



West Dunbartonshire
**Child Protection
Committee**



West Dunbartonshire's Adult and Child Protection Committees Inter-Agency Learning and Development Strategy 2024 – 2027

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Lead Officer	Natasha Macpherson, Child Protection Lead Officer Noreen McCarthy, Adult Protection Lead Officer
Consultation and approval process	This document is written jointly by both child and adult protection lead officers. Consultation with the CPC and APC learning and development subgroups took place.

What to do if you are worried about a child or young person?

If you are worried or concerned about a child or young person, you should contact

West Dunbartonshire Child and Families Duty Social Work	0141 562 8800
Out of hours Social Work	0300 343 1505
NHS Public Protection Service	01414516605
NHS Out of Hours	0141 201 0000 ask for on call CP Paediatrician
Police non-emergency number	101
In an emergency	999
Childline Scotland	08001111
Parent line	0808 800 2222
NSPCC	0808 800 5000

What to do if you are worried about an adult?

If you are worried or concerned about an adult, you should contact

West Dunbartonshire Adult Social Work	
Dumbarton Office	01389 776499
Out of hours Social Work	0300 343 1505
Police non-emergency number	101
In an emergency	999

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Introduction

West Dunbartonshire's Adult and Child Protection Committees, in partnership with services, agencies and other stakeholders in the public, private and third sectors across West Dunbartonshire, has developed this three-year Inter-Agency Learning and Development Strategy for 2024 – 2027.

This strategy is robust and ambitious and replaces all previous Adult or Child Protection Inter-Agency Training Strategies.

This strategy does not replace any existing single service and/or agency Adult or Child Protection training and/or learning and development strategies. Instead, it aims to complement and support them. This strategy aims to ensure a competent and confident workforce who can deliver improved outcomes to Adults, Children and Young people across West Dunbartonshire.

West Dunbartonshire Adult and Child Protection Committees have published this strategy as an evidence-based demonstration of its strategic approach and commitment to inter-agency Adult and Child Protection learning and development opportunities for all practitioners and managers across the public, private and third sectors within West Dunbartonshire. It also evidences our commitment to continuous professional development and improvement by means of promoting lifelong learning.

What is Child Protection?

The National Guidance for Child Protection in Scotland (2021, update 2023) defines child protection as the processes involved in considering, assessing and planning for any required action, as well as the actions themselves, where there are concerns that a child may be at risk of harm.

Child protection procedures are initiated when police, social work or health professionals determine that a child may have been abused or may be at risk of significant harm.

Child protection involves:

- Immediate action, if necessary, to prevent significant harm to a child.
- Inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child. Investigation extends to other children affected by the same apparent risks as the child who is the subject of a referral.
- Assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks.
- Focus within assessment, planning and action upon listening to each child's voice and recognising their experience, needs and feelings.
- Collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm.
- Recognition and support for the strengths, relationships and skills within the child and their world to form a plan that reduces risk and builds resilience.

Child protection is part of a continuum of collaborative duties upon agencies working with children. The Getting it right for every child (GIRFEC) approach promotes and supports planning for such services to be provided in the way which best safeguards, supports and promotes the wellbeing of children, and

ensures that any action to meet needs is taken at the earliest appropriate time to prevent acute needs arising.

Child protection processes fall at the urgent end of a continuum of services which include prevention and early intervention. The GIRFEC principles and approach are consistently applicable. Children who are subject to child protection processes may already be known to services. They may already have a child's plan in place. Child protection processes should build on existing knowledge, strengths in planning and partnerships to reduce the risk of harm, and to meet the child's needs. Preventative and protective work may be needed at the same time and preventative, restorative, supportive, collaborative and therapeutic approaches do not stop because compulsory measures or urgent protective legal steps are taken. A tailored blend of care and professional authority may be needed whether a child at risk is at home with family or accommodated, or when the child is to transition between placements or to be reunified with birth family after a placement away from home.

The level of risk a child is exposed to can shift, often rapidly, as circumstances change, or information emerges. Services may be organised in response to 'thresholds' of risk.

The National Guidance for Child Protection in Scotland (2021, updated 2023) states single- and multi-agency agency training should be available to promote the knowledge, skills and values needed to support effective inter-disciplinary work. Child Protection Committees will ensure mechanisms are in place for the delivery and evaluation of local training and will publish, implement, review, and evaluate an inter-agency child protection training strategy.

