



Multi-Agency Public Protection Learning & Practice Development Framework 2024-25

Trauma Aware

Before you undertake training it is useful to offer some clarity around expectations and content.

The training is carried out with the understanding that staff participating may themselves have had adverse childhood experiences or experienced traumatic events; these may be historical or current. On this training you will never be required to disclose any such information but some of the content of the training may resonate with some of your own life experiences. Please consider prior to attending if you feel now is the right time to attend the training for that reason. If you do decide to attend and the content is difficult for you please feel free to leave at any point and find someone you trust and who you can speak to.

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Scope of Joint Public Protection Learning and Practice Development Framework

The Clackmannanshire & Stirling Adult Support and Protection Committee and both the Clackmannanshire Child Protection Committee and Stirling Child Protection Committee are fully committed to ensuring that all practitioners who come into direct or indirect contact with children, young people or adults have access to learning and practice development opportunities which provide them with the appropriate level of knowledge, understanding and skills needed to carry out their roles and responsibilities in public protection effectively. This Learning and Practice Development Framework is a companion document to the above Committees Learning and Practice Development Strategies 2024-27, which delineates how we work together to deliver Public Protection Learning and Practice Development opportunities and identifies current improvement priorities.

The Joint Learning and Practice Development Framework identify a broad understanding and shared learning aims to inform all Public Protection learning and practice development. This shared framework will enable consistency of training provision across all public protection areas, e.g.:

- ✓ **Participants at the specific and intensive level** will be confident in all public protection topics will provide similar level of knowledge, understanding and skills
- ✓ **Facilitators** can be confident that they are providing accurate and consistent messaging about areas out-with their speciality

Reflecting the National Framework for Child Protection Learning and Development (NFCPLD) (Scot Gov 2024) and taking into account the Code of Practice for Adult Support and Protection (Scot Gov 2022) the Joint Learning and Practice Development Framework identifies workforce groups within the multi-agency workforce. These groups are based on the nature and extent of contact with children, young people and adults potentially at risk of abuse and harm, and the nature of their role in public protection services. ***An additional “wider” level has been added to the three workforce groups identified in the pervious NFCPLD -2012.*** This reflects the need for public messaging and basic training to support and encourage the wider workforce and general population to recognise that “public protection is everyone’s responsibility.” Workforce descriptors, knowledge, understanding and skills for each workforce are included in each section.

Each service or agency may also have detailed frameworks – for example nationally mandated Learning and Development Frameworks – which set out specific knowledge, understanding and skills relevant to their particular area(s) of interest. It is beyond the scope of this Joint Framework to detail indicators for all areas, and this document should be read in conjunction with other area-specific strategies and frameworks. At February 2024, this Framework relates to training and development in the following areas:

- ✓ Child Protection
- ✓ Adult Support and Protection
- ✓ Violence Against Women and Girls

(Other Public Protection topics may be aligned to this Framework, as appropriate, in due course.)

How to use the Framework

Responsibility of managers

It is the responsibility of managers to:

- ✓ Identify appropriate workforce group for staff roles within your agency, service or team
- ✓ Consider the available courses and create training matrices that identify mandatory and optional training for each workforce group
- ✓ Work with individual practitioners to identify appropriate training opportunities as part of their Continuing Professional Development

Responsibility of practitioners

Individual practitioners have the responsibility to ensure that they receive the appropriate training to provide them with the knowledge, understanding and skills to undertake their role safely and effectively. Individual practitioners should comply with their agency learning and practice development policies in order to:

- ✓ Work with their immediate Line Manager to identify their learning needs
- ✓ Ensure they fully participate in appropriate learning opportunities as identified with manager / supervisor
- ✓ Ensure that any required training record is accurate and up to date in line with agency / service protocols

Identifying workforce group

The information of this framework supports the identification of appropriate workforce groups for practitioner roles:

- ✓ the nature of contact with children young people, families and adults for each workforce group
- ✓ typical work that each group may undertake
- ✓ knowledge, understanding and skills required

Further information on the workforce groups can be found in the National Framework for Child Protection Learning and Development in Scotland 2024.

[national-framework-child-protection-learning-development-scotland-2024.pdf](https://www.gov.scot/national-framework-child-protection-learning-development-scotland-2024.pdf)
(www.gov.scot)

(In early 2025 it is proposed a National Framework for Adult Support and Protection Learning and Development will be published). Whilst the proposed NFFCPLD is Child Protection

specific, the workforce descriptors, nature of contact with individuals and types of work undertaken are applicable across all Public Protection areas.

Individual practitioners are likely to be in different workforce groups, and therefore require training at different workforce groups, for different aspects of Public Protection. For example, a classroom teacher is likely to be at the Intensive Contact Workforce Group level with regard to Child Protection and at the Specific Contact Workforce Group with regard to Adult Support and Protection. A support worker in the Domestic Abuse Advocacy Service may be at the Intensive Workforce Group with regard to Violence against Women and Girls, and Specific Contact Workforce Group with regard to Child Protection and Adult Support and Protection.

Identifying appropriate learning and practice development opportunities

To support identification of appropriate learning and development opportunities, the trainer will regularly publish training calendars and course flyers which clearly indicate:

- ✓ The workforce group the course is aimed at
- ✓ Any specific staff roles that the course is suitable for
- ✓ The Learning Outcomes for the course

Learning and practice development is cumulative across the all training. For example, practitioners in the Specific Contact workforce are expected to have the knowledge, understanding and skills of General Contact Workforce, as well as some of the additional knowledge and understanding and skills of Intensive Contact Workforce

Practitioners should attend the highest level training appropriate to the kind of work they undertake with service users, and/or responsibility for protection work that they hold.

How to use this framework as a learner

This framework supports the development of training courses which meet the needs of practitioners undertaking different kinds of roles with children, young people and adults in the Clackmannanshire and Stirling. It promotes consistency of standards across sectors.

