

PREVENTING OFFENDING

Improving our approach to workforce development



Safer Scotland
Scottish Government

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Introduction

In Scotland, we take a holistic approach to the needs of children and young people involved in, or at risk of offending, in accordance with the principles of the 1964 [Kilbrandon report](#). We are committed to a child-centred approach that takes account of their wider needs as well as the need for public protection, with an emphasis on prevention and diversion from statutory measures. Our approach is focused on contributing towards the [Scottish Government's national outcome for children and young people](#)¹:

'We grow up loved, safe and respected so that we realise our full potential'

The importance of sustaining a preventative approach to offending, which recognises the level of vulnerability and complexity of need associated with a small number of children, should not be underestimated. Evidence shows that children involved in, or at risk of, offending are most likely to disengage from school, and to be excluded. They are also more likely to have acquired brain injuries and speech, language and communication difficulties and to have experienced a significant number of adverse childhood experiences, bereavements and losses. In many cases, these children have themselves been victims of crime, neglect and abuse and a number are looked after children (YJIB, 2017).

The Scottish Government is committed to [Getting It Right For Every Child \(GIRFEC\)](#) and improving outcomes for all children and young people in order to prevent and aid desistance from offending, as well as minimise further victimisation of others and damage to communities. The youth justice strategy '[Preventing offending: Getting it right for children and young people](#)' sets out priorities to build on the considerable progress that has been made in reducing offending involving children and young people in Scotland. Substantial reductions in offence referrals to the Children's Hearings System and under 18s in court and custody have been supported by a shift of focus to prevention in 2008 and the subsequent roll out of the Whole System Approach.

The three priority themes from the youth justice strategy 2015 to 2020 are: Advancing the Whole System Approach; Improving Life Chances; and Developing Capacity and Improvement. Each theme has its own strategic priorities. '[Preventing offending: Improving outcomes for children and young people](#)' and '[Preventing offending: Improving our approach to workforce development](#)' were developed to progress the Developing Capacity and Improvement strategic priorities:

- Supporting workforce development and encouraging a culture of continuous learning and improvement
- Improving systems and making best use of performance information nationally and locally

¹ Previously: We live our lives safe from crime, disorder and danger; We have improved the life chances for children, young people and families at risk; and Our young people are successful learners, confident individuals, effective contributors and responsible citizens

The Developing Capacity and Improvement implementation group led the development of the workforce development approach with support and involvement from key partners.

Approach to workforce development

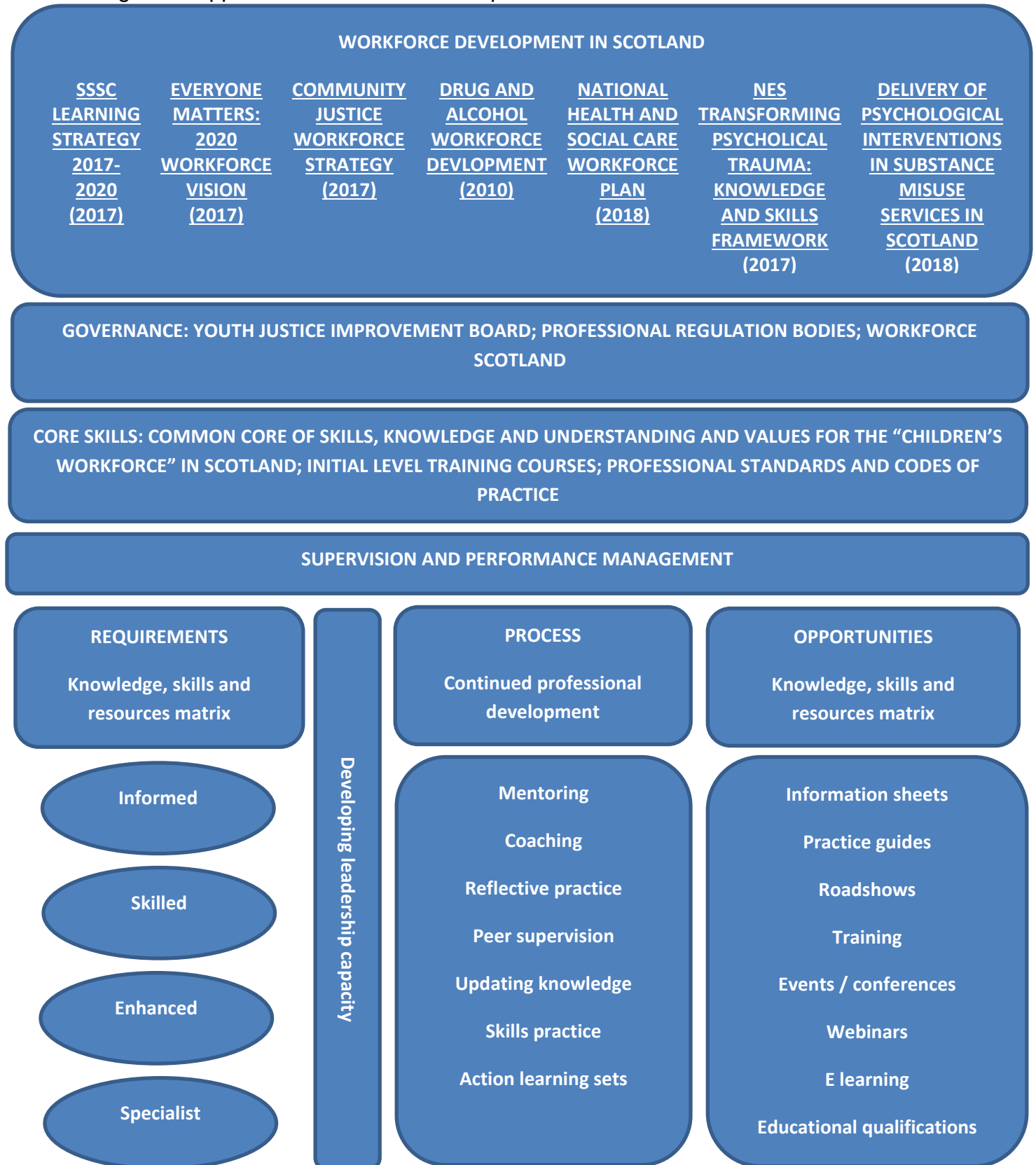
Many different organisations and individuals (public, private, third sector, families, communities) work with children and young people who are at risk of being involved in offending. This can include education, health, police, social work and community roles. However, across the workforce there are common core skills and development needs that regularly need updated to keep in line with new knowledge and best practice. This approach identifies the core knowledge and skills required across the workforce and promotes partnership working and efficiency through a collaborative approach to sharing of development opportunities. It also identifies where the gaps in development opportunities are so that these can be prioritised and addressed. The approach aims to assist all professionals working with children involved in, or at risk of, offending in order to improve outcomes and reduce offending. Where appropriate this will involve developing the knowledge and skills of parents/carers as well as learning and developing based on their feedback.

This approach will enable a highly knowledgeable and skilled workforce, who are continuously improving and working in partnership in order to achieve better outcomes for children and young people, their families, and the wider community.

What is the approach?