What is Adult Protection?

The Adult Support and Protection (Scotland) Act 2007 (The Act) is designed to protect vulnerable people who are at risk of harm and may find it difficult to keep themselves safe. The Act defines adults at risk as individuals aged 16 years or over who:

- are unable to safeguard themselves, their property (their home, the things they own), their rights or other interest; and
- are at risk of harm, (all harm including self-harm and neglect); and
- because they are affected by a disability, mental disorder, illness or physical or mental infirmity are more vulnerable to being harmed than others who are not so affected.

All 3 criteria points must be met to be considered as an 'adult at risk'.

The presence of a particular condition does not automatically mean an adult is an adult at risk. Someone could have a disability but be able to safeguard their property or well-being.

The Act requires councils and a range of public bodies to work together to support and protect adults who are subject to Adult Protection Procedures.

The Act places on a council the duty to make inquiries about a person's wellbeing, property, or financial affairs if it knows or believes that:

- The person is an adult at risk, and
- That it might need to intervene to protect the person's well-being, property, or financial affairs.

Adult Protection involves several stages of intervention as follows:

- **Adult Protection Inquiry** – information is collected and evaluated to ascertain whether the individual meets the criteria as an adult at risk, whether immediate action is necessary to safeguard them, and decide if an Adult Protection Investigation is required.
- **Adult Protection Investigation** – where initial findings are that the individual meets the 3-point criteria and further actions must be taken to safeguard the individual. An assessment of risk/need is conducted

involving all agencies involved in the individual's life. The Act stresses the need for multi-agency working in support of adults at risk of harm.

- **Adult Protection Case Conference** – where the individual is at risk of harm and multi-agency actions are required to safeguard them. The purpose of the multi-agency case conference will be to share information, to consider the information contained within the risk assessment and determine the level of risk, to take decisions and plan future actions to protect and/or support the individual; this could include the use of statutory powers.
- **Protection Plan** -when an adult is at risk of harm, a written plan of how best to offer protection to an adult is necessary, this will include specific actions to be provided and by whom and to ensure information sharing between all those involved in the plan.
- **Review Case Conference** – looks at how the protection plan is working, reviews the individual's current circumstances, re-examines the current risks involved and establish if an update to the protection plan is required.
- **Protection Orders** – in some cases a more formal legislative approach must be taken to protect the individual and 3 protection orders can be utilised to protect the individual who is at risk of harm.

The level of risk an adult is exposed to can shift, often rapidly, as circumstances change, or information emerges. Services may be organised in response to 'thresholds' of risk.

Strategic Objectives

Adult and Child Protection Committees have a duty to make or assist with arrangements for improving the skills and knowledge of the public bodies and office holders that have responsibilities relating to the safeguarding of adults and children at risk in their area. A local strategy will therefore be required, recognising the distinct roles and responsibilities of staff and office holders in the public bodies. Given the essential inter-agency importance of adult and child protection work consideration should also be given to including the role of other statutory, voluntary and private organisations.

In compliance with the National Guidance for Child Protection in Scotland 2021 and the National Framework for Child Protection Learning and Development in Scotland 2024 the strategic objectives of this strategy across West Dunbartonshire are as follows:

1. To provide a strategic framework, mutual understanding and collective approach to inter-agency adult and child protection learning and development opportunities.
2. To provide a collective understanding of adult and child protection, risk and risk thresholds.
3. To develop a competent and confident workforce by the provision of inter-agency adult and child protection learning and development opportunities that complement existing single agency adult and child protection staff development provisions.
4. To ensure that all workers have the necessary core competences, key knowledge, skills and values to deliver a consistently high standard of support to children/young people and adults.
5. To provide superior quality, evidence-based, inter-agency adult and child protection learning and development opportunities which are robust, fit for purpose, highly evaluated and regularly quality assured.
6. To contribute towards the care and protection of children, young people and their families or any other adult who may be vulnerable by promoting the principles of early identification, intervention and support, reflective of the GIRFEC practice model and approach.
7. Support a proactive, preventative approach to practice that follows a –
 - a. Rights-based approach (supporting and embracing UNCRC)
 - b. Needs-led/strengths-based approach (supporting relationship-based practice)

