

The One Good Adult Job Description Implementation Guidance

Please note this is a DRAFT of the Implementation Guidance for use in pilot areas which will be evaluated, and the guidance may be amended based on feedback. The full Implementation Guidance will be launched in 2023

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Acknowledgements

NHS Education for Scotland (NES) and the Scottish Government and would like to thank the children and young people who first drafted the One Good Adult Job Description as part of the engagement process on the development of the Children and Young People’s Mental Health and Wellbeing: [Knowledge and Skills Framework](#); as well as the children and young people who completed the One Good Adult Job Description resource, and to [Children in Scotland](#) (CiS) who helped them do that. We would also like to thank Members of the [Mental Health in Schools Working Group](#) which supports the Scottish Government’s ongoing commitment to supporting positive mental health in children and young people in school. We hope the job description has captured the wide range of views expressed.

SECTION 1

Introduction:

North Ayrshire and Aberdeen City Local Authorities have volunteered to test out different ways of implementing the One Good Adult Job Description. We hope they will work out how it can be used, in a range of settings, and provide implementation materials that we can share with other areas. This pilot phase will run from October 2022- Summer 2023. NES and Scottish Government will use the results of these pilot projects to create an 'Implementation Wrap' for the One Good Adult Job Description which will be launched, across Scotland, in Autumn 2023.

We hope the document below will help with the pilot project development. We have included the One Good Adult [Sway](#) presentation as well as the Children in Scotland report that includes lots of detail about how the children and young people decided what to include in the Job Description, as well as some related learning resources and a description of the policy background. Please feel free to use any of these materials to support the pilot work.

This is the One Good Adult Job Description:

The children and young people of Scotland want to recruit 'Good Adults' to work with them and alongside them in a range of settings. This is the job description they have written, which is also captured in this [Sway](#):

Essential Criteria:

- You must be authentic, calm, approachable, and welcoming.
- You encourage and help young people to find support if they need it.
- You must be kind! Respect and try to understand children and young people and their lived experience. Take their concerns and worries seriously.
- You must ask clear questions, actively listen to children and young people's answers, and explain any actions you will take.
- You demonstrate that you're worthy of trust by doing what you say you will.

- You are open-minded and fair. You don't jump to conclusions or judge.
- You recognise that all children and young people are individuals. The person in front of you will need a personalised approach and supports.
- You trust that the child or young person in front of you knows themselves. You ask for and listen to their views, and you don't patronise them.
- You treat children and young people as your equal and talk directly to them.
- You offer realistic, helpful advice.

Desirable Criteria:

- You are hopeful about the individual you are talking to, as well as the support you can offer them.
- You encourage children and young people to embrace their strengths. You are enthusiastic and positive about what they can do.
- You notice when children and young people are struggling and know the next steps to take to help them.
- You know when to use humour, and when to be serious.
- You help young people relax by being friendly, caring and putting them at ease.

Skills and experience:

- You welcome children and young people from all different backgrounds and experiences.
- You understand that all children and young people have mental health, just like everyone has physical health, and sometimes they need support with this.
- You understand that we all have emotions, thoughts and behaviours that affect our mental health, and that is perfectly normal.
- You recognise that individuals aren't defined by just one aspect of their life or experiences.
- You want to learn about issues that affect children and young people's lives (including their experiences of gender, sexuality, disability, race, and care). You consider the ways these experiences might impact wellbeing and mental health.
- You understand the difference that positive relationships can make.

- You want to be a trusted, reliable adult for children and young people, no matter what your job is.

How to apply: demonstrate these criteria to every child and young person you work with.

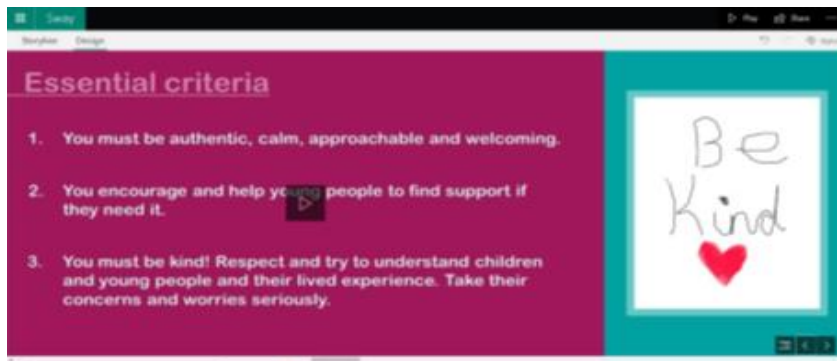
Please click [here](#) to link to the ‘How to be a good adult’ Sway presentation.