There are a range of national workforce strategies and some organisations will have their own workforce development plans/frameworks already. This approach '*Preventing offending: Improving our approach to workforce development*' should complement these by focusing specifically on the common core competencies to improve the wellbeing of children and young people who are involved in, or at risk of, offending and by providing a multi-agency approach to continued professional development. A diagram of the approach is provided in Figure 1.

Figure 1: Approach to workforce development



The [**Common Core of Skills, Knowledge & Understanding and Values for the "Children's Workforce" in Scotland**](#) identifies the technical and behavioural competencies, skills, knowledge and understanding that every worker should demonstrate if they work with children, young people and families in Scotland. These form the basis of our workforce development approach along with the core knowledge and skills that are specific to different professions and provided through **initial level training courses** (e.g. Initial Teacher Education, Social Work Degree, Police Scotland Probationer training) and existing **professional standards and codes of practice**. In addition to these, the workforce development approach details the specific core knowledge and skills necessary to improve the wellbeing of children and young people who are involved in, or at risk of, offending. Consideration has been given to how these map onto existing occupational standards.

The workforce development approach links directly with *Preventing offending: Improving outcomes for children and young people* by focusing on the eight wellbeing outcomes (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) and the activities that we know should lead to improved outcomes for those children and young people involved in, or at risk of, offending. Whilst the wellbeing outcomes for all children are the same, the knowledge and skills necessary to assist achievement of wellbeing may be more complex for some due to the extent of the unmet needs these children often experience. The **knowledge, skills and resources matrix** details the core knowledge and skills required to deliver activities effectively and the existing development opportunities or resources that map on to these. In recognition that the workforce is diverse, with different roles and responsibilities, the technical and behavioural competencies required are considered across four tiers: Informed, Skilled, Enhanced and Specialist. This is in line with [*Transforming psychological trauma: Knowledge and skills framework*](#) (NES, 2017). Any gaps in development opportunities / resources will be identified and proposals developed for meeting these.

Whilst the knowledge and skills have been broken down into the various elements of wellbeing it is recognised that a holistic approach requires to be taken with assessments taking into account all elements of wellbeing. It is also important that the wider systems within which children exist are considered in all assessments and interventions and how changes in these could support a change in the child's behaviour. Crucial to this is collaboration, interagency working and links with the lead professional.

Continuous Professional Development (CPD) will already be a core aspect of practice for many of the workforce and will be monitored by various professional regulation bodies such as Scottish Social Services Council, Health and Care Professions Council, General Teaching Council for Scotland and CLD Standards Council for Scotland. Various CPD processes already exist and work well.

As part of improving our approach to workforce development we will work with Scottish Social Services Council (SSSC) to consider how we can digitally recognise the CPD that is already happening through existing development resources and learning opportunities. We can recognise this through initiatives such as 'Open Badges', a web platform hosted by SSSC. Open Badges can also monitor the impact of the learning and development opportunities that are provided.

Identifying the core knowledge and skills that staff require in their specific roles, the resources required to meet these development needs and the process through which this is provided will be coordinated through **Supervision and performance management**, as per existing practice. A [supervision learning resource](#) is available on the SSSC website which highlights the importance of ensuring a balance of the four functions of supervision: the management, support, development and mediation functions.

There is a need for the workforce development approach to ensure that it encompasses **Developing Leadership Capacity** so that we continue to develop strong leadership skills at all levels. There are existing development opportunities and guidance such as [Step into leadership: Leadership learning pathways for Scotland's social services \(SSSC\)](#) and [Project Lift \(NHS Scotland\)](#). The approach avoids replicating what already exists by mapping out where opportunities exist and identifying any significant gaps for those working to prevent the offending behaviour of children and young people.

The Centre for Youth & Criminal Justice (CYCJ) is dedicated to supporting improvements in youth and criminal justice. At present CYCJ offer a range of knowledge and skills development opportunities and resources and there is potential for these to be expanded and developed to meet the needs of the workforce as identified through the knowledge, skills and resources matrix.

Co-production and partnership working will form key elements of the approach as new resources and learning opportunities are developed. Over time, practice will evolve, and new approaches will develop in line with best practice research. The workforce development approach will also evolve and develop over time through linking in with *Preventing offending: Improving outcomes for children and young people* and service improvement planning.

Knowledge and Skills Matrix

The knowledge and skills matrix is based on the most relevant 21 occupational standards in relation to children and young people as detailed below:

<u>SAFE: Support communities to effectively manage and address conflict, within and between communities or community groups</u>	<u>SAFE: Promote the safeguarding of children and young people</u>	<u>SAFE: Contribute to the assessment and planning process with children and young people</u>	<u>SAFE: Contribute to the support of children and young people who have experienced harm or abuse</u>	<u>HEALTHY: Work with children and young people to promote their own physical and mental health</u>	<u>HEALTHY: Support children who have experienced trauma</u>	<u>ACHIEVING: Support children and young people to achieve their educational potential</u>
<u>ACHIEVING: Support individuals to access learning, training and development opportunities</u>	<u>NURTURED: Support children and young people to maintain supportive relationships</u>	<u>NURTURED: Support the families of children and young people in their own homes</u>	<u>NURTURED: Empower families through the development of parenting skills</u>	<u>ACTIVE: Promote children's wellbeing and resilience</u>	<u>ACTIVE: Support children and young people to develop a positive identity and emotional wellbeing</u>	<u>RESPECTED: Advocate with and on behalf of children and young people</u>
<u>RESPECTED: Work with children and young people with additional requirements to address their developmental needs</u>	<u>RESPONSIBLE: Promote the development of positive behaviour in children and young people</u>	<u>RESPONSIBLE: Support children and young people to manage aspects of their lives</u>	<u>INCLUDED: Support children and families within the community</u>	<u>INCLUDED: Support communities who want to bring about positive social change</u>	<u>INCLUDED: Support children and young people through major transitions</u>	<u>INCLUDED: Deliver services to families, children and young people from diverse cultural and language communities</u>

SAFE: Support communities to effectively manage and address conflict, within and between communities or community groups

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance of systemic Early and Effective Intervention and the Whole System Approach when working with children involved in, or at risk, of offending behaviour.	All workers have knowledge and understanding of Early and Effective Intervention and the Whole System Approach for children involved in offending behaviour.	All workers have detailed knowledge and understanding of Early and Effective Intervention and the Whole System Approach and the research underpinning these.	All workers have extensive knowledge of Early and Effective Intervention and the Whole System Approach and a critical understanding of the research underpinning these.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Overview of the Whole System Approach to young offending (Scottish Government) Early and Effective Intervention: A Framework of Core Elements (CYCJ Information Sheet)	Whole System Approach Guidance Documents (Scottish Government) A Guide to Youth Justice in Scotland (CYCJ)	Edinburgh Study of Youth Transitions and Crime Evaluation of the Whole System Approach to young people who offend in Scotland Supporting young people involved in offending up to 21 years old: Extending the whole system approach	
SKILLS	All workers can apply their awareness of the need for systemic Early and Effective Intervention and the Whole System Approach and can communicate this or signpost to others as appropriate.	All workers can identify the need for systemic Early and Effective Intervention and the Whole System Approach, are skilled at applying their knowledge and understanding in practice to deliver their role	All workers can critically identify and analyse the need for systemic Early and Effective Intervention and the Whole System Approach, are skilled at applying their knowledge and understanding in	All workers are able to critically review, consolidate and extend knowledge around systemic Early and Effective Intervention and the Whole System Approach and have the skills to deliver their

		within this and can convey this knowledge to others.	practice to deliver their role within this and can communicate best practice advice to others to bring about change.	role within this with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES		Early and Effective Intervention Roadshow (CYCJ) Whole System Approach: Responding to complexity and lessons learned Roadshow (CYCJ)	Early and Effective Intervention Forum (CYCJ) Diversion from prosecution: Practitioners Forum (CYCJ)	