- c. Trauma-informed/enhanced practice (supporting understanding of childhood adversity and trauma)
 - d. Holistic assessment (supporting strengths/resilience, identifying risk/concerns within a child's experiences)
 - e. Recognising diversity and inclusion (supporting sensitivity of language, culture and communication differences)
8. To ensure learning from research and place an emphasis on understanding the impact of trauma and diversity on personal and individual growth and development.
- a. Emphasise the need for a holistic approach to assessment and intervention.
 - b. Trauma informed practice should be front and centre in all multi-agency learning and development.
 - c. Consider circumstances whereby harm happens to adults, children and young people in our communities, making a distinction between familial and non-familial harm. This is an area that shows parallels between adult and child protection and when considering identifying and preventing this type of harm, we must do so in terms of 'contextual safeguarding.'
 - i. Examples include older young people who sit in the transitional area between children's and adult services; younger adults who are also parents; or adults (including parents) who are themselves at risk of harm or exploitation within our communities.
9. Scotland's Independent Care Review (The Promise) established an aspiration for children, that '*We grow up loved, safe and respected so that we realise our full potential*' (The Promise, 2020). The intention of this Framework is to contribute to that aspiration by supporting the development of a confident and competent workforce.

Individual Responsibilities Single Services and Agencies

Across West Dunbartonshire, all services and/or agencies in the public, private and third sectors remain responsible for the induction, learning and continuous professional development of their staff. This is particularly relevant to all staff, paid or unpaid, who work directly with adults and children/young people. This remains a single service and/or agency responsibility and this strategy complements, but does not, replace that requirement.

West Dunbartonshire Adult and Child Protection Committees and the associated Learning and Development Subgroups will provide all single service and/or agencies with advice and guidance on basic adult and child protection learning and development for staff. This will be supported by access to -

- The CPC Child Protection Self Learning Pack, available to all services who work directly and in-directly with children and young people.
- An Inter-Agency Level 1 Child Protection Awareness course.
- Access to Adult and Child Protection Inter-Agency Learning and Development opportunities/courses agreed in West Dunbartonshire's Adult and Child Protection Inter-Agency Learning and Development annual calendar.
- Multi-Agency Adult Protection Basic Awareness course.
- Multi-Agency Adult Protection Detailed Awareness course.

West Dunbartonshire Adult and Child protection Committees and Learning and Development subgroups will also require all services and/or agencies to provide regular updates on the adult/child protection learning and development opportunities and programmes they provide to staff.

West Dunbartonshire CPC and APC Learning and Development Subgroup

Within West Dunbartonshire, there are a number of subgroups who lead on the key objectives of both adult and child protection committees. These are –

- Learning and Development
- Policy, Practice, and Improvement
- Quality Assurance, Evaluation and Data
- Communication and Engagement
- Inter-agency referral discussions (CPC only)
- Special Needs in Pregnancy (CPC only)

The APC and CPC Learning and Development subgroups meet approximately every 6 weeks.

The CPC Learning and Development Subgroup is compliant with the requirements specified in *The Protecting Children and Young People: Child Protecting Committee and Chief Officer Responsibilities* (Scottish Government, 2019). This states CPCs are responsible for publishing, implementing and reviewing an inter-agency child protection learning and development strategy. In addition, CPCs should quality assure and evaluate the impact of that learning and development activity.

This strategy aims to ensure that each Partner has a suitably skilled, confident, and competent workforce to deliver, and adult and child protection Committee's priorities meet the needs for children, young people and adults within West Dunbartonshire.

The learning and development subgroups are fundamental in overviewing the needs of staff from Health, Local Authorities, 3rd Sector and Voluntary organisations, with the aim of ensuring they are equipped to support the needs of individuals within the Partnership.

The Learning and Development Subgroups and their constituent members have a **specific** role, remit and responsibility in respect of Adult and Child Protection learning and development.

The Adult and Child Protection Committees will have ownership of this strategy.

Role and Remit for Learning and Development

In respect of Learning and Development, the Learning and Development Subgroups role and remit is:

1. To ensure single services/agencies have in place their own adult/child protection staff learning and development programmes.
2. To ensure single service/agency and inter-agency adult/child protection staff learning and development programmes are developed; delivered; quality assured and evaluated.
3. To ensure inter-agency adult/child protection staff learning and development programmes complement and build on the work already done by individual services/agencies.
4. To ensure single service/agency adult/child protection staff learning and development needs are identified on an ongoing basis and respond quickly to gaps identified by Learning Reviews, inspection reports and other inquiry reports.
5. To ensure an inter-agency adult/child protection staff learning and development framework is in place; quality assured, reviewed and evaluated.

