

***Inverclyde Child Protection Committee***

***Multi-Agency Learning and Development Strategy, Standards and Programme 2024-2026***

Version 0.1

Produced by:

Inverclyde HSCP

Hector McNeil House

7-8 Clyde Square

Greenock

PA15 1NB

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**INVERCLYDE COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER**

* 1. 9th May 2024
	2. Update May 2026

**1. Introduction**

## 1.1 Inverclyde Child Protection Committee

The National Guidance for Child Protection in Scotland 2021 places great emphasis on the importance of training as does the 2019 guidance for Chief Officers, Protecting Children and Young People: Child Protection Committees and Chief Officer Responsibilities and The National Framework for Child protection Learning and Development on Scotland 2024. One of the main functions these pieces of guidance give to Child Protection Committees is .improving the skills and knowledge of those who work in this area. This includes providing training to all those who work in the public bodies specified in the guidance and the voluntary and private organisations that may come across a child at risk of harm. The guidance provided to committees by the Scottish Government sets out in more detail the various types of training and the staff who would benefit from them. In accordance with the guidance, Inverclyde Child Protection Committee has a ‘Multi-Agency Learning and Development Strategy, Standards and Programme’.

This document outlines our strategy, our commitment to equality and the programme of training that will be provided in 2024 - 2026. COVID 19 brought challenges for the delivery of training. An adaptable blended approach to the method of delivery of courses has been developed and adopted with a mix of online and in person training available. Course and event information with details of how to book are circulated regularly and as widely as possible so that staff and volunteers; and where appropriate the public can access relevant adult support and protection training and events.

If you wish to be added to the mailing list please contact Clare Fallone

Clare.Fallone@Inverclyde.gov.uk.

It would assist us greatly if you can share this information with any others who you feel may be interested.

Jonathan Hinds, Chair Inverclyde Child Protection Committee

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**2. Learning and Development Strategy 2024-2026**

The learning and development programme for 2024-26 outlines a variety of courses agreed to be delivered to people who work or volunteer within the Inverclyde area. Each course has been specifically tailored to provide people with the correct skills and knowledge in recognising, reporting and responding to harm.

## 2.1 Learning and Development Audit

During 2022-24, in the light of new child protection guidance being issued there was a further review of the content of all existing core training for Council Officers to ensure these are up to date. This is to ensure learning opportunities available meet the learning needs of Council Officers undertaking statutory functions.

## 2.2 Mandatory Courses for Council Officers, Second/Support Workers and their Managers

Where courses are mandatory for this particular group of staff this is highlighted at outset of the target audience section for each course.

## 2.3 Training Equality Standard

Equality, diversity and human rights are the responsibility of everyone. We all need to be aware of our duties and how we aim to meet these duties.

Inverclyde Child Protection Committee aims to provide a positive learning experience for all who participate in our training. To make this possible, we believe that trainers, practitioners and managers alike, share the responsibility to establish positive working and learning environments which promote development opportunities and equality. We recognise our responsibility for equal and fair treatment of those who wish to attend our training and to the community we serve. We aim to fulfil this commitment by adopting the following principles and practices in the development, advertising and delivery of our training.

## 2.4 Working Principles

As a training provider we will:-

* Promote a culture of respect that recognises and values differences between people.
* Ensure that training opportunities are open and accessible to all.
* Ensure allocation of places is transparent.
* Ensure trainers adopt and promote anti discriminatory practice.

# 3. Working Practice

## 3.1 Access to Training

Course and event information with details as to how to book for all our courses and events will be circulated by e-mail to all relevant agency contacts in Inverclyde

* Where courses are oversubscribed places will be allocated to ensure representation from as wide a range of agencies and organisations as possible.
* Where courses are oversubscribed and multiple nominations are received for one team or organisation the Team Leader will be expected to allocate the place.

Course information will routinely include a prominent statement with contact details asking participants to talk to us if they have particular needs or additional requirements such as induction loop, disabled parking, assistance around the building, sign language interpreter etc. We will make every effort to provide for any requirements however we regret that some facilities are not standard and are subject to availability. A confirmation email of the participants place will be sent to the participant directly or via manager/person making the booking.