SAFE: Promote the safeguarding of children and young people				
	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware that on-line victimisation, child sexual exploitation and serious organised crime can play a role in offending behaviour and the importance of considering child protection issues.	All workers have knowledge and understanding that on-line victimisation, child sexual exploitation and serious organised crime can play a role in offending behaviour and the importance of considering child protection issues.	All workers have detailed knowledge and understanding that on-line victimisation, child sexual exploitation and serious organised crime can play a role in offending behaviour, the research underpinning this and the importance of considering child protection issues.	All workers have extensive knowledge about on-line victimisation, child sexual exploitation and serious organised crime and the role it can play in offending behaviour, a critical understanding of the research underpinning this and the importance of considering child protection issues.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	National Guidance for Child Protection in Scotland Overview of Child Sexual Exploitation (Scottish Government) Overview of Keeping Children Safe On-line (Scottish Government) Overview of Serious Organised Crime (Scottish Government)	National Action Plan on Internet Safety for Children and Young People (Scottish Government) Scotland's Serious Organised Crime Strategy (Scottish Government) Scotland's National Action Plan to Tackle Child Sexual Exploitation (Scottish Government)		

	Core competency framework for the protection of children (NHS Education Scotland) Child Safeguarding Toolkit (Royal College of General Practitioners)			
SKILLS	All workers can apply their awareness that offending behaviour may require child protection measures and can communicate this and make referrals as appropriate.	All workers can identify when offending behaviour may require child protection measures, are skilled at applying their knowledge and understanding in practice to deliver their role within this and can convey this knowledge to others.	All workers can critically identify and analyse when offending behaviour may require child protection measures, are skilled at applying their knowledge and understanding in practice to deliver their role within this and can communicate best practice advice to others.	All workers are able to critically review, consolidate and extend knowledge around on-line victimisation, child sexual exploitation and serious organised crime and the role it can play in offending behaviour and have the skills to critically identify and analyse when offending behaviour may require child protection measures and deliver their role within this with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES	Local Child Protection training (Child Protection Committees) Child sexual abuse and CSE resources (NSPCC)	Diverting children and young people from Serious and Organised Crime (SOC): Guidance for Practice on Recognising and Preventing the Exploitation of Children by SOC (CYCJ)	Designated Child Protection Officer Training (Children in Scotland) Identifying and responding to Child Sexual Exploitation (Children In Scotland)	PgCert Child Protection (University of the West of Scotland)

	<u>Online safety resources (NSPCC)</u>	<u>Child Sexual Exploitation: Definition and Practitioner Briefing Paper (Scottish Government)</u>		
	<u>Child Safeguarding Toolkit (Royal College of General Practitioners)</u>			

SAFE: Contribute to the assessment and planning process with children and young people

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the Framework for Risk Assessment Management and Evaluation & Care And Risk Management and where their role fits into the processes and practice.	All workers have knowledge and understanding of the Framework for Risk Assessment Management and Evaluation, Care And Risk Management and the Structured Professional Judgment approach to risk practice.	All workers have a detailed knowledge and understanding of the Framework for Risk Assessment Management and Evaluation, Care And Risk Management, the Structured Professional Judgment approach to risk practice and the research underpinning this approach.	All workers have extensive knowledge of the Framework for Risk Assessment Management and Evaluation, Care And Risk Management, the Structured Professional Judgment approach to risk practice and a critical understanding of the research underpinning this approach.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Care and Risk Management Guidance (CYCJ Information Sheet) Supporting and managing children who pose a high risk (CYCJ Information Sheet) Managing Risk in Schools and other settings (CYCJ Information Sheet)	A guide to youth justice in Scotland: Managing risk of serious harm (CYCJ) Framework for risk assessment, management and evaluation (Scottish Government)	How to implement effective risk practice (CYCJ Information Sheet) Risk Assessment Tools Evaluation Directory (Risk Management Authority) Balancing Rights and Risk: How do we get it right for children involved in violent behaviour? (CYCJ Report)	

SKILLS	All workers can apply their awareness of Framework for Risk Assessment Management and Evaluation & Care And Risk Management in practice and can communicate this and make referrals as appropriate.	All workers are skilled in applying their knowledge and understanding to contribute to the Care And Risk Management process, and can convey this knowledge to others.	All workers are skilled in applying their knowledge and understanding to contribute to the Care And Risk Management process, using the Structured Professional Judgment approach to risk practice and communicating best practice advice to others to effect change.	All workers are able to critically review, consolidate and extend knowledge around Framework for Risk Assessment Management and Evaluation & Care And Risk Management and the Structured Professional Judgment approach to risk practice and have the skills to deliver their role within this with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES	Local CARM training	Care and Risk Management Training – 1 day (CYCJ)	Care and Risk Management Training – 2 day (CYCJ) Risk formulation and intervention planning (CYCJ Roadshow) START:AV Training SAVRY Training Risk Formulation Forum (CYCJ)	

SAFE: Contribute to the support of children and young people who have experienced harm or abuse

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the role that vulnerabilities, victimisation and trauma play in offending behaviour and the supports available for victims.	All workers have knowledge and understanding of the role that vulnerabilities, victimisation and trauma play in offending behaviour and the supports available for victims.	All workers have detailed knowledge and understanding of the research underpinning the role that vulnerabilities, victimisation and trauma play in offending behaviour and the supports available for victims.	All workers have extensive knowledge and understanding of the role that vulnerabilities, victimisation and trauma play in offending behaviour, the supports available for victims and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	<p>Adverse Childhood Experiences (ACES) in children at high risk of harm to others (CYCJ Information Sheet)</p> <p>Opening Doors: Trauma Informed Practice for the Workforce (NHS Education Scotland)</p> <p>Understanding ambiguous loss in young people involved in offending (CYCJ Information Sheet)</p>	<p>Children and young people in custody in Scotland: Looking behind the data (Youth Justice Improvement Board)</p>	<p>Formulation in risk practice (1) (CYCJ Information Sheet)</p> <p>Formulation in risk practice (2) (CYCJ Information Sheet)</p> <p>http://www.safehandsthinkingminds.co.uk/</p>	

	<p>The ripples of death – exploring the bereavement experiences and mental health of young men in custody (CYCJ Information Sheet)</p> <p>Understanding the relationship between brain development and offending (CYCJ Information Sheet)</p>			
SKILLS	All workers can respond to offending behaviour in a trauma and vulnerability informed manner and can communicate this and signpost to supports for victims as appropriate.	All workers can consider and convey how the trauma and vulnerabilities present link to offending behaviour and can develop and implement an appropriate intervention plan to respond to the identified needs.	All workers can develop and communicate comprehensive formulations taking account of the link between trauma, vulnerabilities, victimisation and offending behaviour and can develop, implement, monitor and evaluate intervention plans based on this.	All workers are able to critically review, consolidate and extend knowledge around the role that vulnerabilities, victimisation and trauma play in offending behaviour and the supports available for victims and have the skills to develop comprehensive formulations and develop, implement, monitor and evaluate intervention plans with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES	Information and support to victims of youth crime and young victims of crime (Youth Justice Improvement Board)	Trauma Informed Practice and Skills Development (Harris Howard Psychology and Community Justice Scotland: One day training)	Trauma Informed Practice and Skills Development (Harris Howard Psychology and Community Justice Scotland: Two day training)	