Vision

1. Our vision is to make Scotland the best place in the world to grow up. A place where everyone’s rights are respected and where children and young people can access the opportunities, and the right support at the right time from the right people so that they grow up feeling loved, safe, and respected. This approach is enshrined in Getting it right for every child ([GIRFEC](#)) Practice Guidance and in the [National Performance Framework](#). Positive, supportive, and nurturing relationships with adults are key to supporting children and young people to fulfil their potential and enjoy good mental and physical health and wellbeing. All adults who work with children and young people should strive to offer reliable, kind, hopeful and supportive relationships to the children and young people they work with. We hope that the One Good Adult Job Description, described above, will be used as a prompt to conversations about how we can all be Good Adults for children and young people and help make Scotland a great place to grow up.

‘How to be a Good Adult’ Sway Presentation

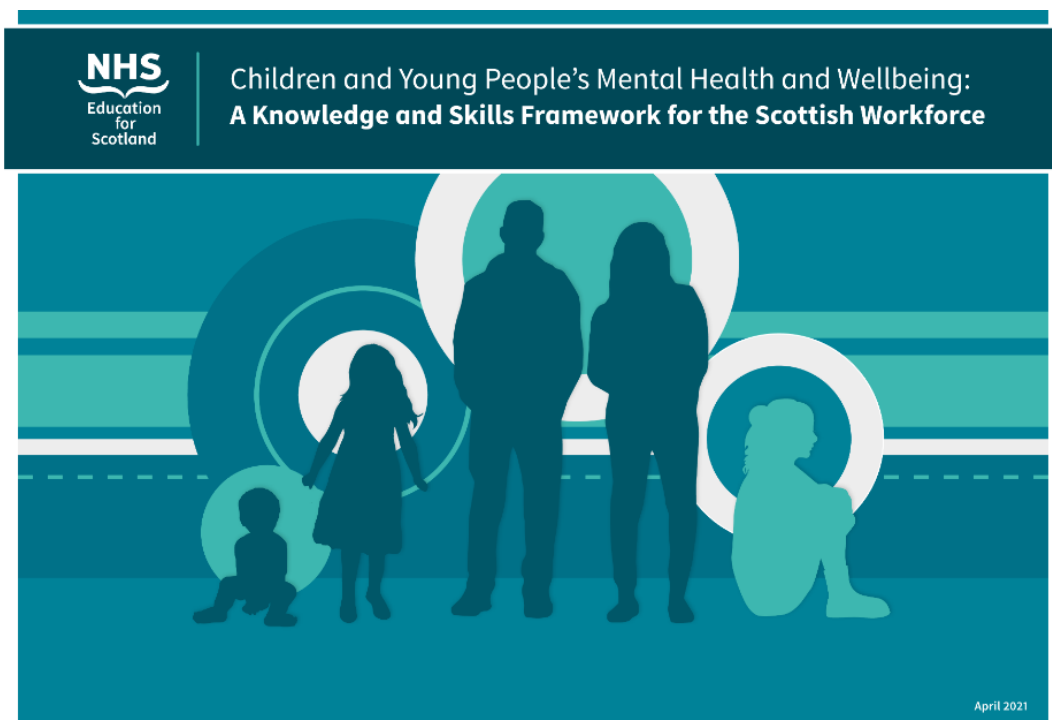
- [How to be a good adult \(office.com\)](https://www.office.com)