Facilitators of training should ensure that new and existing courses are aligned with this Framework by:

- ✓ Considering the Knowledge, Understanding and Skills required of each workforce group when developing or updating training courses or other learning and practice development opportunities
- ✓ Ensuring that the Learning Outcomes and course materials are pitched appropriately to the target workforce group
- ✓ Ensuring that Learning Outcomes and course materials build on knowledge, understanding and skills of previous the previous workforce groups
- ✓ Liaise with external training providers to identify the appropriate workforce group of specific practitioner roles for their course.

- ✓ Clearly identifying the workforce group and any specific practitioner roles in all publicity material for a course or other learning and practice development opportunity.

Workforce Groups

Wider Workforce Groups & Public Messaging

Workforce descriptor

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. Key learning is to:

- ✓ Recognise (harm or risk of harm when they see it)
- ✓ Respond (by sharing concerns with others whose job it is to follow up on what has been reported)
- ✓ Record (keep records according to agency requirements)
- ✓ Report (sharing information and concerns with child protection services (social work or police) all staff that have contact with children and their families are expected to have at least this minimum level of child protection awareness.

Knowledge and Understanding

- ✓ children have the right to be safe and protected from harm (Article 19, UNCRC) • harm happens and it matters
- ✓ understand what we mean by harm (including harm that happens within local communities and beyond)
- ✓ understand what child protection is
- ✓ have a basic awareness of types of harm, signs of concern, what to be concerned about
- ✓ understand what to do, who to tell, where, when and why to share concerns (have access to local social work offices or numbers)

Key message: it's everyone's job...

Skills

- ✓ I can recognise and respond to concerns about harm or risk of harm to a child, young person or adult
- ✓ I can follow agency procedures
- ✓ I can seek advice and record observations, incidents or disclosure of information (supervisors)
- ✓ I can share information timeously, accurately and with clarity

General Contact Workforce (those who require a PVG)

Workforce Descriptor

As part of their job/role/remit, people in this workforce group are likely to:

- ✓ Require a protecting vulnerable groups (PVG) check
 - ✓ Recognise potential signs of harm and abuse
 - ✓ Raise a protection concern through the appropriate route
 - ✓ Contribute relevant and appropriately recorded information to assessments/reports
- Key learning is the same as the Wider Workforce, with additional expectations of:
- ✓ Support (offering comfort, reassurance, listening, seeking additional help from relevant family or services)

Knowledge and understanding as per Wider Workforce, plus:

- ✓ broad understanding of local child and adult protection systems
- ✓ awareness of indicators of harm or neglectful care and supervision of children and young people
- ✓ awareness of signs of parental conflict, family conflict or stressors (e.g. domestic abuse, poverty, substance abuse)
- ✓ awareness of multiplicity of different types of harm and impact on child's development
- ✓ importance of close listening and responding to a child's disclosure
- ✓ importance of record-keeping and information-sharing, confidentiality and consent (data protection requirements)

Skills:

- ✓ I can listen to, notice and communicate with children
- ✓ I can respond in a child-centred manner
- ✓ I can record and communicate concerns, actions agreed and taken
- ✓ I can seek and follow guidance and agency procedures
- ✓ I can liaise with relevant agencies

Specific Workforce

All staff who, as part of their role, work directly with children or their family. People in this workforce group are likely to require a PVG and to:

- ✓ Routinely work closely with children and their family, including supporting learning, health, practical or skill development in children, parents or supporting family time between children/parents
- ✓ Keep routine records, write reports and/or assessments for multi-agency child protection meetings, participate in child protection support plans
- ✓ Contribute to single agency recording and chronologies
- ✓ Contribute to generic or specific risk assessments
- ✓ Contribute to identifying and implementing appropriate support/ intervention plans
- ✓ Attend and contribute to formal protection or risk management meetings.

Key learning is the same as the Wider and General Workforces, with additional expectations of

- ✓ Advocate (helping a child or family to express their views, or expressing their views on their behalf)
- ✓ Write reports and/or assessments for formal public protection processes
- ✓ Compile single agency chronologies
- ✓ Carry out generic risk assessments
- ✓ Contribute to identifying and implementing appropriate interventions
- ✓ Attend formal protection or risk management meetings

Knowledge and Understanding as per the Wider and General Workforce plus:

- ✓ have a competent understanding of child development
- ✓ 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
- ✓ 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
- ✓ be aware of other types of oppressive actions that might undermine a child/family's safety and welfare
- ✓ be aware of a parent's own emotional or mental health or other stress/distress and impact on parenting capacity
- ✓ have a working knowledge of how environmental, family and individual factors may contribute to increased risk of harm
- ✓ have an awareness of risk to children and young people, including those out- with family environments i.e. safeguarding risk in communities and beyond
- ✓ understand how to respond to a child's disclosure or to other concerning information about a child's welfare
- ✓ have a working knowledge of the immediate or emergency actions that can be taken to protect children and young people
- ✓ have full knowledge of GIRFEC and its application to multi-agency practice; routinely work within GIRFEC principles
- ✓ understand how to appropriately seek the view of a child/young person
- ✓ ensure knowledge and understanding relevant to practice is current and up-to-date
- ✓ have a working knowledge of the different roles that all practitioners have in child protection processes
- ✓ have awareness of relevant legislation, policies, procedures and guidelines relating to the protection of children
- ✓ have an up-to-date working knowledge of local multi-agency guidance and know how to work collaboratively with partner agencies
- ✓ understand the complex ethical issues and conflicts regarding confidentiality and information-sharing.