		<p><u>Brain development (CYCJ Roadshow)</u></p> <p><u>Bereavement, loss and trauma (CYCJ Roadshow)</u></p> <p><u>Adverse Childhood Experiences (CYCJ Roadshow)</u></p> <p><u>Meeting the neurodevelopmental and cognitive needs of vulnerable young people (CYCJ Event slides and podcasts)</u></p>	<p><u>Care and Risk Management Training- 2 day (CYCJ)</u></p> <p><u>Risk formulation and intervention planning (CYCJ Roadshow)</u></p> <p><u>START:AV Training (CYCJ)</u></p> <p><u>SAVRY Training</u></p> <p><u>Risk Formulation Forum (CYCJ)</u></p> <p><u>http://www.safehandsthinkingminds.co.uk/</u></p>	
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HEALTHY: Work with children and young people to promote their own physical and mental health

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the impact that poverty, adversity and vulnerabilities can have on physical and mental health and the link to offending and health-harming behaviours.	All workers have knowledge and understanding of the impact that poverty, adversity and vulnerabilities can have on physical and mental health and the link to offending and health-harming behaviours.	All workers have detailed knowledge and understanding of the impact that poverty, adversity and vulnerabilities can have on physical and mental health and the link to offending and health-harming behaviours and the research underpinning this.	All workers have extensive knowledge and understanding of the impact that poverty, adversity and vulnerabilities can have on physical and mental health, the link to offending and health-harming behaviours and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	ScotPHN report: Polishing the diamonds. Addressing adverse childhood experiences in Scotland	Children and young people in custody in Scotland: Looking behind the data (Youth Justice Improvement Board) Bereavement and adversity in childhood (CYCJ & Kibble Education Centre Webinar) A guide to youth justice in Scotland: Mental health	Balancing Rights and Risk: How do we get it right for children involved in violent behaviour? (CYCJ Report)	
SKILLS	All workers can apply their awareness of the impact that that poverty, adversity	All workers can consider and communicate the impact that poverty,	All workers can comprehensively assess and formulate physical and	All workers can critically review, consolidate and extend knowledge around

	and vulnerabilities can have on physical and mental health as well as the link to offending and health-harming behaviours, and can communicate this or signpost to others as appropriate.	adversity and vulnerabilities can have on physical and mental health as well as the link to offending and health-harming behaviours, and can develop and implement an appropriate intervention plan to respond to the identified needs.	mental health needs taking into account the impact poverty, adversity and vulnerabilities can have as well as the link to offending and health-harming behaviours and can develop, implement, monitor and evaluate intervention plans based on this, ensuring that focus is given to enabling equality of access to services.	the impact poverty, adversity and vulnerabilities can have as well as the link to offending and health-harming behaviours, can develop comprehensive formulations and develop, implement, monitor and evaluate intervention plans, ensuring that focus is given to enabling equality of access to services, with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES	Time to change: Schools and young people resources Your guide to health and happiness (Headspace)	Substance use and young people (Scottish Drugs Forum Training) Scottish Drugs Forum Training courses Moodjuice Resources An introduction to cognitive behavioural therapy for anxiety (NES e-learning module)	Risk formulation and intervention planning (CYCJ Roadshow) A guide to delivering evidence-based psychological therapies in Scotland (NES) Autism resources and training (NES) Learning Disability resources and training (NES)	

			The Map of health behaviour change: Helping people to make and maintain health behaviour change (NES)	
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HEALTHY: Support children who have experienced trauma

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the prevalence and potential impact of trauma.	All workers have knowledge and understanding of the needs linked to trauma, abuse and neglect.	All workers have detailed knowledge and understanding of the needs linked to trauma, abuse and neglect and the research underpinning this.	All workers have extensive knowledge and understanding of the needs linked to trauma, abuse and neglect and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	<p>Transforming psychological trauma: A skills and knowledge framework for the Scottish workforce: Informed tier (NES)</p> <p>ScotPHN report: Polishing the diamonds. Addressing adverse childhood experiences in Scotland</p> <p>Adverse Childhood Experiences (ACES) in children at high risk of harm to others (CYCJ Information Sheet)</p>	<p>Transforming psychological trauma: A skills and knowledge framework for the Scottish workforce: Informed tier (NES)</p> <p>E-learning resource: Introduction to trauma (NES)</p>	<p>Transforming psychological trauma: A skills and knowledge framework for the Scottish workforce: Informed tier (NES)</p>	<p>Transforming psychological trauma: A skills and knowledge framework for the Scottish workforce: Informed tier (NES)</p>

SKILLS	<p>All workers can work at a trauma informed practice level to recognise where an individual may be affected by trauma and adapt practice accordingly in order to minimise distress and maximise trust.</p>	<p>All workers can work at a trauma skilled practice level to enable those affected by trauma to:</p> <ul style="list-style-type: none"> • Be safe and protected from harm • Cope with emotional distress • Process and make sense of trauma • Live the life they choose 	<p>All workers can work at a trauma enhanced practice level to enable those affected by trauma to:</p> <ul style="list-style-type: none"> • Be safe and protected from harm • Cope with emotional distress • Process and make sense of trauma • Live the life they choose 	<p>All workers can work at a trauma specialist practice level to enable those affected by trauma to:</p> <ul style="list-style-type: none"> • Be safe and protected from harm • Cope with emotional distress • Process and make sense of trauma • Live the life they choose
SKILLS DEVELOPMENT OPPORTUNITIES	<p>Opening Doors: Trauma Informed Practice for the Workforce (NES)</p>	<p>Bereavement, loss and trauma (CYCJ Roadshow)</p> <p>Adverse Childhood Experiences (CYCJ Roadshow)</p> <p>Survive and thrive: Psychoeducation for survivors of complex trauma (NES Training)</p> <p>Trauma Informed Practice and Skills Development (Harris Howard Psychology and Community Justice Scotland: One day training)</p>	<p>Transforming psychological trauma: A skills and knowledge framework for the Scottish workforce: Informed tier (NES)</p> <p>Scottish Trauma Informed Leaders Training (NES)</p> <p>Trauma Informed Practice and Skills Development (Harris Howard Psychology and Community Justice Scotland: Two day training)</p> <p>http://www.safehandsthinkingminds.co.uk/</p>	<p>Transforming psychological trauma: A skills and knowledge framework for the Scottish workforce: Informed tier (NES)</p>

ACHIEVING: Support children and young people to achieve their educational potential