Background

1. In 2012, Dooley & Fitzpatrick, at University College Dublin, published a [study](#) about children and young people’s mental health and wellbeing. A key finding was the importance of a kind and reliable relationship with ‘One Good Adult’ to buffer against difficulties, offer support and believe in the child or young person. Children and young people described teachers, sports coaches, and parents as examples of ‘good adults’ who made a real difference to their mental health and wellbeing. The concept of One Good Adult has captured the importance of safe, supportive relationships for children and young people’s mental health and wellbeing.
2. Importantly, One Good Adult is **different** to the [Getting it right for every child’s ‘named person’](#) role, although there may be similarities between these two roles. If you have concerns about a child or young person, you must share this with their named person, who is usually their Health Visitor (from birth to beginning primary education) or the Head Teacher (for school-aged children and young people). GIRFEC, the [UNCRC](#) and [The Promise](#), are an indivisible part of how we deliver Scotland’s vision for children, young people, and families. GIRFEC contributes to the platform for developing work about family support and delivering the Promise.

3. Support for children and young people’s mental health and wellbeing is a high priority for the Scottish Government and for the Convention of Scottish Local Authorities (COSLA) and they have committed to deliver reform of children’s services through the [Children and Young People’s Mental Health and Wellbeing Joint Delivery Board](#) so we can better meet the mental health and wellbeing needs of children and young people. This work sits in the context of Professional Standards across the workforce as well as work ongoing to develop the broader professional skills required to work with children and young people, for example, the [Common Core of Skills, Knowledge and Understanding and Values for the ‘Children’s Workforce’ in Scotland](#).
4. As part of this reform, the Children and Young People’s Mental Health and Wellbeing: [Knowledge and Skills Framework](#) for the Scottish workforce was published, by NES in May 2021.



5. The Knowledge and Skills Framework sets out the levels of knowledge and skills needed by staff, across agencies, to deliver wellbeing and mental health supports and interventions, for children, young people, and their families, within the framework of Getting it right for every child (GIRFEC). It takes a right’s respecting

approach that upholds the United Nations Convention on the Rights of the Child (UNCRC) as well as the European Convention on Human Rights. For more information go to: www.cypcs.org.uk. The policy background for this work is outlined in **Annex A**.

6. A group of children and young people helped NES and the Scottish Government to develop the Knowledge and Skills Framework and they suggested the initial wording for the 'One Good Adult' Job Description. This word cloud captures their thoughts about the qualities that make someone a Good Adult:



7. NES and the Scottish Government commissioned Children in Scotland (CiS) to engage with a further group of children and young people to complete the Job Description and a summary of this work is in the infographic below. The final CiS report can be found [here](#) as well as in Annex B.

One Good Adult – Participation and engagement project with children and young people

Children in Scotland worked with 12 children and young people aged 12-24 between April and May 2022. Participants came from seven different local authorities and had a range of backgrounds and experiences.



We held four online sessions during which the group:

- Discussed what mental health was
- Shared their own experiences of the positive things professionals do to support their mental health and wellbeing
- Reviewed the Good Adult job description and suggested changes
- Created resources to bring the job description to life



Children in Scotland has produced a report explaining our activities and what the group said.

The group created a new version of the job description



"I really like all the parts where it talks about support because to me that is the epitome of what being a good adult is, to support children and young people"

Participants told us that they enjoyed being involved in the project, they felt included, and they were able to share their views effectively. They hope the job description and resources they have produced will have a big impact and support more adults to understand children and young people's needs.

To bring the job description to life the group produced:



"I think having moving elements and our own voices will help it to have more impact"



Purpose and Aims:

1. Early intervention and prevention are key priorities for the Scottish Government in taking forward our approach to mental health and wellbeing. Our aim is to support children and young people to positively engage with their mental health at an early stage, promoting and supporting the conditions for good mental health and wellbeing at a population/school level.
2. Curriculum for Excellence already places health and wellbeing at the heart of the curriculum, and this will be further emphasised within a whole school approach to mental health and wellbeing. Learning across the whole curriculum as outlined within [Health & Wellbeing Responsibility of All](#) should ensure that children and young people develop the knowledge, understanding, skills, capabilities, and attributes they need for mental, emotional, social, and physical wellbeing. The young person should be put at the centre of decision making about their mental health and wellbeing.
3. The One Good Adult Job Description resource provides a high-level description of the skills required by adults to help them develop safe, nurturing and encouraging relationships with children and young people. These relationships could help foster positive mental health and wellbeing in children and young people and there is a

strong body of [evidence and guidance](#), embedded in public health policy to support this approach.