Membership

Core membership on the Child Protection subgroup includes representation from:

- Child Protection Lead Officer
- West Dunbartonshire Social Work Services
- Police Scotland
- Scottish Children's Reporter Administration
- NHS Child's Health
- West Dunbartonshire Education Services
- West Dunbartonshire Housing Services
- Scottish Fire and Rescue
- Community Justice Co-ordinator
- Child Protection Learning and Development Officer (post currently vacant)

Core membership on the Adult Protection subgroup includes representation from:

- Adult Protection Lead Officer
- West Dunbartonshire HSCP staff
- West Dunbartonshire Housing Services
- Police Scotland
- Scottish Fire and Rescue
- NHS Adult Health
- Carer Centre
- Adult Protection Learning and Development Officer (post currently vacant)

West Dunbartonshire Annual Inter-Agency Public Protection Learning and Development Programme

A joint adult and child protection training calendar has been developed detailing the inter-agency adult and child protection training available for the year. This is available by April each year and publish on the adult and child protection committee websites. Once published, Partners should circulate and promote this within their teams.

[Adult Support and Protection Training Calendar - West Dunbartonshire HSCP \(wdhscp.org.uk\)](http://wdhscp.org.uk)



[Child Protection Training Calendar - West Dunbartonshire HSCP \(wdhscp.org.uk\)](http://wdhscp.org.uk)



West Dunbartonshire Protocol for Evaluation of Inter-Agency Adult and Child Protection Learning and Development Programmes

The Learning and Development Subgroups will monitor and evaluate inter-agency adult/child protection learning and development courses to ensure they are compliant with the strategic objectives specified in this strategy.

All delegates attending inter-agency adult or child protection learning and development courses are required to complete an on-the-day evaluation report. Evaluation reports will be collated and regularly reviewed by the Learning and Development Officers. This will be stored on the Public Protection electronic drive.

Delegates attending inter-agency adult/child protection learning and development courses may be selected to complete a post-course/workplace evaluation report. These will be issued between three months and six months after participants have completed an inter-agency adult/child protection learning and development course. This will measure the impact of inter-agency adult/child protection courses on practice in the workplace. Evaluation reports will be collated and regularly reviewed by the Learning and Development Officers.

Agencies are also encouraged to promote learning and development opportunities and explore learning and development needs via their agency's supervision and appraisal processes.

Data Protection

Personal information provided by applicants when applying for Inter-Agency Adult/Child Protection Learning and Development opportunities will be used by West Dunbartonshire Council on behalf of West Dunbartonshire APC/CPC to register and process applications and quality assure learning and development opportunities.

All personal information will be deleted from our records/database on completion and evaluation of the Annual Inter-Agency Adult/Child Protection Learning and Development Programme.

Personal information will be retained and stored securely in strict compliance of the General Data Protection Regulation (GDPR) and The Data Protection Act 2018.

Where appropriate, information may be shared with partner organisations; groups; service representatives; internal and external training facilitators and Line Managers – but only for the purposes of processing, delivering and quality assuring our learning and development courses and ensuring the wellbeing and protection of adults and children. Similarly, information may be shared with Line Managers of any attendees who have been negatively impacted by any of the training delivered to ensure they continue to receive support if this is required.

Individual agencies supervision polices are key in supporting staff to identify their learning and development needs, but also in ensuring staff receive any ongoing support they may require following any training they undertake.

The National Framework for Learning Development in Scotland (2024)

In 2024, the Scottish Government published the updated National Framework for Child Protection Learning and Development in Scotland. Although this framework is for child protection learning and development in Scotland, West Dunbartonshire Adult and Child Protection Committees have agreed to adopt the Framework for both Committees.

This guidance provides a useful framework for meeting learning and development needs of four workforce groups (this has changed from the three previously used): -

- **Wider workforce.**
- **General workforce.**
- **Specific workforce.**
- **Intensive workforce.**

The Framework aims to provide clarity by approaching the key learning needed, according to the degree of responsibility for adult/child protection knowledge and understanding expected of each workforce group.

Core competences



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

The following has been taken from the National Framework for Child Protection Learning and Development and aims to identify the different workforces.

Please note, where there is reference to children, adults should be considered in the same context.