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the role that school disengagement / exclusion plays in offending behaviour and the importance of school inclusion and engagement as a protective factor.	All workers have knowledge and understanding of the role that school disengagement / exclusion plays in offending behaviour and the importance of school inclusion and engagement as a protective factor.	All workers have detailed knowledge and understanding of the role that school disengagement / exclusion plays in offending behaviour, the research underpinning this and the importance of school inclusion and engagement as a protective factor.	All workers have extensive knowledge and understanding of the role that school disengagement / exclusion plays in offending behaviour, the importance of school inclusion and engagement as a protective factor and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Managing Risk in Schools and other settings (CYCJ Information Sheet) Early and Effective Intervention: A Framework of Core Elements (CYCJ Information Sheet)	Children and young people in custody in Scotland: Looking behind the data (Youth Justice Improvement Board)	Edinburgh Study of Youth Transitions and Crime	
SKILLS	All workers can apply their awareness of the role that school disengagement / exclusion plays in offending behaviour and the importance of school	All workers can consider and communicate the role that school disengagement / exclusion plays in offending behaviour and the importance of school	All workers can critically identify and analyse when there is a risk of school disengagement / exclusion, are skilled at applying their knowledge and	All workers can critically review, consolidate and extend knowledge around the risk that school disengagement / exclusion can have and can develop

	inclusion and engagement and can communicate this or signpost to others as appropriate.	inclusion and engagement and can develop and implement an appropriate intervention plan to respond to the identified needs.	understanding in practice to enable school inclusion and engagement and can communicate best practice advice to others.	comprehensive formulations and develop, implement, monitor and evaluate intervention plans to enable school inclusion and engagement, with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES	Educational exclusion and inclusion – Common themes from the Improving Life Chances Group	Early and Effective Intervention (CYCJ Roadshow)		

ACHIEVING: Support individuals to access learning, training and development opportunities				
	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the role that lack of meaningful activity and unemployment play in offending behaviour and the importance of post-16 learning, training or work in promoting desistance from offending.	All workers have knowledge and understanding of the role that lack of meaningful activity and unemployment play in offending behaviour and the importance of post-16 learning, training or work in promoting desistance from offending.	All workers have detailed knowledge and understanding of the role that lack of meaningful activity and unemployment play in offending behaviour, the research underpinning this and the importance of post-16 learning, training or work in promoting desistance from offending.	All workers have extensive knowledge and understanding of the role that lack of meaningful activity and unemployment play in offending behaviour, the importance of post-16 learning, training or work in promoting desistance from offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES		A guide to youth justice in Scotland: Reintegration and transitions (CYCJ) No-one left behind: Next steps for employability support (Scottish Government) Debating Disclosure Event report, slides and podcasts (CYCJ)		

SKILLS	All workers can apply their awareness of the role that unemployment or a lack of meaningful activity plays in offending behaviour and the importance of post-16 learning, training or work in promoting desistance from offending and can communicate this or signpost to others as appropriate.	All workers can consider and communicate the role that unemployment or a lack of meaningful activity plays in offending behaviour and the importance of post-16 learning, training or work in promoting desistance from offending and can develop and implement an appropriate intervention plan to respond to the identified needs.	All workers can critically identify and analyse when there is a risk of unemployment or a lack of meaningful activity, are skilled at applying their knowledge and understanding in practice to enable post-16 learning, training or work and can communicate best practice advice to others.	All workers can critically review, consolidate and extend knowledge around the risk that unemployment or a lack of meaningful activity can have and can develop comprehensive formulations and develop, implement, monitor and evaluate intervention plans to enable post-16 learning, training or work, with substantial autonomy.
SKILLS DEVELOPMENT OPPORTUNITIES	Contact the Royal College of Occupational Therapists			

NURTURED: Support children and young people to maintain supportive relationships

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the role that positive and stable relationships with appropriate boundaries can play as a protective factor and in promoting desistance from offending.	All workers have knowledge and understanding of the role that positive and stable relationships with appropriate boundaries can play as a protective factor and in promoting desistance from offending.	All workers have detailed knowledge and understanding of the research underpinning the role that positive and stable relationships with appropriate boundaries can play as a protective factor and in promoting desistance from offending.	All workers have extensive knowledge and understanding of the role that positive and stable relationships with appropriate boundaries can play as a protective factor and in promoting desistance from offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES		Youth in justice: Young people explore what their role in improving youth justice should be (Space Unlimited) Nurture groups in Scotland: A briefing from the Nurture Group Network A guide to youth justice in Scotland: Theory and methods (CYCJ)		
SKILLS	All workers can apply their awareness of the role that a lack of positive and stable	All workers can consider and communicate the role that a lack of positive and	All workers can comprehensively assess and formulate relationship	All workers can develop comprehensive formulations and develop,

	relationships with appropriate boundaries can play in offending and can communicate this or signpost to others as appropriate.	stable relationships with appropriate boundaries can play in offending and can develop and implement an appropriate intervention plan to respond to the identified needs.	needs and can develop, implement, monitor and evaluate intervention plans based on this to promote positive and stable relationships and can communicate best practice to others.	implement, monitor and evaluate intervention plans to enable formation of positive and stable relationships, with substantial autonomy, and can critically review, consolidate and extend knowledge around the role that a lack of positive and stable relationships with boundaries can play in offending.
SKILLS DEVELOPMENT OPPORTUNITIES	Neglect or emotional abuse: Core information leaflets (NSPCC)	Psychology of parenting project (NES)		

NURTURED: Support the families of children and young people in their own homes

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the impact that the needs of parents / carers (including corporate parents) can have on providing a nurturing environment and common barriers to addressing these needs.	All workers have knowledge and understanding of the impact that the needs of parents / carers (including corporate parents) can have on providing a nurturing environment and common barriers to addressing these needs.	All workers have detailed knowledge and understanding of the impact that the needs of parents / carers (including corporate parents) can have on providing a nurturing environment, common barriers to addressing these needs and the research underpinning this.	All workers have extensive knowledge and understanding of the impact that the needs of parents / carers (including corporate parents) can have on providing a nurturing environment, common barriers to addressing these needs and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Corporate Parenting Guidance (Scottish Government) Corporate Parenting Learning Hub	Parenting across Scotland: Information for practitioners A guide to youth justice in Scotland: Residential Childcare (CYCJ) Corporate Parenting Learning Hub	Between a rock and a hard place: Responses to offending in residential childcare (CYCJ Report) Balancing Rights and Risk: How do we get it right for children involved in violent behaviour? (CYCJ Report) Corporate Parenting Learning Hub	

<p>SKILLS</p>	<p>All workers can apply their awareness of the impact that the needs of parents / carers (including corporate parents) can have on providing a nurturing environment and common barriers to addressing these needs and can communicate this and signpost to others as appropriate.</p>	<p>All workers can consider and communicate the impact that the needs of parents / carers (including corporate parents) can have on providing a nurturing environment and common barriers to addressing these needs, can develop and implement an appropriate intervention plan to respond to the identified needs, evaluate progress and refer for an assessment of parenting capacity and capacity to change where appropriate.</p>	<p>All workers can comprehensively assess and formulate the needs of parents / carers (including corporate parents) and can develop, implement, monitor and evaluate intervention plans to improve the ability to provide a nurturing environment, assess parenting capacity and capacity for change where appropriate and can communicate best practice to others.</p>	<p>All workers can develop comprehensive formulations and develop, implement, monitor and evaluate intervention plans to improve the ability of parents / carers (including corporate parents) to provide a nurturing environment, assess parenting capacity and capacity for change where appropriate, with substantial autonomy, and can critically review, consolidate and extend knowledge around this.</p>
<p>SKILLS DEVELOPMENT OPPORTUNITIES</p>	<p><u>Corporate Parenting Learning Hub</u></p>	<p><u>Offending and residential childcare (CYCJ Roadshow)</u></p> <p><u>Corporate Parenting Learning Hub</u></p>	<p><u>Psychological interventions and therapies for adult mental health (NES Training)</u></p> <p><u>A guide to delivering evidence-based psychological therapies in Scotland (NES)</u></p> <p><u>Corporate Parenting Learning Hub</u></p>	