Skills:

- ✓ I can engage, communicate and build relationships with children and their family
- ✓ I can support and advocate for a child/family
- ✓ I can carry out direct work with a child

- ✓ I can write reports, keep single-agency records, including chronologies
- ✓ I can contribute to assessments and work with a support plan for a child/family, including a child protection plan
- ✓ I can recognise, identify and manage risk
- ✓ I can competently represent my profession/ agency in multi-agency meetings, articulate assessment and knowledge of a child/family
- ✓ I can apply learning and development to practice, make good use of reflective supervision
- ✓ I can work collaboratively with colleagues/multi-agency partners

Intensive Workforce

Workforce Descriptor

As part of their role, people in this workforce group will need a valid PVG and are likely to:

- ✓ have a lead role in compiling and implementing a multi-agency Child's Plan and/or in decision-making relevant to a child's welfare
- ✓ oversee the implementation of protection plans
- ✓ have a specific, designated role in formal protection processes, including carrying out a child protection investigation
- ✓ carry out specific, focused or specialist risk assessments
- ✓ compile multi-agency or integrated chronologies
- ✓ produce assessment/analytical reports on a child's behalf for formal statutory decision-making
- ✓ provide leadership, specialist advice, support and reflective supervision to colleagues, including the creation of safe working practices and safer cultures that support a 'whistleblowing' policy Key learning is the same as the Wider, General, Specific Workforces, with additional expectations of:
 - ✓ Assess (gather, collate relevant information)
 - ✓ Analyse (make sense of what collated information is conveying)
 - ✓ Plan (determine support required on basis of assessment)
 - ✓ Implement (act on plan by organising or providing the identified support)

Knowledge and understanding as per Wider, General and Specific Workforces, plus:

- ✓ have a sound understanding and capacity to apply relevant theory to practice have a sound knowledge of how to select and use appropriate assessment tools and produce, strengths-based, needs-led assessments, including the identification/assessment of risk
- ✓ understand the importance of listening, engaging and involving children and their family in a strengths-based approach to welfare and protection, balancing strengths/protective factors with adversity/risk factors in protection planning
- ✓ have a sound knowledge of national legislation/policy, procedures and guidelines relevant to the role of protecting children
- ✓ recognise their role in contributing to their own and others' practice development, reviewing, auditing and scrutiny of intervention plans and

outcomes for children

- ✓ have sound knowledge of different approaches to intervention and best practice guidance
- ✓ have a sound knowledge of the different roles that practitioners play in formal public protection processes
- ✓ understand appropriate ways to ensure effective multi-agency collaboration provide leadership, support and reflective supervision to colleagues
- ✓ contribute to team/service/practice development and to Learning Reviews, quality assurance/audit processes, in line with relevant national standards and guidelines

Skills:

- ✓ I can analyse complex situations, identifying/determining risk of harm
- ✓ I can confidently use appropriate risk assessment tools, identify, analyse protective and risk factors within and out with family environment
- ✓ I can accurately represent a child/parent's views, confidently/competently challenge differences in views/opinions, challenge inappropriate judgement, oppression and discrimination
- ✓ I can critically analyse information collated in multi-agency chronologies including identified risk/need, appraise role /necessity of optional services and others in protection processes
- ✓ I can develop, record, implement and review child/family support plans, lead/drive/plan implementation, monitor and review outcomes
- ✓ I can effectively utilise relevant statutory powers and duties
- ✓ I can effectively coordinate multi-agency interventions, chair/manage and contribute to multi-agency meetings
- ✓ I can deliver support and reflective supervision across a team/service/staff
- ✓ I can identify, share and promote good practice/practice development within and between services and agencies
- ✓ I can contribute to leading/undertaking team/service/strategic development, quality assurance/audit processes, support implementation of learning from Learning Reviews in accordance with national standards and guidelines
- ✓ I can chair/lead multi-agency professional meetings; development/strategic or critical review meetings
- ✓ I can maintain an awareness of national/ local developments, consider impact on local practice, effectively communicate these to the appropriate staff groups

**Please note the definitions of the workforce groups and the knowledge, understanding and skills statement are all taken from the National Framework Child Protection Learning and Development for Scotland 2024.

Public Protection Learning and Practice Development Opportunities

Public Protection E-learning modules

The following e-learning modules are available via Clacks Academy/Mylo. (A majority of the emodules are available via TURAS Learn (NHS). Those listed with * will be available on the 3rd Sector Learning Platform.) All of the emodules can be used as part of staff induction, as refresher training or as additional learning for specific job roles:

For the Wider Contact Workforce

- Public Protection – Is Everyone’s Responsibility (Mandatory All Council employees) *

For the General Contact Workforce

- Adult Support and Protection For the General Contact Workforce *
- Adult Support and Protection Financial Harm Awareness *
- Child Protection For the General Contact Workforce *
- Child Sexual Exploitation Awareness *
- Criminal Exploitation across the Lifespan *
- PREVENT (Mandatory – All Council/NHS employees)

For the Specific/Intensive Contact Workforce

- Adult Support and Protection Making Protection Personal
- Adult Support and Protection Professional Decision Making & Professional Curiosity
- Adult Support and Protection Power of Attorney
- Adult Support and Protection Adult with Incapacity
- Adult Support and Protection Person Centred Recording
- An Introduction to MAPP
- Child Protection For the General Contact Workforce *
- Child Protection Neglect
- Child Protection Professional Curiosity & Challenge
- Child Sexual Exploitation Awareness *
- Criminal Exploitation across the Lifespan *
- PREVENT (Mandatory – All Council/NHS employees)

Courses available on the IRISS Learning platform

<https://www.iriss.org.uk/resources/multimedia-learning-materials>

- Adult Support and Protection Large Scale Investigations (LSI) (Specific/Intensive Workforce)
- Adult Support and Protection Case Conferences (Specific and Intensive Workforce)

- Adult Support and Protection Working Together (General/Specific/Intensive Workforce)
- Child Protection Planning Meetings (Specific and intensive Workforce)

Courses available from the Hoarding Academy <https://hoarding.academy/>

- Understanding Hoarding- Council Officers (Specific and Intensive Workforce)

Courses available on TURAS Learn (NHS Learning Platform): <https://learn.nes.nhs.scot/>

- Trauma Skilled Practice (Essential – Specific/Intensive Workforce)
- Trauma in Children and Young People (Essential – Specific/Intensive Workforce)