## 3.2 Training Experience

We have ground rules that reinforce our commitment to equality along with participants own responsibilities to;

* Treat all participants with dignity and respect.
* Be aware that inequality and discrimination are within us and all around us and recognise what these are about.
* Try not to reflect them in what they say or do.
* Then challenge them constructively in themselves and others and in the system.

Participants will be encouraged to report on their evaluation form or directly to the trainer if they feel these ground rules are broken during the training.

All trainers commissioned to deliver training will be expected to adopt anti-discriminatory practices and this will be explicit when they are commissioned.

Electronic copies of training slides will be included in training packs and large print versions or versions in specific colours can be made available on request.

## 3.3 Course Content

All training courses will be reviewed biennially. This review will include explicit consideration of whether the course is addressing relevant equality and diversity issues and as to the inclusion of specific courses focusing on the needs of particular equality group

# 4. Level One

## 4.1 Child Protection Awareness for the Wider Workforce

From April 2024 till March 2026, this half day course is available face to face with multiple courses per year. The venue varies based on need but is accessible.

**Target Audience:**

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. Examples include housing officers and related professionals such as plumbing and heating technicians, electricians etc, library staff, staff who work in art centres, museums etc.

**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)

**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

**4.2 Child Protection Awareness for the General Contact Workforce**

From April 2024 till March 2026, this half day course is available face to face with multiple courses per year. The venue varies based on need but is accessible.

**Target Audience:**

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

# 5. Level Two

## 5.1 Child Protection Awareness Training Specific Workforce

From April 2024 till March 2026, this half day course is available face to face with multiple courses per year. The venue varies based on need but is accessible.

**Target audience**

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.

Advocate(helping a child or family to express their views, or expressing their views

on their behalf)

Examples include Health Visitors, Community Learning and Development, Women’s Aid, Homestart, Mind Mosaic, Residential Childcare staff, Youth Workers.

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

**expectations of:**

**Knowledge and understanding** as per **Wider and General Workforces**, 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

**5.2 Introduction to Neglect and Utilising the Assessment of Care Framework**

This course runs on a rolling basis but at least once a year. The venue is normally Barnardos Training Room, Terrace Road, Greenock an accessible building.

**Target audience**

Practitioners working within the specific and intensive workforce, for example, teachers, teaching assistants and outreach workers, social workers, health visitors and school nurses, third sector colleagues with direct contact with children and families

**Knowledge and understanding**

• have a competent understanding of child development

• have a deeper understanding of neglect and how it 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

• 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

• 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 utilise The assessment of Care Toolkit to help families understand the impact of neglect on their children’s development

• 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

**5.3 Supporting Parental Mental Health**

This course runs on a rolling basis but at least once a year. The venue is normally Barnardos Training Room, Terrace Road, Greenock an accessible building.

**Target audience**

Practitioners working within the specific and intensive workforce, for example, teachers, teaching assistants and outreach workers, social workers, health visitors and school nurses, third sector colleagues with direct contact with children and families

**Knowledge and understanding**

• have a competent understanding of current mental health diagnoses

• have an awareness of factors that can contribute to mental health diagnoses and also those that can support positive mental health

• have a working knowledge of how environmental, family and individual factors may

contribute to increased risk of harm

• have full knowledge of GIRFEC and its application to multi-agency practice; routinely

work within GIRFEC principles

• 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 and children in need processes

• 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 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

**5.4 Parental Mental Health and Parenting Capacity**

This course runs on a rolling basis but at least once a year. The venue is normally Barnardos Training Room, Terrace Road, Greenock an accessible building.