4. This resource is an important reminder to all parents and carers as well as adults who work, or volunteer, with children and young people, about what children and young people need from adults, to support their mental health and wellbeing.
5. NES and the Scottish Government will work with North Ayrshire and Aberdeen City Council to conduct and evaluate the impact of pilots of different ways of using the One Good Adult Job Description resource across local agencies. This will allow us to develop implementation guidance and resources to be launched for national use in March 2023.

SECTION 2

Implementation Pilot

6. In the first instance, we will establish a pilot to implement the One Good Adult Job Description across child agencies in Aberdeen City and North Ayrshire Councils to encourage them to adapt and use it in a way that suits the different settings. We will follow up this work over the next few months with an aim of gathering, and sharing, examples of good practice from all those who used the resource including school staff, youth workers, third sector organisations, school nurses, parents/carers and children and young people themselves.
7. The [participation](#) of children and young people will be at the centre of this work which must be underpinned by Article 12 of the UNCRC - Article 12 says that **every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously**. This principle recognises children and young people as actors in their own lives and applies throughout a child's life.

Who is this for?

8. This resource is for all parents and carers, as well as for adults who work with children and young people, either as part of their job role, or as a volunteer.

How this could be used

9. We hope this resource will be used flexibly, by children and young people as well as the adults around them, to drive conversations and reflections about how to be a Good Adult. We know that positive relationships are the building blocks to developing children and young people's resilience. Ultimately, we hope to spread the word about the importance of good relationships with children and young people across the workforce. The pilot period is an opportunity to develop and try out the resource across a variety of contexts and functions. Staff across a range of agencies will undertake the pilot work in North Ayrshire and Aberdeen City. NES and Scottish Government will provide a method to evaluate the pilot work and then convene a feedback event in Summer 2023, take the best practice examples and prepare them for national launch, in Autumn 2022.

10. Some ideas for the pilot implementation:

The resource could be used by **adults** to:

- Help them reflect on their relationships with the children and young people in their care
- Inform parents / carers about what they should expect from the adults who work, or volunteer, with their child or young person, as well as be used to give them feedback
- Inform the design and content of professional learning and development activities
- Shape how job descriptions are written as well as selection processes
- Reflect on current work practices
- Share examples of good practice
- Consider how the OGA Job Description can be used as a reflective tool
- The One Good Adult Job Description reflects what schools are doing already, for example, [The General Teaching Council for Scotland](#) said this about it:
 - [The Professional Standards for Scotland's Teachers](#) describe teacher professionalism in Scotland; teachers' 'way of being.' The Professional Values help teachers to develop their professional identity and underpin a deep commitment to all learners' cognitive, social, and emotional growth

and wellbeing. The One Good Adult resource sets out the 'job description' for all adults working with children and young people, as designed by children and young people from across Scotland. Teachers can use this resource to reflect on where it resonates with The Professional Standards and can make meaning from this through their professional actions which are visible in their practice every day.

The resource could be used by **children and young people** to:

- a. Understand what they should expect from the adults around them
- b. Provide feedback to the adults around them
- c. Engage in meaningful participation in decision making processes. It is young people's right to have a say in matters that affect them through opportunities for meaningful participation

We are keen to learn as much as possible from the pilot projects. Please use the Feedback Form (<https://forms.office.com/r/EVsxddi6xk>) to keep notes of:

- Who you have you engaged
- What you did
- Any resources developed
- How children and young people helped with each pilot
- Qualitative feedback from recipients of the learning, e.g., quotes about how it has changed their work practice

We will use the completed feedback forms at our Sharing Good Practice event at the end of the pilot phase. We will be in touch with details about this nearer the time.

[Helpful Professional Learning Resources to Enhance the One Good Adult Job Description Implementation Pilots:](#)

1. The NES Sowing Seeds animation <https://vimeo.com/334642616> is part of the [NES Transforming Psychological Trauma National Trauma Training programme Online Resources](#) which offers a suite of professional learning resources about trauma which are available, free of cost, to all workers and volunteers in Scotland, at four practice levels, dependant on how much contact a worker has with people who have experienced trauma. Sowing Seeds is suitable for all people who work with children and young people in Scotland because it sits at the universal, Informed Practice Level.



