

safeguards
panel

Copyright
Thank you

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Day 1 Learning outcomes

By the end of this session, a participant should be able to:

- understand the aims and expectations for the training and assessment as a whole
- explain the safeguarder role in broad terms
- describe key documents relevant to the role in practice
- describe the context for the safeguarder in practice
- identify priorities for learning and next steps

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Key piece of learning from each table

Reflections on ~~the day~~
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Next steps

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Points of reference

- Law, regulation and legal authorities
 - Policy
 - Practice Notes
 - Text books
- Copyright**
- Support
 - Monitoring

How do you know what you should do?

- 1. Who or what tells you what to do?**
- 2. What enables your role?**
- 3. What restricts your role?**

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Experiences and expectations of
Child Safeguarders
from young people

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Lunch
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45 minutes

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**Expectations of safeguards
from children's report panel
members and the courts**

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Comfort Break
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Activity – ‘the call’

- requests from hearings/sheriffs
- criteria for appointments
- your details
- areas you cover
- your availability
- appointment details
- conflict of interest
- criteria for appointment
- withdrawing from appointments

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Stages of the Role

- ‘the call’
- ‘the papers’
- ‘getting information’
- ‘recommendations/contributions’
- ‘finishing’

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information

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The wider context

Child
protection

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Activity – ‘a safeguarder’

Discuss at your tables how you would presently define a safeguarder – what would they be like?

Use the post-its to write one word descriptions and stick these on to the flip chart at the front.

Take 10 minutes in total

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Programme Day 1

This morning

- the overall training and assessment expectations
- understanding of the role
- the wider context for the role

After coffee

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- the role in practice
- expectations, including those of
reporters, panel members and court

After lunch

- the experiences and expectations of
young people
- key reference points for the role

Final part

- reflections on learning & next steps

Activity – a wee icebreaker

1. What was the best piece of advice that a manager gave you?
2. What was the most surprising/embarrassing thing you have experienced at an interview?
3. What is the funniest thing that a child or young person has said to you?

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Aims of the 6 days

By the end participants should be able to:

- practice as required in the role
- be confident to practice in the role
- know where to go to find information/support
- have further developmental needs identified and planned for

Key Themes

- keep bringing children into the room
- work with the reality of the role
- ‘the safeguarder hat’
- everyone should be learning

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the 6 day's content

DAY	CONTENT
1	Parameters of the Role
2	Communication and Participation
3	Children's Copyright
4	Report Writing
5	Court
6	Going Forward into the Role

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Context for Appointment

- *Scottish Ministers may only appoint persons who are capable of satisfying the key competencies.*
- *Scottish Ministers must train potential members of the Panel.*
- *Scottish Ministers may only appoint those who have successfully completed pre-appointment training.*
- *Training must include the role and functions, the standards expected and how best to elicit the views of children*

(2012 regulations)

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6 days training and assessment

2 overall aims:

- To prepare ~~you to practice as~~ **CopyRight** safeguarder if appointed
- To assess you as fit to be a safeguarder

Aims of Day 1

1. To provide an overview of the training and assessment over the 6 days
2. To provide an overview of the safeguarder role and responsibilities including the context and boundaries of the role

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Parameters of the Role
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