**Target audience**

Practitioners working within the specific and intensive workforce, for example, teachers, teaching assistants and outreach workers, social workers, health visitors and school nurses, third sector colleagues with direct contact with children and families

**Knowledge and understanding**

• have a competent understanding of current mental health diagnoses and their potential impact on children

• have a competent understanding of the factors to be considered in any assessment of parenting capacity

• have a working knowledge of how environmental, family and individual factors may

contribute to increased risk of harm

• have full knowledge of GIRFEC and its application to multi-agency practice; routinely

work within GIRFEC principles

• 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 and children in need processes

• 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 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

**5.5 National Assessment Framework**

This course runs on

Practitioners working within the specific and intensive workforce, for example, teachers, teaching assistants and and outreach workers, social workers, health visitors and school nurses, third sector colleagues with direct contact with children and families

**Knowledge and understanding**

**Skills**

**5.6 Care and Risk Management**

This course runs on

**Target audience**

Children and Families Social Workers

**Knowledge and understanding**

**Skills**

**5.7 Supporting Children With Harmful Sexual Behaviour**

This course runs

**Target audience**

Practitioners working within the specific and intensive workforce, for example, teachers, teaching assistants and outreach workers, social workers, health visitors and school nurses, third sector colleagues with direct contact with children and families

**Knowledge and understanding**

**Skills**

# 6. Level Three

**6.1 Child Protection Training for the Intensive Workforce**

This course runs on a needs basis and takes place across 5 days within the same week. It is currently open to all children and families social workers who have been qualified for at least six months. Consideration is being given to inviting partners with a lead role in child protection to the first 3 days of the course. The scope and subject matter of this course is currently under review but general principles pertain as below.

**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 outwith family environment

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• 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

# 7. Partner Agencies Child Support and Protection Learning and Development Strategies

## 7.1 Scottish Fire and Rescue Service

Scottish Fire and Rescue Service (SFRS) will actively promote its commitment to preventing abuse and safeguarding both children and adults at risk. This includes reporting concerns of abuse and being proactive in its work with other agencies to stop abuse occurring. SFRS recognises that staff are often in a position to identify children and adults at risk and will ensure concerns of risk, abuse or neglect arising in the course of duty are reported appropriately. SFRS recognises that their personnel hold a position of trust with the public and will manage its services in a way that prevents abuse and prioritises the safety of any person.

SFRS personnel are required to complete mandatory modules pertaining to their Safeguarding Policy and Procedure for the Protection of Children and Adults at Risk as part of their role.

SFRS is committed to the enhanced learning of partners and will deliver Risk Identification Training, allowing participants to:

* Identify people who are at high risk of fire
* Identification of fire risks within the home
* Develop greater partnership engagement
* Know how to refer individuals to SFRS for Home Fire Safety Visits

## 7.2 Police Service of Scotland

Probationer Police Officers undertake a training input on Child Support and Protection at Tulliallan. The aim is for Police Officers to be able to explain the legislation relating to the protection of Children at Risk of harm, the protection of vulnerable groups and the powers which the Police and other agencies have in relation to this.

The learning outcomes are that Police Officers will be able to:

* Define the term ‘Child at Risk.’
* Define ‘Harm’.
* Explain the measures which can be adopted where risk of harm is suspected or evidenced
* Outline the powers police and partner agencies have in connection with this

## 7.3 NHS Greater Glasgow and Clyde Health Board (NHS GG&C)

Health Boards have structural and organisational responsibilities in respect of Child and Adult Support and Protection. The NHS Public Protection Accountability and Assurance Framework was published in October 2022. This sets out collective responsibilities across NHS Boards and was initiated as part of the implementation of the National Guidance for Child Protection (2021).

The Public Protection Service (PPS) in NHSGGC in conjunction with the NHSGGC Public Protection Strategy outlines the commitment to ensure all staff and managers across the board are confident in their responsibilities for adult support and protection.

To support confidence and competence NHSGGC has a Public Protection Learning and Education Strategy Framework to ensure all staff across HSCPs, and acute and independent contractors have access to learning opportunities to meet their required competencies and improve knowledge, skills required to protect vulnerable children and adults.



**Learning available:**

Level 1: for all staff including non-clinical staff and managers working in all health care settings. This is mandatory for all staff and located within Learnpro statutory and mandatory training.

Key outcomes are that staff:

* are informed of their statutory duty to protect and promote the wellbeing of vulnerable people.
* are aware of what may alert them to the abuse and neglect of children, young people and adults
* understand the importance of sharing and accurately recording information to promote the wellbeing of children, young people and adults
* know how and where to access advice and support and who to share concerns with when concerned about a child, young person or adult
* can identify and know how to access relevant child or adult protection policies and procedures

Level 2: for all staff including non-clinical staff and managers working in all health care settings. The format of this module is to recap your knowledge.

