs and indicators + case scenarios (slides 14-21, 33, 45-47)
Raise a protection concern through the appropriate route	SCYP	Slide 52: Worried? Report your concern, Slide 53: Role of the Safeguarding Lead
Contribute relevant and appropriately recorded information to assessments/reports	SCYP	Module 3 – Record, especially Slide 42: Recording disclosures or concerns
Support (offering comfort, reassurance, listening, seeking additional help from relevant family or services)	SCYP	Module 2 – Respond, especially Slide 30: Helpful and unhelpful responses and 31-32: Responding well dos and don'ts
Have a broad understanding of local child and adult protection systems	SCYP	Slide 52: Worried? Report your concern, Slide 53: Role of the Safeguarding Lead + Safeguarding glossary in Scotland section of handbook
Have an awareness of indicators of harm or neglectful care and supervision of children and young people	SCYP	Slide 12: Signs and indicators + case scenarios (slides 14-21, 33, 45-47)
Have an awareness of signs of parental conflict, family conflict or stressors (e.g. domestic abuse, poverty, substance abuse)	SCYP	Slide 23: Contextual Safeguarding, scenarios (slides 14-21, 33, 45-47) – especially Maeve and Nora slide 16 + Handbook required reading section
Have an awareness of multiplicity of different types of harm and impact on child's development	SCYP	Module 1 – Recognise + Handbook Scotland section on GIRFEC and SHANARRI and Appendix 1 ACEs
Understand the importance of close listening and responding to a child's disclosure	SCYP	Module 2 – Respond + Handbook Appendix 3: Child-Centred Safeguarding and Appendix 4: Communicating with all children and families
Understand the importance of record-keeping and information-sharing, confidentiality and consent (data protection requirements)	SCYP	Module 3 – Record and Module 4 - Report

Specific workforce

In addition to the above requirements, this workforce should:

Framework requirement:	Course(s):	Applicable course component:
Advocate (helping a child or family to express their views, or expressing their views on their behalf)	SL Standard	Slide 23 and 25: Victim-Survivor Centred Responses + Handbook Appendix: Voice of the Person
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 DA Aware	Recognise, slides 9, 11, 14, 17-20 + Handbook: Appendix - Contextual Safeguarding, Appendix - Emerging and Evolving Forms of Harm and Abuse DA Aware: Throughout- increases understanding of risk and impact of domestic 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 DA Aware	Recognise, slides 9, 11, 14, 17-20 DA Aware: Slide 44: Types of Harm and Abuse and 45: Referral – children + Handbook section: Children and Domestic Abuse
Be aware of other types of oppressive actions that might undermine a child/family's safety and welfare	SL Standard DA Aware	Slides 12 and 14: Real people in their (wider) contexts DA Aware: Slide 11: Control, Slide 18: Coercive Control + Handbook sections: Honour-Based Abuse and Domestic Abuse and the Christian Faith
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 DA Aware	Recognise, slide 14 DA Aware: Slide 45 Referral – Children + Handbook sections: Children and Domestic abuse, Domestic abuse and the Christian Faith, Honour-Based Abuse
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 WASP	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 WA: Slide 5: Safeguarding professionals in statutory agencies + Unit 1: Roles and Relationships (throughout)
Have awareness of relevant legislation, policies, procedures and guidelines relating to the protection of children	SL Standard WASP	Recognise, slides 17-21 Handbook: Safeguarding Leads in Scotland, Key legislation and guidance for Safeguarding in Scotland WA: Handbook – UK Safeguarding Law and Guidance + Scotland-specific section
Have an up-to-date working knowledge of local multi-agency guidance and know how to work collaboratively with partner agencies	SL Standard WASP	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

		WA: Throughout, especially Unit 3: Communication and Collaboration
Understand the complex ethical issues and conflicts regarding confidentiality and information-sharing.	SL Standard DA Aware	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? DA Aware: Slide 31: Appropriate conversations and Refer: Slides 41 – 50