Courses available on the Scottish Drug Forum Learning Platform/Website:

<https://www.sdftraining.org.uk/online-learning>

- Drug Awareness (Wider/General/Specific/Workforce)
- Overdose Prevention, Intervention and Naloxone (Wider/General/Specific/Workforce)
- Bacterial Infections and Drug Use (Specific/Workforce)

Courses available on the Children in Scotland Learning Platform/Website

- United Nation on the Rights of the Child (UNCRC) (General/Specific/Workforce)

<https://childreninscotland.org.uk/learning/elearning/>

General Public Protection Learning & Practice Development Opportunities

When Services Find It Difficult to Engage (Specific and Intensive Workforce) ½ day delivered by the Public Protection Advisor (Previous title: Working with Individuals & families who find it difficult to engage with services)

Applicants must have previously completed the both the Child Protection for the General Contact Workforce training and/or Adult Support & Protection for the General Contact Workforce training.

This course is for practitioners, who may in the course of their work encounter families & individuals who resist, evade or only superficially engage with professionals when intervention is necessary to protect vulnerable children/ young people and adults. The target audience is: Social Workers – Children, Adults, Justice Social work Services, Residential Social Workers, Housing Officers, Family Support Workers, Midwives, Health Visitors, Substance Use Workers and 3rd Sector. The learning outcomes are:

- To understand the reasons why individuals and families may avoid working with services.
- To identify strategies to support working with resistant and non-engaging behaviours.
- To recognise the importance of partnership working when working with individuals and families to find it difficult to engage.

Adult Support and Protection Learning and Practice Development Opportunities

Adult Support & Protection for the Wider/General/Specific/ Intensive Contact Workforce) ½ day delivered by the Public Protection L&D Advisor

This training is an introduction and is designed to raise awareness for staff in all sectors whose work involves contact with adults who may be at risk of harm. The learning outcomes are:

- To recognise and understand who is an adult at risk.
- To recognise and understand the types and patterns of harm.
- To be clear about having a duty to report any concerns about actual or suspected harm.
- Have an awareness of the principles within adult support and protection legislation
- To be aware of the procedures and guidelines in your organisation that would support you in reporting concerns.

Adult Support & Protection Key Processes Roles & Responsibilities (Specific & Intensive Workforce) 1- day delivered by the Public Protection L&D Advisor, ASP Lead Officer and thematic leads

This training is aimed at multi-agency operational supervisors who may be involved in Adult Protection investigations and Case Conferences. Participants are expected to have completed Adult Support and Protection (Level 2a) training. The learning outcomes are:

- How to act on relevant legislation in relation to Adult Support and Protection (Scotland) Act 2007.
- Roles and responsibilities of relevant agencies and professionals in implementing Adult Support and Protection (Scotland) Act 2007.
- Your Duty to Report, Inquire and Co-operate.

Adult Support & Protection - Council Officer (Intensive Workforce) 2-days joint training with Falkirk Council & NHS Forth Valley

This training is designed for Council Officers and others who will have specialist roles under the Act. (Team Leader or Service Manager of a frontline service, including Housing / Homelessness (in any sector), meet the criteria for 'Council Officer' under Adult Support and Protection (are a social worker or Occupational Therapist with more than 1 year post

qualifying experience), are a member of an Adult Protection Committee or sub-group, work in an advocacy setting, work with a regulatory body such as the Care Commission, manage an independent service and want to have detailed knowledge of the legislation and its practice implications

It is intended for multi-agency and multi-disciplinary use.

The learning outcomes are:

- To identify the duties, roles and responsibilities of statutory agencies and professionals in the Adult Support and Protection (Scotland) Act 2007.
- To review knowledge of the definitions in the Act.
- To develop knowledge and understanding of 3 types of protection orders
- Be conversant with Adult Support and Protection processes, procedures and standards of practice.

Adult Support & Protection - Council Officer Refresher (Intensive Workforce) (Council Officers need to refresh every 2 years) 1-day facilitated by the Public Protection L&D Advisor

This training is designed for Council Officers and others who will have specialist roles under the Act. (Team Leader or Service Manager of a frontline service, including Housing / Homelessness (in any sector), meet the criteria for 'Council Officer' under Adult Support and Protection (are a Social Worker or Occupational Therapist with more than 1 year post qualifying experience), are a member of an Adult Protection Committee or sub-group, work in an advocacy setting, work with a regulatory body such as the Care Commission, manage an independent service and want to have detailed knowledge of the legislation and its practice implications

The learning outcomes are:

- To identify the duties, roles and responsibilities of statutory agencies and professionals in the Adult Support and Protection (Scotland) Act 2007.
- To review knowledge of the definitions in the Act.
- To develop knowledge and understanding of 3 types of protection orders
- Be conversant with Adult Support and Protection processes, procedures and standards of practice.

Adult Support & Protection Council Officer Investigative Interviewing Skills (Intensive Workforce) ½ -day facilitated by the Public Protection L&D Advisor

Applicants must have previously completed Adult Support and Protection Council Officer training.

This training To assist Council Officers to put Adult Support and Protection legal knowledge into practice in relation to inquiries and investigations. To understand and be clear the agency's expectations of Council Officers when receiving an AS&P referral, when making inquiries and using all information to plan and conduct an interview using a five stage interview model. Participants will also know the standard of recording needed for investigative interviews. Overall participants will have greater confidence in such work and to practice the skills required.

The learning outcomes are:

- To be able obtaining evidence in making inquiries into a new Adult Protection referral.
- To write an Action Plan to cover all areas of an inquiry.
- To describe the need for investigative interview skills.
- To prepare for an interview
- To conduct and record an investigative interview

Adult Support & Protection Care Home Managers Champions (Intensive Workforce) 1-day facilitated by the Public Protection L&D Advisor

This training is designed to support Care Home Managers / Deputes and Day Centre Managers / Deputes in the delivery of Adult Support and Protection training to their staff.