Key outcomes are that staff:

* have advanced knowledge around legislation
* have enhanced knowledge of adult protection through scenario learning
* understand the role of other agencies in adult protection

Level 3: aimed at clinical staff (in all areas including acute) working with adults and their families who could potentially contribute to assessing, planning, intervening, and evaluating the needs of an adults where there are safeguarding concerns.

Key outcomes are that staff:

* describe their role in protecting adults and state key areas of their responsibility
* recognise your own values regarding abuse and maltreatment and the impact of these on professional practice.
* describe what steps the organisation needs to take to ensure the safety and welfare of adults with whom you have contact with.
* explore the barriers to staff reporting concerns
* gain an understanding of the role of the Public Protection Team Service
* explain the issues in connection with recording and sharing of information, including that of confidentiality
* demonstrate an awareness of the emotional dimension of public protection work and identify a network for personal support
* identify sources of information to support practice

Level 3: Learning from Reviews

NHSGGC has formally planned sessions to specifically look at both local and national reviews for both acute staff and HSCP Primary Care staff. Lunchtime learning sessions are also available to learn from local and national ASP reviews.

NHSGGC Public Protection Service training

<http://www.staffnet.ggc.scot.nhs.uk/CorporateServices/ChildProtection/Pages/CPUTrainingInformation.aspx>

**7.4 Inverclyde Adult Protection** **Committee**

Inverclyde Adult Protection Committee has its own Multiagency Learning and Development Strategy



**7.5 Inverclyde Alcohol and Drug Partnership**

**7.6 Inverclyde Violence Against Women Multiagency Partnership**

Inverclyde Violence Against Women & Girls (VAWG) Multi Agency Partnership offers VAWG and MARAC training to services on request tailored to their needs.

Key Outcomes:

* Aware of gender/power and control.
* Aware of the context of VAWG nationally and locally.
* Understand the types of domestic abuse.
* Understand the Domestic Abuse Act 2018
* Understand Coercive Controlling Behaviour, how it develops and how to engage with victims through the stages of change.
* Understand how VAWG impacts on adult and child victims/survivors.
* Aware of the Multi Agency Risk Assessment Conference (MARAC) and processes.
* Aware of the Disclosure Scheme for Domestic Abuse in Scotland (DSDAS)
* Achieve safer outcomes for victims/survivors through knowledge of referral processes and effective reporting.
* Understand safe responses, referral pathways and
* Increase confidence in identifying risk through use of the

Risk Indicator Checklist (RIC)

* Aware of support/services available.

# 8. Appendices

## 8.1 Appendix 1 - Complimentary Training

### Alcohol, Drugs, Substances and Blood Borne Viruses

Scottish Drugs Forum (SDF)

Home - Scottish Drugs Forum (sdftraining.org.uk)

Completing SDF training, either face to face or e-learning can count towards continuing professional development (CPD) and revalidation for Health Care Professionals. CPD is also applicable to workers registered with the Scottish Social Services Council. All SDF training can provide a certificate to evidence attendance or completion, and any learning may form the basis of a reflective account. Face to face training can count towards the 20 hours participatory learning requirement for NMC revalidation.

### Mental Health Training and Capacity Building

NHSGGC training opportunities and calendar can be found at:

<https://www.nhsggc.scot/hospitals-services/services-a-to-z/mental-health-improvement/>

### Suicide Prevention

Living Works START training is a 90 minute online interactive training programme that will give you the skills and knowledge to keep others safe from suicide.

To request access to this training in Inverclyde, please contact Megan Murray at CVS Inverclyde at megan.murray@cvsinverclyde.org.uk

### Trauma Informed Practice

NHS Education for Scotland (NES)

NES Trauma Informed - Home (transformingpsychologicaltrauma.scot)

Key trauma training resources from the National Trauma Training Programme that are openly available to support all members of the Scottish workforce to meet the vision of: “A trauma informed and responsive nation and workforce, that is capable of recognising where people are affected by trauma and adversity, that is able to respond in ways that prevent further harm and support recovery, and can address inequalities and improve life chances.