

# Barnahus Standards

Scoping Workshop Report

July 2019

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# Executive summary

Healthcare Improvement Scotland (HIS) and the Care Inspectorate have been asked by Scottish Government to jointly develop a set of standards based on the Europe-wide [PROMISE2 Barnahus Quality Standards](#). Barnahus, or Child's House, is a multi-agency and child-focused response for victims and witnesses of violence. Across Europe, the model is characterised by intensive, multi-agency and ongoing support in a child-friendly setting and a single forensic interview, which prevents children and young people from having to attend court.

Fifty participants from across health, social work, justice, police and child protection were invited to attend a workshop at the Raploch Community Centre on Wednesday 19 June 2019. For a list of the organisations who attended and the activities on the day, please see Appendix 1 and 2.

During the workshop, participants from all sectors fed into the discussion on the scope of the Barnahus standards and provided a recommended 'direction of travel'.

The feedback was recorded, transcribed and coded by the Barnahus standards project officer based in HIS. Nine key themes were identified through the discussion: leadership and governance; culture and professional practice; children's rights; justice and evidence collection; support and advocacy; participation; equalities; staff roles and responsibilities; and service design and environment.

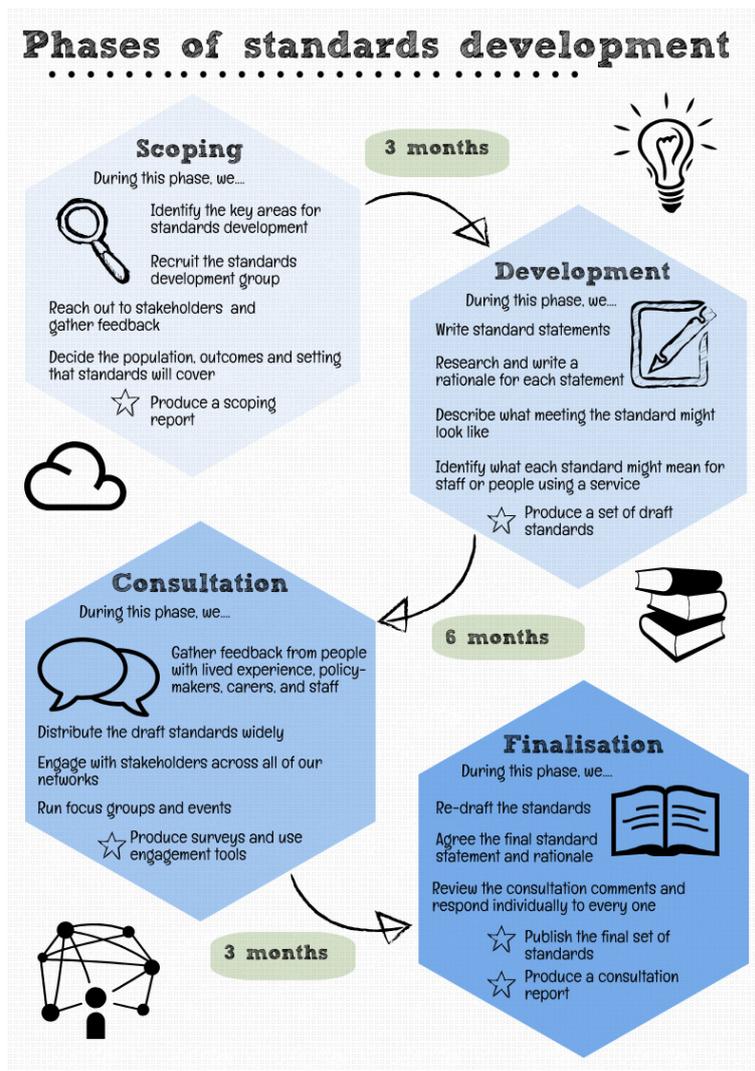
Informed by the themes discussed in the workshop, the following areas will be covered by the Barnahus standards:

- leadership and governance
- inter-agency working and collaboration
- child and family-centred design
- information and supported decision-making
- evidence collection
- staff training, roles and responsibilities, and
- follow-up treatment, support and advocacy.



## Next steps

Throughout the standards development process, the joint HIS and Care Inspectorate project team will continue to work with professionals and people with lived experience. A short life working group, known as the standards development group, will be formed to write the standards. The group will be made up of people from a wide range of organisations and sectors, including health, social work and justice, and co-chaired by leads from health and social care respectively. The standards development group will meet on a minimum of two occasions between August 2019 and December 2019.



In early December 2019, the Barnahus standards will go out for a 12-week consultation. We welcome all comments and will endeavour to engage with groups from as far and wide as possible.

We would like to thank all workshop participants and look forward to working with you and your networks throughout the Barnahus standards development process.

For more suggested revisions, or to offer any further recommendations to the Barnahus standards development group, please contact the project team at [hcis.barnahus.standards@nhs.net](mailto:hcis.barnahus.standards@nhs.net).