Care Home Managers and Day Centre Managers have a responsibility to ensure that all staff working within their responsibility receives the required training.

This training course is specifically designed to address Adult Support and Protection concerns that may arise in a care home / day centre setting and is equivalent to Adult Support and Protection Level 2a and 2b. This training includes all the necessary materials required to deliver this training within your agency. The learning outcomes are:

- To have knowledge of the Forth Valley Adult Support and Protection Guidance.
- To recognise and understand who is an adult a risk in a care home/day centre setting.
- To recognise and understand types and patterns of harmful behaviour, this can include poor quality care.
- To understand your responsibility to whom you would report your concerns.
- To record and date your concerns in the agency files.

Adult Support & Protection Care at Home Managers/Supervisors Champions (Intensive Workforce 1-day) facilitated by the Public Protection L&D Advisor (In Development)

This training is designed to support Care at Home Managers / Designated Training Officers in the delivery of Adult Support and Protection training to their staff.

Care at Home Manager / Designated Training Officers have a responsibility to ensure that all staff working within their responsibility receives the required training.

This course is specifically designed to address Adult Support and Protection concerns that may arise in a care at home setting and is equivalent to Adult Support and Protection Level 2a and 2b. This training includes all the necessary materials required to deliver this training within your agency. The learning outcomes are:

- To have knowledge of the Forth Valley Adult Support and Protection Guidance
- To recognise and understand who is an adult at risk in a care at home setting
- To recognise and understand types and patterns of harmful behaviour, this can include poor quality care.
- To understand your responsibility to whom you would report your concerns.
- To record and date your concerns in the agency files.

Adult Support & Protection IRD (Intensive Workforce) ½ -day facilitated by Falkirk Council

This training is for identified practitioners who will represent Health, Police and Social work at an Initial Referral Discussion. IRD's are a crucial part of our risk assessment and risk management process. The learning outcomes are:

- To refresh ourselves on the purpose and remit of IRD's
- To look at new local developments and guidance in regards to EIRDs
- To have an opportunity to learn, reflect and discuss this area of practice with colleagues

Interaction of the 3 Acts (Intensive Workforce) 1-day facilitated by Falkirk Council

Training tailored towards the development needs of staff operating as Council Officers and their managers within Forth Valley, illustrating the links that exist across the main protective legislation in place for adults. The learning outcomes are:

- Have an understanding of the relationship between the social work role in Adult Protection and the relevant legislation in Scotland
- Have knowledge of the Adults with incapacity (Scotland) Act 2000.
- Have a knowledge of the Mental Health (Care and Treatment) (Scotland) Act 2003.
- Have a knowledge and understanding of the relationship between these two acts and

the Adult Support and Protection (Scotland) Act 2007.

- Understand the roles of appropriate agencies and professionals within the framework of Adult Protection.

Working with Substance Use. Is it really a Lifestyle Choice? NO and why it is not (Specific and Intensive Workforce) 1-day facilitated TBC (In Development)

Carers Stress (Specific and Intensive Workforce) ½ day facilitated by Stirling Carers & Falkirk& Clacks Central Carers

This training is to ensure the promotion of Carers (Scotland) Act 2016 and what that means in practice. The Act gives carers rights to a new adult carer support plan without first requiring them to be providing care on a substantial and regular basis. This reflects a preventative approach to identify each carer's personal outcomes and needs for support through meaningful conversations with individual carers. This preventative approach is also reflected in the requirement to provide information and advice services to carers.

Court Skills in Criminal Proceedings (Specific and Intensive Workforce) 1 day facilitated by the Crown Office of the Procurator Fiscal) and the Public Protection L&D Advisor.

The aim of this training is to enable practitioner if and when appearing in all Court Hearings and before the Sheriff, do so with credibility and confidence, with the aim of maintaining every adult's safety, rights and wellbeing. The target audience for the training includes Council Officers, Social Care Officers and social workers. The learning outcomes of the training are:

- Practitioners to be confident and competent to deliver evidence in Court.
- To have confidence in, and an understanding of the procedures for obtaining, recording and giving evidence in Court
- To have an understanding of Court systems and Court etiquette
- To have an awareness of the evidence sort by the Crown in a prosecution report
- To deliver evidence to a Court to a high standard
- To enhance knowledge, skills and consolidate learning through an observed simulation

Adult Support & Protection: Protection Orders (Specific and Intensive Workforce) ½ day facilitated by Nairn Young.

The main aims of this training are to provide an overview of the Protection Orders (assessment, removal and banning) and their application as well as providing information regarding capacity, consent and undue pressure. The target audience is all Council Officers OT, Social Work and Nurses (mandatory) Police and Council solicitors

The learning outcomes for the session are, by the end of the session;

- operational staff will have a greater understanding of protection orders and their criteria/application
- operational staff to feel confident in recommending an application for an order
- operational staff to increase knowledge of ASP legislation

Adult Support & Protection 51 Shades of Capacity (Specific and Intensive Workforce) ½ day facilitated by Sandra McDonald

This training is designed to offer input into the complexities of assessing and understanding capacity and how this applies in practice. The target audience is Council Officers and MHOS (mandatory) District Nurses, Care at Home Supervisors, Care Home managers, Senior Social Care Officers, Day Resource Centre Managers & Supervisors, Senior Nurses, Justice and Adult Social Work teams, Substance use Social Work

LEARNING OUTCOMES: By the end of the session you will have an understanding of the following:

- Capacity theory, including the statutory definition, with time spent on what each of the criteria mean. This includes a discussion on 'insight' is it part of capacity, or not, differing schools of thought.
- Decision making influences - considering what sort of things impact on one's decision making ability and what we have to do to optimise capacity / enable a person, if possible, to make an autonomous decision.
- If "Yes" - if everything seems to 'check out' and the person seem capable then you're good to go - But, what if they're making what you consider to be a bizarre/aberrant decision, what can you do?
- If "No" - if they seem to be incapable how can you proceed, this covers PoA/guardianship (not the principle of these, just how to check if they contain the powers that you need i.e. can you rely on them). Including section 47.
- If "Maybe" - what when you're not sure if they are or are not capable, how do you proceed then?
- The Scott Review and changes it recommended to capacity