NURTURED: Empower families through the development of parenting skills

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of intervention approaches that can enable and empower parents / carers (including corporate parents) to effectively manage problematic behaviour presented by children in a sustainable manner.	All workers have knowledge and understanding of intervention approaches that can enable and empower parents / carers (including corporate parents) to effectively manage problematic behaviour presented by children in a sustainable manner.	All workers have detailed knowledge and understanding of the research underpinning intervention approaches that can enable and empower parents / carers (including corporate parents) to effectively manage problematic behaviour presented by children in a sustainable manner.	All workers have extensive knowledge and understanding of intervention approaches that can enable and empower parents / carers (including corporate parents) to effectively manage problematic behaviour presented by children in a sustainable manner and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES		<u>Responding to offending in residential childcare: Next steps project (Staf & CYCJ)</u>		
SKILLS	All workers can apply their awareness, communicate this, and signpost to intervention approaches that can enable and empower parents / carers (including corporate parents) to effectively manage problematic behaviour presented by	All workers can consider and communicate intervention approaches that can enable and empower parents / carers (including corporate parents) to effectively manage problematic behaviour presented by children in a sustainable manner and can develop	All workers can comprehensively assess and formulate the needs of parents / carers (including corporate parents) and can develop, implement, monitor and evaluate intervention plans to improve their ability to effectively manage problematic behaviour	All workers can develop comprehensive formulations of the needs of parents / carers (including corporate parents) and can develop, implement, monitor and evaluate intervention plans to improve their ability to effectively manage problematic behaviour

	children in a sustainable manner, as appropriate.	and implement an appropriate intervention plan to respond to the identified needs.	presented by children in a sustainable manner and can communicate best practice to others.	presented by children in a sustainable manner, with substantial autonomy, and can critically review, consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES	Teen triple P Training Teenage Brains and Behaviour	Teen triple P Training Teenage Brains and Behaviour	<u>Multisystemic Therapy Training (NES)</u>	

ACTIVE: Promote children’s wellbeing and resilience

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the impact that participation in positive universal activities can have on improving health, wellbeing and resilience and reducing offending.	All workers have knowledge and understanding of the impact that participation in positive universal activities can have on improving health, wellbeing and resilience and reducing offending as well as actions that can contribute to this.	All workers have detailed knowledge and understanding of the impact that participation in positive universal activities can have on improving health, wellbeing and resilience and reducing offending and the research underpinning this.	All workers have extensive knowledge and understanding of the impact that participation in positive universal activities can have on improving health, wellbeing and resilience and reducing offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES				
SKILLS	All workers can apply their awareness of the impact that participation in positive universal activities can have on improving health, wellbeing and resilience and reducing offending and can support this through clearly communicating this as appropriate.	All workers can consider and communicate the impact that participation in positive universal activities can have on improving health, wellbeing and resilience and reducing offending and can develop and implement an appropriate intervention plan to respond to the identified needs.	All workers can comprehensively assess and formulate participation needs and can develop, implement, monitor and evaluate intervention plans to improve their ability to participate in positive universal activities and can communicate best practice to others.	All workers can develop comprehensive formulations and develop, implement, monitor and evaluate intervention plans to improve their ability to participate in positive universal activities, with substantial autonomy, and can critically review, consolidate and extend knowledge around this.

SKILLS DEVELOPMENT
OPPORTUNITIES

[Youth Scotland Training](#)

[Youth Scotland Training](#)

[Youth Scotland Training](#)

[Youth Scotland Training](#)

ACTIVE: Support children and young people to develop a positive identity and emotional wellbeing

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance of motivational and strength-based approaches in building hope and positive self-identity and the impact of this on effecting change and reducing offending.	All workers have knowledge and understanding of the importance of motivational and strength-based approaches in building hope and positive self-identity, the impact of this on effecting change and reducing offending as well as actions that can contribute to this.	All workers have detailed knowledge and understanding of the importance of motivational and strength-based approaches in building hope and positive self-identity, the impact of this on effecting change and reducing offending and the research underpinning this.	All workers have extensive knowledge and understanding of the importance of motivational and strength-based approaches in building hope and positive self-identity, the impact of this on effecting change and reducing offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	The Good Lives Model (CYCJ Information Sheet)	Talking Hope		
SKILLS	All workers can apply their awareness of the importance of motivational and strength-based approaches in building hope and positive self-identity and the impact of this on effecting change and reducing offending and can support this through clearly	All workers can consider and communicate the importance of motivational and strength-based approaches in building hope and positive self-identity, the impact of this on effecting change and reducing offending and can collaboratively develop and	All workers can collaboratively develop, implement, monitor and evaluate interventions in a motivational and strength-based manner to effect change and reduce offending and can communicate best practice to others.	All workers can collaboratively develop, implement, monitor and evaluate interventions in a motivational and strength-based manner to effect change and reduce offending, with substantial autonomy, and can critically review,

	communicating this as appropriate.	implement interventions in this manner.		consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES		Talking Hope podcast Solution-focused practice toolkit (NSPCC) Motivational interviewing (NES e-learning module) Working with young people: Core skills for practice (CYJ Roadshow)		

RESPECTED: Advocate with and on behalf of children and young people

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance of upholding children’s rights, implementing child-friendly justice and of the impact that seeking and advocating for the views of individuals, hearing their views and enabling them to be involved in decisions can have on effecting change and reducing offending.	All workers have knowledge and understanding of the importance of upholding children’s rights, implementing child-friendly justice and of the impact that seeking and advocating for the views of individuals, hearing their views and enabling them to be involved in decisions can have on effecting change and reducing offending as well as actions that can contribute to this.	All workers have detailed knowledge and understanding of the importance of upholding children’s rights, implementing child-friendly justice and of the impact that seeking and advocating for the views of individuals, hearing their views and enabling them to be involved in decisions can have on effecting change and reducing offending and the research underpinning this.	All workers have extensive knowledge and understanding of the importance of upholding children’s rights, implementing child-friendly justice and of the impact that seeking and advocating for the views of individuals, hearing their views and enabling them to be involved in decisions can have on effecting change and reducing offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Children and young people’s Commissioner Scotland Together Scottish Alliance for Children’s rights	A guide to youth justice in Scotland: Children’s rights our responsibilities (CYJ) Together Scottish Alliance for Children’s rights		
SKILLS	All workers can apply their awareness of the importance of upholding children’s rights, implementing child-friendly	All workers can consider and communicate the importance of upholding children’s rights, implementing child-friendly	All workers can uphold children’s rights and implement child-friendly justice in practice, effectively and empathically	All workers can uphold children’s rights and implement child-friendly justice in practice, effectively and empathically

	justice and of the impact that seeking and advocating for the views of individuals, hearing their views and enabling them to be involved in decisions can have on effecting change and reducing offending and can support this through clearly communicating this as appropriate.	justice and of the impact that seeking and advocating for the views of individuals, hearing their views and enabling them to be involved in decisions can have on effecting change and reducing offending and can collaboratively develop and implement interventions in this manner.	seek and advocate for the views of individuals, hear their views and enable them to be involved in decisions to effect change and reduce offending and can communicate best practice to others.	seek and advocate for the views of individuals, hear their views and enable them to be involved in decisions to effect change and reduce offending, with substantial autonomy, and can critically review, consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES	Scottish Government: Children's advocacy guidance	Clan Childlaw resources and training	Clan Childlaw resources and training	