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. Key learning is to: <ul style="list-style-type: none">• 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 adult and child protection services (social work or police)• All staff who have contact with adults, children and their families are expected to have at least this minimum level of adult and child protection awareness.
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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 adult and 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 is 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 workforce	<p>As part of their job/role/remit, people in this workforce group are likely to:</p> <ul style="list-style-type: none"> • 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).
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Knowledge and understanding as per Wider Workforce, plus:

- Broad understanding of local adult and child protection systems.
- Awareness of indicators of harm or neglectful care and supervision of adults, 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 adult and child’s development.
- Importance of close listening and responding to an adult or 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 adults and children.
- I can respond in a person centred, 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.

<p>Specific workforce</p>	<p>All staff who, as part of their role, work directly with adults, children or their family. People in this workforce group are likely to require a PVG and to:</p> <ul style="list-style-type: none"> • Routinely work closely with adults, children and their families, 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 adult and child protection meetings, participate in adult and 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. <p>Key learning is the same as the Wider and General Workforces, with additional expectations of:</p> <ul style="list-style-type: none"> • Advocate (helping an adult, child or family to express their views, or expressing their views on their behalf).
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Knowledge and understanding as per Wider and General Workforces, plus:

- Have a competent understanding of adult and child development.
- Have a deeper understanding of specific types of harm, abuse and neglect, how they might impact and create or exacerbate risk for an adult, child and their family.
- Be mindful of the intersection between different types of harm (including domestic abuse, neglect, forced marriage); how they may co-exist in an adult/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 an adult and 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 adults, children and young people, including those out- with family environments i.e. safeguarding risk in communities and beyond.

- understand how to respond to an adult or child's disclosure or to other concerning information about their welfare.
- have a working knowledge of the immediate or emergency actions that can be taken to protect adults, 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 views of an adult, 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 adults and children.
- have an up-to-date working knowledge of local multi-agency guidance and know how to collaborate with partner agencies.
- understand the complex ethical issues and conflicts regarding confidentiality and information-sharing.

Skills:

- I can engage, communicate and build relationships with adults, child/family.
- I can support and advocate for an adult, child/family.
- I can carry out direct work with an adult/child.
- I can write reports, keep single-agency records, including chronologies.
- I can contribute to assessments and work with a support plan for an adult child/family, including an adult and 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 an adult, child/family.
- I can apply learning and development to practice, make effective use of reflective supervision.
- I can collaborate with colleagues/multi-agency partners.

<p>Intensive workforce</p>	<p>Intensive Workforce: As part of their role, people in this workforce group will need a valid PVG and are likely to:</p> <ul style="list-style-type: none"> • have a lead role in compiling and implementing a multi-agency Child’s Plan and Adult plan or in decision-making relevant to a their welfare • oversee the implementation of protection plans • have a specific, designated role in formal protection processes, including conducting an adult/child protection investigation • conduct specific, focused or specialist risk assessments • compile multi-agency or integrated chronologies • produce assessment/analytical reports on an adult/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 <p>Workforces, with additional expectations of:</p> <ul style="list-style-type: none"> • 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)
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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 adults, 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 adults and children
- recognise their role in contributing to their own and others’ practice development, reviewing, auditing and scrutiny of intervention plans and outcomes for adults and 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 outwith family environment
- I can accurately represent an adult, 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 adult, 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

National Child Protection Learning and Development Group

West Dunbartonshire's CPC and the CPC Learning and Development Subgroup are affiliated to the National Child Protection Learning and Development Group.

All CPC Training or Learning and Development Officers across Scotland are invited to attend this Group. This Group meets nationally on a regular basis and promotes shared learning and good practice.

West Dunbartonshire's CPC and Learning and Development Subgroup will be represented on this group by the Lead Child Protection Officer or the Child Protection Learning and Development Officer (once appointed).

West of Scotland Adult and Child Protection Learning and Development Groups

The West of Scotland Adult and Child Protection Learning and Development Groups comprises of representatives from APC/CPC and or APC/CPC learning and Development staff from across the West of Scotland.

All APC/CPC Training or Learning and Development Officers across the West of Scotland are invited to attend this Group. This Group meets on a regular basis and promotes shared learning and good practice.

West Dunbartonshire's APC/CPC and Learning and Development Subgroup will be presented on this group by the Lead Adult/Child Protection Officer or the Adult/Child Protection Learning and Development Officer (once appointed).