Adult Support & Protection. Helping People who Hoard (General, Specific and Intensive Workforce) 1 - day facilitated by Linda Fay. The target audience is all Council Officers (this includes Social Work, OT and Nurses) District Nurses, Housing both local authority and Associations, Environmental health, Children's Services Social Work, justice Social work, Adult Services, Police, Scottish Fire & Rescue, Care at Home providers, AHP Health practitioners

The Overview for the Day is:

- We will challenge perceptions and bring our professional curiosity to the fore as we consider the value in developing supportive relationships whilst adopting a harm reduction attitude.

- We discuss how to determine the root cause of extreme clutter and whether it is a consequence of hoarding disorder or chronic disorganisation related to a neurodivergent condition.
- We also explore assessment of individual circumstances to gain a wider understanding of the problem before considering the most appropriate interventions.
- We look in detail at the 'Model for Understanding Hoarding Disorder' and examine evidence-based treatments such as Motivational Interviewing, Cognitive Behavioural Therapies, and Problem-Solving Strategies.

Child Protection Learning and Practice Development Opportunities

Child Protection for the Wider/General/Specific and Intensive Contact Workforce) ½ -day facilitated by the Public Protection L&D Advisor

This training is also available online as a refresher through e-learning. This course is to be completed online every 2 years.

The target audience is staff from all agencies that may come into contact with children/young people or are involved with their parents/carers as part of their duties. For people who have not had any previous child protection training or who are in need of a refresher. The learning outcomes are:

- To develop an awareness of the national policies and local procedures in child protection.
- How to recognise the signs and indicators of child abuse and neglect.
- To have an understanding of your role in child protection and be aware of the referral process and how to report concerns / disclosures.

Intra-Agency Child Protection Key Processes, Roles and Responsibilities (Specific and Intensive Workforce) 1-day facilitated by Public Protection L&D Advisor and service leads

There is an expectation that professionals who have face to face contact with families complete this training every 5 years.

Applicants must have previously completed Child Protection Child protection for the General Contact Workforce Training.

This training is aimed at Intra-agency operational staff and managers who are in regular contact or carry out direct work with children / young people and / or their parents / carers and who have an organisational duty to learn more about child protection. The learning outcomes are:

- To understand the national and local context for child protection.
- To have a clear understanding of information sharing record keeping and confidentiality.
- To describe the roles of agencies involved in child protection.
- To know the key processes and knowledge of what is in the Forth Valley Inter- Agency Child Protection Guidance

Child Protection IRD (Intensive Workforce) ½ day facilitated by the Public Protection L&D Advisor

This training is for identified practitioners who will represent Health, Education, Police and Social work at an Inter-agency Referral Discussion. IRD's are a crucial part of our risk assessment and risk management process. The learning outcomes are:

- To refresh ourselves on the purpose and remit of IRD's
- To look at new local developments and guidance in regards to EIRDs
- To have an opportunity to learn, reflect and discuss this area of practice with colleagues

Vulnerable Babies (Specific and Intensive Workforce ½ - day) facilitated by Consultant Paediatrician NHS Forth Valley

Applicants must have previously completed Child Protection for the General Contact Workforce training.

This training aims to raise awareness of the child protection risks posed to young babies and children as well as discussing the procedures for babies born into vulnerable families. It will cover the evidence as to why babies are at a far greater risk and how practitioners approach should take this into account.

The target audience is; Social Workers – Children, Substance Use Workers, Criminal Justice, Health Visitors, Midwives, Family Support Workers, Foster Carers, Nursery Managers & Nurse Assistant and 3rd Sector. The learning outcomes are:

- To have an understanding and able to recognise the signs of abuse or neglect in babies and infants.
- To have an understanding of the serious and life threatening risks to babies suffering abuse or neglect and their increased vulnerability to ill treatment.
- To have an awareness of specific responsibilities for monitoring, investigating and protecting babies and infants from abuse and neglect.

Protecting Children and Young People with Disabilities: Non- verbal (Specific and Intensive Workforce) ½ -day facilitated by Action for Children and Public Protection L&D Advisor

Applicants must have previously completed Child Protection for the General Contact Workforce Training.

This course aims to highlight the vulnerability of disabled children and support practitioners when there are concerns about neglect or harm. Disability awareness and effective communication go hand in hand with ensuring these children and young people are safe. This training is aimed at Social Workers – Children, Foster Carers, Residential Social Workers, Family Support Workers and 3rd Sector. The learning outcomes are:

- To describe the specific vulnerabilities of disabled children
- To discuss the evidence from research
- To identify barriers to disclosure and detection
- To apply ways to minimise vulnerability
- To use skills in engaging children/ young people

Identification of Needs, Risk and Outcome Planning (Specific and Intensive Workforce) 1-day facilitated by the Public Protection L&D Advisor

Applicants must have previously completed Intra-Agency Child Protection Key Processes Roles and Responsibilities training.

The target audience for this training is Social Workers – Children, Health Visitors, Midwives, Foster Carers, Residential Social Workers, Family Support Workers, Substance use Workers, Early years, Housing Officers, Education promoted posts and 3rd sector.

The learning outcomes are:

- Agree a common understanding of the purpose and process of assessment
- Review the key concepts of risk
- Revisit the skills necessary to gather and organise data and exercise professional judgement
- Demonstrate the link between risk assessment, risk analysis, risk management and outcomes
- Explore the use of assessment tools
- Promote effective and respectful multi-agency collaborative working and information sharing

Trigger Trio - Parental Mental ill Health, Parental Substance Use and Domestic Abuse (General, Specific and Intensive Workforce) 1-day facilitated by Lead Officer Child Protection

Applicants must have previously completed Intra-Agency Child Protection Processes Roles and Responsibilities training.