2. NHS Education for Scotland, in partnership with Public Health Scotland, have developed learning resources for the health, social care, and wider public sector workforce. Our informed level animations are for all those who work with children and young people:



These animations support staff to understand the factors that influence mental health and resilience in children and young people; to engage proactively with children and young people about mental health, self-harm, and suicide; and recognise when to seek help to support those in their care.

These and other [learning resources](#) are designed to help people to recognise when someone may be experiencing poor mental health and to know how to respond- and ultimately help to prevent suicide.

For further information please contact psychology@nes.scot.nhs.uk

3. Education Scotland's Cycle of wellbeing
<https://education.gov.scot/improvement/learning-resources/the-cycle-of-wellbeing/>
4. [Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
5. [Learner Participation in Educational Settings \(3-18\) | Self-evaluation | National Improvement Hub](#)
6. [professional-guide-a-childrens-rights-based-approach.pdf \(gtcs.org.uk\)](#)
7. [Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](#)
8. National Child Protection Group's information leaflet for children and young people
<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/>
9. [Observing Children](#) was developed by the Scottish Social Services Council ([SSSC](#)). Little children can find it harder to use language to talk about their mental health and wellbeing, but you can tell a lot by observing them. This resource also contains links to a range of helpful information sources about early child development and attachment.



Collect Open Badges as you complete each observation. [Find out more](#)

ANNEX A

Policy landscape and legal framework:

The legal and policy context in Scotland emphasises the need to take a child-centred, rights-based, and preventative approach to supporting positive mental health and wellbeing. NES has worked with stakeholders, including the Scottish Government, Education Scotland and COSLA to compile this section. We hope it will provide a helpful summary of the context in which the One Good Adult Job Description sits.

National Improvement Framework (NIF)

The Scottish Government wants to ensure children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs. The [national improvement framework and improvement plan](#) for Scottish education is designed to help deliver the twin aims of excellence and equity in education. The NIF serves as the single, definitive plan for securing educational improvement and incorporates the information in the [national improvement framework interactive evidence report](#). See also: [summary of the national improvement framework and improvement plan](#)

The [Scottish Attainment Challenge's](#) purpose is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Equity can be achieved by ensuring every child has the same opportunity to succeed.

The First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of urgency and priority to this issue. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.

It provides focused and targeted improvement activity in literacy, numeracy and health and wellbeing across Scotland. It also supports and complements a broad range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. Funding is provided using the Attainment Scotland Fund which focuses on closing the attainment gap between the most and least disadvantaged children.

In the current parliamentary term, there will be an investment of £1 billion – increased from £750 million during the last parliament. The refreshed SAC programme began in 2022 and is split into the following areas:

The [Scottish Attainment Challenge 2022/2023 – 2025/2026](#) aims to support recovery from the pandemic and accelerate progress in closing the gap. The next phase of the SAC has been developed in partnership with and agreed by COSLA and builds on the evidence set out in the Scottish Government and Education Scotland [5 year report](#) on progress towards closing the poverty related attainment gap, the [Equity Audit](#), the [Audit Scotland report](#) on educational outcomes, and the [OECD review](#). It will continue to provide support for children and young people impacted by poverty through funding to local authorities, Pupil Equity Funding, Care Experienced Children and Young People funding and several national programmes.

This policy's mission is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. In summary the plans are that with the support of £1 billion over this parliamentary term – increased from £750 million during the last parliament – the refreshed SAC programme, from 2022/23, will include:

- An annual investment of up to £200 million in 2022/2023 to support children and young people impacted by poverty
- Continued empowerment of headteachers through pupil equity funding as the primary model for distributing funding to the education system, with funding of approximately £130 million annually to be allocated to 97% of schools
- Continued investment to support care experienced children and young people (cecyp funding), contributing to keeping [the promise](#)
- The introduction of strategic equity funding (SEF) of over £43 million, which will be distributed annually to every local authority based on [children in low income families data](#)
- Investment in national programmes to enhance supports across the system, supporting a range of national initiatives such as youth work and mentoring and
- A broader recognition of children and young people's achievements and attainment through the refreshed mission

Funding allocations for PEF and SEF are confirmed on a multi-year basis until the end of the Parliamentary term, giving local authorities and schools certainty to support long term planning.