RESPECTED: Work with children and young people with additional requirements to address their developmental needs

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance that adapting communication style to meet the speech, language and communication needs of individuals has on effecting change and reducing offending.	All workers have knowledge and understanding of the importance that adapting communication style to meet the speech, language and communication needs of individuals has on effecting change and reducing offending as well as actions that can contribute to this.	All workers have detailed knowledge and understanding of the importance that adapting communication style to meet the speech, language and communication needs of individuals has on effecting change and reducing offending and the research underpinning this.	All workers have extensive knowledge and understanding the importance that adapting communication style to meet the speech, language and communication needs of individuals has on effecting change and reducing offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Communicating with young people with learning disabilities (CYCJ Information Sheet)	A guide to youth justice in Scotland: Speech, language and communication needs in youth justice (CYCJ)	The Royal College of Speech and Language Therapists: Justice evidence base No-one knows: Offenders with learning difficulties and disabilities (Prison Reform Trust)	
SKILLS	All workers can apply their awareness of the importance that adapting communication style to meet the speech, language and communication needs of individuals has on	All workers can consider and communicate the importance that adapting communication style to meet the speech, language and communication needs of individuals has on	All workers can effectively adapt their communication style to meet the speech, language and communication needs of individuals to effect change and reduce offending and	All workers can effectively adapt their communication style to meet the speech, language and communication needs of individuals to effect change and reduce offending, with

	effecting change and reducing offending and can support this through clearly communicating this as appropriate.	effecting change and reducing offending and can collaboratively develop and implement interventions in this manner.	can communicate best practice to others.	substantial autonomy, and can critically review, consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES	The Box: Communication help for the justice system (RCSLT) Sentence Trouble (The Communication Trust) Love life: Resources for young people with learning disabilities (NSPCC)	The Box: Communication help for the justice system (RCSLT) Inclusive communication Now Hear Me: Information and advice about augmentative and alternative communication NHS Education Autism Training Resources Talk links: The communication skills consultancy Supporting offenders with learning difficulties	The Royal College of Speech and Language Therapists can be contacted for training inputs Talking Mats: Improving communication, improving lives	

RESPONSIBLE: Promote the development of positive behaviour in children and young people

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the impact of providing opportunities to build strengths and take on responsible roles on increasing social capital and reducing offending.	All workers have knowledge and understanding of the impact of providing opportunities to build strengths and take on responsible roles on increasing social capital and reducing offending as well as actions that can contribute to this.	All workers have detailed knowledge and understanding of the impact of providing opportunities to build strengths and take on responsible roles on increasing social capital and reducing offending and the research underpinning this.	All workers have extensive knowledge and understanding of the impact of providing opportunities to build strengths and take on responsible roles on increasing social capital and reducing offending and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES			Changing lives? Desistance research and offender management (SCCJR)	
SKILLS	All workers can apply their awareness of the impact of providing opportunities to build strengths and take on responsible roles on increasing social capital and reducing offending and can support this through clearly communicating this as appropriate.	All workers can consider and communicate the importance of the impact of providing opportunities to build strengths and take on responsible roles on increasing social capital and reducing offending and can collaboratively develop and implement interventions in this manner.	All workers can critically identify and analyse opportunities to build strengths and responsible roles to increase social capital and reduce offending, are skilled at applying their knowledge and understanding in practice and can communicate best practice advice to others.	All workers can effectively analyse opportunities to build strengths and responsible roles to increase social capital and reduce offending, are skilled at applying their knowledge and understanding in practice to effect change and reduce offending, with substantial autonomy, and can critically review, consolidate and extend knowledge around this.

SKILLS DEVELOPMENT OPPORTUNITIES				
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RESPONSIBLE: Support children and young people to manage aspects of their lives

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of evidence-based interventions that can assist individuals to understand their offending behaviour, the context within which it developed and develop more responsible prosocial behaviours within a systemic context.	All workers have knowledge and understanding of evidence-based interventions that can assist individuals to understand their offending behaviour, the context within which it developed, develop more responsible prosocial behaviours within a systemic context as well as actions that can contribute to this.	All workers have detailed knowledge and understanding of evidence-based interventions that can assist individuals to understand their offending behaviour, the context within which it developed, develop more responsible prosocial behaviours within a systemic context and the research underpinning this.	All workers have extensive knowledge and understanding of evidence-based interventions that can assist individuals to understand their offending behaviour, the context within which it developed, develop more responsible prosocial behaviours within a systemic context and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	The Good Lives Model (CYCJ Information Sheet)	A guide to youth justice in Scotland: Theory and methods (CYCJ) A guide to youth justice in Scotland: Managing risk of serious harm (CYCJ)	Formulation in risk practice (1) (CYCJ Information Sheet) Formulation in risk practice (2) (CYCJ Information Sheet)	
SKILLS	All workers can apply their awareness of evidence-based interventions that can assist individuals to understand their offending behaviour, the context within which it developed,	All workers can consider and communicate the importance of evidence-based interventions that can assist individuals to understand their offending behaviour, the context	All workers can collaboratively develop, implement, monitor and evaluate evidence-based interventions to assist individuals to understand their offending behaviour,	All workers can collaboratively develop, implement, monitor and evaluate evidence-based interventions to assist individuals to understand their offending behaviour,

	develop more responsible prosocial behaviours within a systemic context and can support this through clearly communicating this as appropriate.	within which it developed, develop more responsible prosocial behaviours within a systemic context and can collaboratively develop and implement interventions in this manner.	the context within which it developed, develop more responsible prosocial behaviours within a systemic context and can communicate best practice to others.	the context within which it developed, develop more responsible prosocial behaviours within a systemic context , with substantial autonomy, and can critically review, consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES		Solution-focused practice toolkit (NSPCC) Risk formulation and intervention planning (CYCJ Roadshow) Understanding and responding to Harmful Sexual Behaviour (CYCJ Roadshow) Risk formulation and intervention planning (CYCJ Roadshow)	Safer Lives training GAP: training package for reducing harm – in CYCJ workplan.	Harmful Sexual Behaviour Framework (NSPCC)

INCLUDED: Support children and families within the community				
	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance of retaining vulnerable children in the Children’s Hearing System, diverting them from prosecution and providing individualised community alternatives to secure care or custody.	All workers have knowledge and understanding of the importance of retaining vulnerable children in the Children’s Hearing System, diverting them from prosecution, providing individualised community alternatives to secure care or custody as well as actions that can contribute to this.	All workers have a detailed knowledge and understanding of the importance of retaining vulnerable children in the Children’s Hearing System, diverting them from prosecution, providing individualised community alternatives to secure care or custody and the research underpinning this.	All workers have extensive knowledge and understanding of the importance of retaining vulnerable children in the Children’s Hearing System, diverting them from prosecution, providing individualised community alternatives to secure care or custody and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES		A guide to youth justice in Scotland: Early and effective intervention and diversion from prosecution (CYCJ) A guide to youth justice in Scotland: Managing risk of serious harm (CYCJ) A guide to youth justice in Scotland: Reintegration and transitions (CYCJ)	Edinburgh Study of Youth Transitions and Crime Evaluation of the Whole System Approach to young people who offend in Scotland Supporting young people involved in offending up to 21 years old: Extending the whole system approach	