The target audience for this training is Social Workers – Children, Health Visitors, Midwives, Foster Carers, Residential Social Workers, Family Support Workers, Substance use Workers, Early years, Housing Officers and 3rd sector. The learning outcomes are:

- to give attendees a greater knowledge of domestic abuse, parental substance use and parental mental ill health issues
- to develop a greater understanding of how these issues impact on children and young people
- to identify links between these issues and child protection concerns

Neglect Tool (Specific and Intensive Workforce) ½ - day facilitated by Public Protection L&D Advisor

Applicants must have previously completed Intra-Agency Child Protection Processes Roles and Responsibilities training and the Trigger Trio training

The target audience for this training is Social Workers – Children, Education promoted posts, Health Visitors, Midwives, Residential Social Workers, Family Support Workers, Early years, 3rd sector and Housing Officers

The learning outcomes are:

- To familiarise practitioners with the principles and content of the Neglect Toolkit
- To consider thresholds and values when assessing and ascribing scores to families where neglect is an issue
- To complete and score the Neglect Toolkit in relation to a case study
- To explore and build confidence in using this tool and use in practice

The Impact of Parental Substance Use -IPSU (Specific and Intensive Workforce) ½ day facilitated by the Public Protection L&D Advisor and Change, Grow, Live Forth Valley.

This ½ day training introduces the IPSU assessment framework and guidance for assessing the impact of parental substance on children and young people.

The target audience is; Children’s Services and Justice Social Work , Substance use workers, Child Protection Coordinators, Early years workers, 3rd sector, Midwives and Health Visitor.

The learning outcomes are:

- To have knowledge of the guiding principles of the ISPU Assessment Framework
- To have knowledge of the purpose of conducting and IPSU Assessment
- To have reflected on the voice of those with lived experience and of the practitioner
- Knowledge of how to complete an IPSU Assessment

Mock Hearings (Specific and Intensive Workforce) ½ - day facilitated by SCRA

The target audience is; Social Work – Children, Family Support Workers, Residential Social Workers, Foster Carers, and 3rd Sector. The learning outcomes are:

This is an opportunity for all team around the child members to participate in mock children’s hearings. This will provide attendees with the knowledge and understanding of why children attend hearings, the purpose of those Hearings, roles within Hearings and the various decisions panel members can make. It is a safe environment to ask questions and pick up hints and tips for presenting your recommendations and views at hearings.

Preparing Children from Hearings (Specific and Intensive Workforce) ½ - day facilitated by SCRA

The target audience is: primarily education and social work (but open to wider Team Around the Child members) with information in relation to preparing children and families for attending a children`s hearing as part of the Better Hearings Agenda. SCRA will provide guidelines and materials for delegates to consider when engaging young people and their families for attending a Children`s Hearing. The focus of this training is to encourage young people to engage more within the Children`s Hearing process and for professionals to have various resources to aid them in working with a young person who is involved in attending Children`s Hearings.

Court Skills Training (Specific and Intensive Workforce) ½ day delivered by SCRA

The aim of this training is to enable practitioners appearing in all Court Hearings before the Sheriff, do so with credibility and confidence with the aim of maintaining every child`s wellbeing. The target audience is Social workers, health visitors, midwives, family support workers, foster carers. The learning outcomes are:

- Understand the nature and ethos of children`s hearing court applications.
- Become familiar with relevant law and procedure
- Build knowledge of how court works.
- Understand the roles of other personnel.
- Increase confidence about appearing in court.
- Increase skill & confidence in dealing with the unexpected.

Harmful Sexual Behaviour (Specific and Intensive Workforce ½ day facilitated by NHS Forth Valley Health Promotions

The aim of this training is to give you a brief summary of the Managing and Preventing Harmful Sexual Behaviour Guidance.

The learning outcomes are:

- To give a brief summary of the Guidance to prevent and support harmful sexual behaviour
- Have a better understanding of sexual behaviour and young people
- Identify your role in supporting young people who display Harmful Sexual Behaviour
- To feel confident that you can do something
- To know where else to get help and information, including local help and the Expert Group Report from the Scottish Government

Violence against Women & Girls Learning and Practice Development Opportunities

Domestic Abuse and Coercive Control (General, Specific and Intensive Workforce) 1- day facilitated by Stirling Women's Aid

Applicants must have previously completed Trigger Trio training.

The training is an introductory multi-agency session that aims to develop your understanding of domestic abuse, as a form of gender based violence. During the day we will explore the root causes of domestic abuse, the impact of domestic abuse, and the complexities involved in leaving abusive relationships, and the main elements of best practices. This training will support anyone undertaking Safe & Together training.

The target audience is Social Workers – Children's Adults, Criminal Justice , Police Officers, Health Visitors, Midwives, Housing Officers, Residential Social Workers, Foster Carers, Family Support Workers, 3rd Sector, MHO's, CPN's and Substance Use Workers and those who work directly or indirectly with those affected by domestic abuse. The learning outcomes are:

- Be able to understand domestic abuse and conceive control and the interaction between, emotional, sexual and financial abuse
- Have a better understanding of the Domestic Abuse Act and its implications.
- Be able to spot the signs of domestic abuse
- Feel more confident when working with adults affected by Domestic Abuse
- Have a knowledge of risk assessments, legal issues and supporting people in a way that is supportive and enables survivors to speak about their experiences
- Have an understanding of working with survivors from being trauma informed.

Responding to the impact of trauma for children and young people living with domestic abuse (Specific and Intensive Workforce) 1-day facilitated by Stirling Women's Aid, Clackmannanshire Women's Aid

Applicants must have previously completed Understanding Domestic Abuse training and Trigger Trio training.

This training builds on the learning gained in Understanding Domestic Abuse training. We will focus on the impact of domestic abuse on children & young people, including its relevance to child development and child protection. We will provide opportunity for skills building exercises for supporting children and young people experiencing domestic abuse.