Framework for Recovery and Accelerating Progress

The Framework for Recovery and Accelerating Progress is designed to:

- Reinforce our collective commitment to equity in education, to mitigate the impact of poverty on children’s outcomes and tackle the poverty-related attainment gap
- Set high expectations, including annual, ambitious locally identified stretch aims, to help ensure significant progress is made in recovering from the impact of the covid-19 pandemic and in achieving the mission of the Scottish attainment challenge
- Use existing improvement processes, as far as possible, to minimise additional bureaucracy and through local stretch aims, drive improved outcomes for children and young people and
- Build on the continued commitment to empowerment for local planning and decision making, while ensuring strategic direction, support and challenge is provided by local authorities and national agencies

Mental Health Strategy

We are committed to producing a new Mental Health and Wellbeing Strategy in 2023, building on the implementation of our [Mental Health Covid Transition and Recovery Plan](#).

The new strategy will allow us to look ahead to make sure we are doing the right things to meet changing mental health needs over the coming years as we recover from the pandemic; and will set out a clear vision for future population mental health, wellbeing and care, and our priorities to help us get there.

The scope of the strategy will be wider than before, with an increasing focus on wellbeing and prevention. We will also consider how the strategy can take account of social factors and inequalities that may impact a person’s mental health and wellbeing.

Mental Health Transition and Recovery Plan

The Mental Health Transition and Recovery Plan has a clear vision where people get the right help at the right time, expect recovery, and fully enjoy their rights, free from discrimination and stigma. Prevention and early intervention lie at the heart of this.

[THE COMMUNITY MENTAL HEALTH & WELLBEING SUPPORTS AND SERVICES: FRAMEWORK \(SCOTTISH GOVERNMENT, 2021\)](#)

The Community Mental Health and Wellbeing Framework sets out a broad approach for the support that children and young people should be able to access for their mental health and emotional wellbeing within the community. It states that the kind of support provided by community mental health services is additional to what can be provided through universal services, including by educational establishments, and to the clinical services provided through CAMHS.

Getting it right for every child (GIRFEC)

This is Scotland's national approach to promoting, supporting, and safeguarding the wellbeing of all children and young people. It provides a consistent framework, shared language, and common understanding of wellbeing. GIRFEC puts the child or young person at the heart and helps children and young people get the right support from the right people at the right time. The GIRFEC national practice model contains a recommended Scottish national assessment framework to assess the wellbeing of individual children and young people. This assessment then forms the basis of a 'child's plan' to provide support for that child, young person, and their family. The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) is the legislation that underpins child plans, whether these are class plans, Individual Education Plans, or co-ordinated support plans.

Tackling Child Poverty Delivery Plan

The Scottish Government published *'Best Start, Bright Futures'* - the second Tackling Child Poverty Delivery Plan for the period 2022-26 - at the end of March 2022. The Plan outlines transformational action to deliver on Scotland's National Mission to tackle child poverty.

The Plan sets out action to put cash in the pockets of families. This includes action which took effect from 1 April 2022, with the doubling of the Scottish Child Payment to £20 per week for eligible children under the age of 6 and the increase in the value of a further 8 Scottish social security benefits 6%.

The plan commits to working in partnership with local authorities to mitigate the benefit cap, as fully as we can within the limits of devolved powers, backed by up to £10 millions of investment each year. Additionally, the Scottish Child Payment will be further increased to £25 per eligible child, per week, by the end of 2022 when the benefit is expanded to eligible children under the age of 16.

The Plan also sets out the action we will take to drive progress in the medium to longer term to enable thousands of families to break the cycle of poverty. This includes significantly strengthening our employment services to support parents to enter, sustain and progress in work, backed by up to £81 million in 2022-23, and further strengthening our support to parents through a new £15 million Parental Transition Fund to tackle financial barriers parents face in entering the labour market.