		Whole System Approach to young offending: Guidance documents (Scottish Government)		
SKILLS	All workers can apply their awareness of the importance of retaining vulnerable children in the Children’s Hearing System, diverting them from prosecution and providing individualised community alternatives to secure care or custody and can support this through clearly communicating this as appropriate.	All workers can identify opportunities to retain vulnerable children in the Children’s Hearing System, divert them from prosecution and provide individualised community alternatives to secure care or custody, are skilled at applying their knowledge and understanding in practice and can convey this knowledge to others.	All workers can critically identify and analyse opportunities to retain vulnerable children in the Children’s Hearing System, divert them from prosecution and provide individualised community alternatives to secure care or custody and are skilled at applying their knowledge and understanding in practice and can communicate this to others to effect change.	All workers can develop, implement, monitor and evaluate plans to retain vulnerable children in the Children’s Hearing System, divert them from prosecution and provide individualised community alternatives to secure care or custody, with substantial autonomy and can critically review, consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES		Whole system approach: Responding to complexity and lessons learned (CYCJ Roadshow) Early and effective intervention (CYCJ Roadshow) Diversion from prosecution (CYCJ Roadshow)	GAP: training package for reducing harm – in CYCJ workplan.	

		<u>Managing high risk behaviour (CYJ Roadshow)</u>		
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INCLUDED: Support communities who want to bring about positive social change

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance of community engagement and support in reducing offending behaviour.	All workers have knowledge and understanding of the importance of community engagement and support in reducing offending behaviour as well as actions that can contribute to this.	All workers have a detailed knowledge and understanding of the importance of community engagement and support in reducing offending behaviour, the actions that can contribute to this and the research underpinning the role of community.	All workers have extensive knowledge and understanding of the importance of community engagement and support in reducing offending behaviour, the actions that can contribute to this and a critical understanding of the research underpinning the role of community.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES				
SKILLS	All workers can apply their awareness of the importance of community engagement in reducing offending and can support this through clearly communicating the important role of community as appropriate.	All workers can identify opportunities to encourage community engagement and support in reducing offending behaviour, are skilled at applying their knowledge and understanding in practice and can convey this knowledge to others.	All workers can critically identify and analyse opportunities to encourage community engagement and support in reducing offending behaviour, are skilled at applying their knowledge and understanding in practice and can communicate this to others to effect change.	All workers can critically review, consolidate and extend knowledge around the importance of community engagement in reducing offending and can collaboratively develop, implement, monitor and evaluate action plans to increase community engagement.

SKILLS DEVELOPMENT OPPORTUNITIES				
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INCLUDED: Support children and young people through major transitions				
	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the importance of delivering well planned and supported transitions in reducing offending and promoting desistance.	All workers have knowledge and understanding of the importance of delivering well planned and supported transitions in reducing offending and promoting desistance as well as actions that can contribute to this.	All workers have a detailed knowledge and understanding of the importance of delivering well planned and supported transitions in reducing offending and promoting desistance and the research underpinning this.	All workers have extensive knowledge and understanding of delivering well planned and supported transitions in reducing offending and promoting desistance and a critical understanding of the research underpinning this.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Reintegration and transitions (CYCJ Information Sheet)	A guide to youth justice in Scotland: Reintegration and transitions (CYCJ) Whole System Approach to young offending: Guidance documents (Scottish Government) Secure Care in Scotland: Young Peoples Voices Scottish Transitions Forum	Beyond Youth Custody Scottish Transitions Forum	
SKILLS	All workers can apply their awareness of the importance of delivering well planned and supported transitions in reducing	All workers can identify opportunities to deliver well planned and supported transitions to reduce offending and promote	All workers can critically identify and analyse opportunities to deliver well planned and supported transitions to reduce	All workers can develop, implement, monitor and evaluate well planned and supported transitions to reduce offending and

	offending and promoting desistance and can support this through clearly communicating this as appropriate.	desistance, are skilled at applying their knowledge and understanding in practice and can convey this knowledge to others.	offending and promote desistance and are skilled at applying their knowledge and understanding in practice and can communicate this to others to effect change.	promote desistance, with substantial autonomy and can critically review, consolidate and extend knowledge around this.
SKILLS DEVELOPMENT OPPORTUNITIES		Beyond Youth Custody Scottish Transitions Forum	Reunification: An evidence-informed framework for return home practice (NSPCC) Beyond Youth Custody Scottish Transitions Forum	

INCLUDED: Deliver services to families, children and young people from diverse cultural and language communities

	INFORMED	SKILLED	ENHANCED	SPECIALIST
KNOWLEDGE	All workers are aware of the role stigma, inequality and discrimination can play in offending behaviour and the importance of ensuring an inclusive, culturally sensitive approach where people are treated according to their needs.	All workers have knowledge and understanding of the importance of the role stigma, inequality and discrimination can play in offending behaviour and the importance of ensuring an inclusive, culturally sensitive approach where people are treated according to their needs as well as actions that can contribute to this.	All workers have a detailed knowledge and understanding of the role stigma, inequality and discrimination can play in offending behaviour and the importance of ensuring an inclusive, culturally sensitive approach where people are treated according to their needs, the actions that can contribute to this and the research underpinning equality and diversity.	All workers have extensive knowledge and understanding of the role stigma, inequality and discrimination can play in offending behaviour and the importance of ensuring an inclusive, culturally sensitive approach where people are treated according to their needs, the actions that can contribute to this and a critical understanding of the research underpinning equality and diversity.
KNOWLEDGE DEVELOPMENT OPPORTUNITIES	Gender, sexual identity and crime (CYCJ Information Sheet)	A guide to youth justice in Scotland: Vulnerable girls and young women (CYCJ)	Between and rock and a hard place: Responses to offending in residential childcare (CYCJ)	
SKILLS	All workers can apply their awareness of the role stigma, inequality and discrimination can play in offending behaviour and can support this through clearly communicating the need for an inclusive,	All workers can identify opportunities to encourage an inclusive, culturally sensitive approach where people are treated according to their needs, are skilled at applying their knowledge and	All workers can critically identify and analyse opportunities to encourage an inclusive, culturally sensitive approach where people are treated according to their needs, are skilled at applying their	All workers can critically review, consolidate and extend knowledge around inclusive, culturally sensitive approaches where people are treated according to their needs, and can collaboratively

	culturally sensitive approach where people are treated according to their needs.	understanding in practice and can convey this knowledge to others.	knowledge and understanding in practice and can communicate this to others to effect change.	develop, implement, monitor and evaluate action plans to increase equality and diversity
SKILLS DEVELOPMENT OPPORTUNITIES		“Getting it right for girls” – Working with vulnerable and high risk girls (CYCJ Roadshow) Offending and residential childcare (CYCJ Roadshow)	SVQ – Girls and young women	