The target audience is; Social Workers – Children, Residential Social Workers, Foster Carers, identified education promoted posts, Health Visitors, 3rd Sector and those who are currently working directly or indirectly with children and young people experiencing domestic abuse

or those who have an interest in working in this field in the future. The learning outcomes are:

- Know that domestic abuse is a child protection issue.
- Understand the extent to which children are exploited by perpetrators of domestic abuse.
- Understand the impact of domestic abuse on child and adolescent development.
- Have an awareness of the elements of safe practice and services to support children and young people experiencing domestic abuse.

Domestic Abuse Multi- Agency Risk Assessment Conference - MARAC (Specific and Intensive Workforce) ½ - day facilitated by Stirling Women's Aid

Applicants must have previously completed Understanding Domestic Abuse and Coercive Training. MARAC (multi-agency risk assessment conferencing) is a process that identifies the highest risk victims of domestic abuse. Through multi-agency sharing of information and case discussion, a risk / safety management plan is agreed to assist in reducing the risk to the victim, any children involved and others. You and / or your staff may be asked to provide information to the MARAC or you may have serious concerns about a victim / family known to your service. This training will provide key information about the overall process, the crucial role you play in reducing risks for these families and how to use the risk assessment tool (RIC).

The target audience is; Social Workers – Children, Adults, Criminal Justice, MHOs, CPN's, Family Support Workers, Child Protection Coordinators, 3rd Sector, Housing Officers, Police and Substance Use Workers. The learning outcomes are:

- Have an understanding of MARAC and the Multi- Agency task and Coordinating MATAAC process.
- How to undertake a risk assessment using the multi-agency risk assessment
- Have an understanding of the referral process for MARAC and knowledge of how to complete a Risk assessment
- Feel confident about representing the service user at MARAC
- Know how to create a multi agency safety plan

Responding to Disclosures of Rape and Sexual Assault (Specific and Intensive Workforce) 1-day facilitated by Forth Valley Rape Crisis

This 1- day course is aimed at all practitioners who would like to feel more confident in their responses to survivors who disclose rape and sexual violence. The target audience is; Social Workers - Children, Adults and Justice Social Work, Housing Officers, Health Visitors, Midwives, Residential Social Workers, 3rd Sector, MHO's, CPN's Substance Use Workers, Child Protection Coordinators The learning outcomes are:

- Understand the impact of sexual violence and identify trauma responses in survivors
- Respond to survivors disclosures appropriately, empathetically and confidently
- Identify risk factors relating to vulnerable adults and children
- Inform survivors of the service available to them and make a referral to rape crises services

Under Pressure Training (General, Specific and Intensive Workforce) ½ day training facilitated by Stirling Women’s Aid

The programme aims to support professionals working with young people to open discussions with them about some of the challenges and pressures they may be facing including: risks of grooming and sexual exploitation, negotiating online safety, engaging in healthy consent-based relationships, and dealing with the pressures to conform to idealised models of ‘how to be’ men and women.

The target audience is for those who support children and young people. The training is designed to increase knowledge and understanding of:

- the effects of gender stereotyping on young people
- the signs and effects of abuse within young people's intimate relationships
- increased confidence in talking with young people about the issues of relationship abuse and exploitation
- using the socio-ecological model

Safe and Together Briefing (General, Specific and Intensive Workforce) ½ day facilitated by the Public Protection L&D Advisor

This 2- hour facilitated presentation introduces the Safe and Together Framework for working with cases of domestic abuse.

The target audience is; Social Workers - Children, Adults and Justice Social Work, Housing Officers, Health Visitors, Midwives, Residential Social Workers, 3rd Sector, MHO’s, CPN’s Substance Use Workers. The learning outcomes are:

- To introduce and understand the Safe and Together Model principles and components and how these guide practice
- To introduce how to use the Safe and Together Model as a way to enhance good practice
- To introduce a perpetrator pattern framework
- To share information about 4- day Core Training

Safe and Together Core Practice (Specific and Intensive Workforce) 4-days facilitated by Public Protection L&D Advisor

Ideally applicants must have previously completed Domestic Abuse and Conceive Control training

This 4- day training which those attending must be able to attend all 4- days, will develop practitioner’s knowledge and skills on improving better outcomes for families and systems for those affected by domestic abuse. The 4 -days training will focus on how to support and develop keeping a child Safe & Together with the non-offending parent, Partnering with the non-offending parent as a default position and intervening with the perpetrator to reduce risk and harm to the child.

The target audience is; Social Workers - Children, Adults and Criminal Justice, Housing Officers, Health Visitors, Residential Social Workers, 3rd Sector, MHO’s, CPN’s Substance Use Workers. The learning outcomes are:

- To be able to describe and practice various components of the Safe and Together Model and domestic abuse –informed practice
- To have an increased ability and confidence to practice each of the skills identified in the training: Assessment, Interviewing, Documentation and Case Planning.
- To be confident in developing an individualised action plan for applying these learnings to one’s own day to day practice.

Practitioner Forums (Specific and Intensive Workforce) 2-Hours facilitated by the Public Protection L&D Advisor

The Practitioner Forums are for those practitioners who have attended the following training and or have used the assessment frameworks: Impact of Parental Substance Use, Neglect Toolkit and Safe and Together Core practice. The forums are facilitated by the Public Protection Learning and Development Advisor for participants to share good practice, challenges and mentoring.

Course Bookings

If you require any training for your position and are a Clackmannanshire, NHS Forth Valley, Emergency Service or 3rd Sector employee please email ssld@clacks.gov.uk. If you are a Stirling employee please request your place using MY Portal. In all situations you will be contacted confirming your place – **when booking please supply: name, job title, Team/Service, Organisation/Agency name, email address, name and date of training, name of line manager and their email address in order to update training records.**

Author’s name	Neil Whettam
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