In addition to our support for parents to increase their earnings from social security and employment, the plan also sets out our wider commitment to reshape a holistic package of support around families, improve access to mental health services, tackle fuel poverty and increase access to affordable housing for families who need it most.

The wide-ranging action set out in the Plan will help to drive progress toward the interim child poverty targets set for 2023-24, to lift more children out of poverty and to provide much needed support for families facing the cost-of-living crisis.

Keeping The Promise

The Scottish Government is committed to Keeping The Promise by 2030, working in partnership with Local Government, The Promise Scotland, the third sector, health boards and importantly the care community to do so. In March 2022 we published the Scottish Government's Promise Implementation Plan that sets out how we will work across Government to Keep the Promise we have made to Scotland's children and young people who are care experienced. The Plan has over 80 actions across nearly all Ministerial

portfolios that we will take to Keep The Promise. Further information can be found at [Home - The Promise](#).

Holistic Family Support

The Scottish Government remains committed to investing at least £500m over the life of this Parliament in Whole Family Wellbeing Funding (WFWF). This funding will support the whole system change necessary at a local and national level to transform the delivery of holistic family support to ensure families get the support they need when they need it whilst driving our commitment to #keepthepromise. We will publish our spending plans for 2022-23 in due course.

The Covid-19 Children and Families Collective Leadership Group

The Covid-19 Children and Families Collective Leadership Group (CLG) has been taking immediate action throughout the pandemic to support children and families in vulnerable situations based on the data and intelligence that it receives and engagement work with children, young people, and families. CLG will continue to receive regular updates on data trends, identify areas of concern, undertake deep-dive work to establish immediate actions to be taken; and monitor the impact of the response.

As the emphasis now shifts from crisis response to intermediate and longer-term recovery, CLG will focus on providing support for Covid recovery and renewal. CLG's priorities for this year include maintaining momentum on work to Keep The Promise and the development of a Children, Young People and Families Outcomes Framework.

The Children, Young People and Families Outcomes Framework will be aligned to the National Performance Framework and provide a set of wellbeing outcomes, based on what matters to children and families, and a means of measuring progress against these in a meaningful and transparent way. It will provide a way of connecting what is done at national and local level, with the difference it is making to the lives of children and families in Scotland. Further information on the Collective Leadership Group can be accessed here: [Coronavirus \(COVID-19\): Children and Families Collective Leadership Group - gov.scot \(www.gov.scot\)](#)

UN Convention on the Rights of the Child (UNCRC)

The Scottish Government is committed to fully realising the human rights of all people in Scotland. It is committed to building a Scotland where respect for human rights forms the bedrock of society and the institutions which govern and deliver public services for the people of Scotland. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill represents a significant step on the road to fully realising that future for Scotland: a future based on tolerance, equality, shared values, and respect for the worth and human dignity of all people. The purpose of the Bill is to bring the UNCRC into Scots law, to the maximum extent possible, and to put in place measures to achieve a culture of everyday accountability for children's rights across public services in Scotland.

The Bill, once commenced, will mean that children, young people, and their families will experience public authorities consistently acting to uphold the rights of all children in Scotland. Public authorities, including the Scottish Ministers, will have a duty to ensure they do not act in a way which is incompatible with the UNCRC requirements. Children, young people, and their representatives will have the power to go to court to enforce their rights, as per the Bill. Public authorities, in fulfilment of their duties under the Bill, should consider how to give effect to the rights of children to be involved in decisions which affect them.

We know that children experience their rights through the interactions they have with others, and through the services they are engaged with. Public services play a vital role in delivering improved outcomes for children, young people, and their communities, and in ensuring they experience and enjoy the full range of their rights. The full realisation of children's rights requires proactivity on the part of all public services, including adults who work with and for children.

The Scottish Government is working at pace to ensure adults who play a vital role in ensuring that children's rights are respected and fulfilled, are supported to implement a rights-based approach in practice, every day. We have issued introduction guidance on the UNCRC and will publish statutory guidance to support those with duties under the UNCRC Bill. We will launch a Children's Rights Skills and Knowledge Framework, which will provide a single point from which to easily access new and existing resources and training in relation to children's rights. This will be an open, flexible, and adaptable resource that can

be used across a wide range of sectors, giving users an enhanced understanding of how they can fulfil their duties in relation to the rights of children.

Additional Support for Learning Act

The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) (the 2004 Act) sets out the duties of education authorities and the rights of parents, children and young people to additional support for learning. [Additional support for learning: statutory guidance 2017](#) provides guidance on all aspects of the 2004 Act and is a code of practice for education authorities. The code of practice includes advice on the interaction between GIRFEC and education plans in meeting children's needs.

The Equality Act 2010 provides a basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions, as well as providing protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

The public sector equality duty in the Equality Act 2010 requires an organisation exercising public functions to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in the exercise of those functions. To help them to do this, most Scottish public authorities are subject to the requirements of a set of specific duties. These duties include equality impact assessment of new or revised policies.

National Guidance for Child Protection in Scotland

All children and young people have the right to be cared for and protected from harm, and to grow up in a safe environment. Child protection is a duty shared amongst all of us in society, not just core professionals. We expect all professionals working with children to identify and act on any concerns to ensure the safety and wellbeing of the child concerned and we updated the [National Guidance for Child Protection in Scotland](#) in 2021 to help professionals do this.

The aim of the **NHS Public Protection Accountability and Assurance Framework** is to ensure greater consistency in what children and young people, adults at risk of harm, and families can expect in terms of support and protection from health services in all parts of Scotland. It was developed to support all NHS employees and contractors in their public protection responsibilities. All NHS employees, GP and dental practices, and other independent sectors have a role in protecting the public. All regulated staff in Health Boards and services have professional duties to protect children and young people (including unborn babies) and adults. Staff in supporting roles across primary, secondary, specialist, and community health services also have public protection responsibilities. These contacts provide opportunities for early and effective interventions. [NHS public protection accountability and assurance framework - gov.scot \(www.gov.scot\)](#)

Strategic Equity Funding (SEF) – all 32 local authorities will share £43 million annually, to invest in approaches to achieving the mission of the Scottish Attainment Challenge. [SEF national operational guidance](#) has been designed to support local authorities in planning for the use of this funding.

Pupil Equity Funding (PEF) - additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from PEF and 97% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

This funding is to be spent at the discretion of the headteacher working in partnership with each other and their local authority, with [PEF national operational guidance](#) designed to help support those plans

Care Experienced Children and Young People Fund - this fund specifically targets improved attainment of care experienced children and young people within local authorities.

This funding is distributed to local authorities, and directed by Chief Social Work and Education Officers, in conjunction with key planning partners to target the funding (supported by the [Care Experienced Children and Young People national operational guidance](#)). The voices of care experienced children and young people are integral to this process. The funding benefits a wide group, with care experienced children and young people from birth to the age of 26, being eligible for investment from the fund.

Creating Hope Suicide Prevention Strategy and Action Plan

On 29th of September 2022, COSLA and The Scottish Government published a 10-year strategy to tackle the factors and inequalities that can lead to suicide.

The new strategy will draw on levers across national and local government to address the underlying social issues that can cause people to feel suicidal, while making sure the right support is there for people and their families. A key focus is placed on ensuring children and young people's needs are being considered.

This approach seeks to help people at the earliest possible opportunity and aim to reduce the number of suicides – ensuring efforts to tackle issues such as poverty, debt, and addiction include measures to address suicide

The strategy is supported by an increase in Scottish Government funding from £1.4 million to £2.8 million by the end of this parliament. It will see a continuation of the work delivered through 'Every Life Matters' action plan. Additionally, The Scottish Government will fund the Scottish Recovery Network as part of the initial three-year action plan to boost community peer-support groups across Scotland.

ANNEX B

Children in Scotland Final Report:

<https://childreninscotland.org.uk/wp-content/uploads/2022/07/One-Good-Adult-Final-Report.pdf>

ANNEX C

One Good Adult – Pilot Feedback Form

All pilots for the one good adult job description must complete the feedback form to allow us to collate and share examples of good practice. The Feedback Form can be accessed via the following link:

<https://forms.office.com/r/EVsxddi6xk>