# Summary of workshop recommendations

1. The Barnahus standards should specifically cover child-centred approaches, environment, participation and service design to reflect the underpinning principles of the United Nations Convention on the Rights of the Child (UNCRC).
2. The Barnahus standards development group should complete a Child's Rights and Wellbeing Impact Assessment.
3. The standards development group should complete a comprehensive Equality Impact Assessment before the standards are drafted and the findings should be reflected in the final standards.
4. The standards should cover all children and young people who have disclosed any type of abuse.
5. The age of the 'child' should include special exceptions for young people with additional support needs or vulnerabilities.
6. The standards development group should consider how to best engage with children and young people throughout the standards development process, including the drafting stage.
7. Leadership and governance at a local and national level is essential to implement the standards and ensure continuous improvement.
8. The standards development group should ensure that empathy, understanding and listening underpin the standards.
9. The standards should reflect the ongoing work in improving the justice system in Scotland for children.
10. The standards should be multi-agency and relate to all relevant sectors.
11. The standards should include evidence collection, including joint investigative interviews and forensic medical examinations.
12. The standards should cover the level and delivery of support for children, young people and their safe carers, before, during and after a court case.
13. The standards should include staff training, responsibilities and support for staff in all related services.
14. The standards development group should consider consistent support, advocacy and case management.

# Overview

## Background

HIS and the Care Inspectorate have been commissioned by the Scottish Government to develop standards for a Barnahus response to victims and witnesses of violence in Scotland.

Barnahus originates in the Child Advocacy Centres developed in the 1980s in the United States. It is a child-centred, multi-agency service which puts a child's rights, wellbeing and participation at the centre of service design.

Currently, when children and young people give evidence in Scotland, they may tell their story to multiple people from multiple organisations. This can have the effect of re-traumatising the child, making them relive their trauma all over again, to the detriment of their wellbeing. In addition to preventing recovery, telling their story multiple times may reduce a child or young person's effectiveness as a witness following extensive questioning and reduce the quality of evidence.



## Aims of the Barnahus standards

The Barnahus standards aim to provide a road map for the development of a Barnahus model in Scotland. Based on the PROMISE2 Barnahus Quality Standards, the joint standards produced by HIS and the Care Inspectorate aim to improve recovery, reduce trauma, and shape service around the needs and rights of children and young people.

## Workshop

The aims of the workshop were to:

- identify the scope of the Barnahus standards
- give advice to the standards development group on key areas of policy and research
- provide the standards development group with a direction of travel, and
- provide participants and their organisations with information on how they can be involved with the standards development process.

## Neil Rennick, Director of Justice, Scottish Government

The workshop was opened by Neil Rennick, Director of Justice. He outlined Scottish Government's commitment to Barnahus and the steps that have been taken so far.

He offered the following advice to workshop participants:

*"Firstly, to develop a vision for Barnahus we need to not be confined by the boundaries of our own services or portfolios. Today is an opportunity to think and work outside silos.*

*Secondly, please be honest about the challenges we face. It is crucial that in developing these standards, we identify barriers and solutions to delivering a Scottish version of Barnahus.*

*Thirdly, please help us keep the momentum going. Today marks the start of a conversation on Barnahus standards, and I hope you will all continue to contribute to this agenda, both in terms of the standards and beyond."*

## Henry Mathias, Head of Professional Practice and Standards, Care Inspectorate

On behalf of the standards development project team, Henry Mathias outlined the key principles of the Barnahus model (based on the PROMISE2 Barnahus Quality Standards). He discussed ongoing opportunities for people to be involved in the standards development process, including consultation, and explained the process of standards development.

## Rowan and Frankie's stories—introduced by Anna O'Reilly, Children 1st

Anna O'Reilly introduced audio recordings from workers who are supporting young people who are victims and witnesses of violence in Scotland. Rowan described her experiences of the criminal justice process following her disclosure of abuse. Her words were recorded and read by her case worker. Like Rowan, Frankie's own words were read by her case worker. Frankie's experience was of her after care and support following domestic violence and the response from a range of agencies.

## Les Newington, Peer Mentor and Group Facilitator, Survivors Unite

The afternoon session was opened by Les Newington, a peer mentor and group facilitator with Survivors Unite. He offered his perspective on the morning discussion, and reflected on the supportive elements of the Barnahus model. He highlighted the need for ongoing, consistent support and raised the issue that for many children or young people, the person who had abused them may also be a victim of trauma themselves.



- strategy and leadership from Scottish Government
- the structure of multi-agency working and case management, and
- funding and appropriate resourcing.

The leadership and governance theme was consistently discussed throughout the day, particularly during Activity 2 where the groups were asked both what we currently deliver well and what we could do differently. Particular examples of delivering ‘good’ leadership and governance included:

- Child Protection Committees
- shared understanding and common principles of the GIRFEC (‘getting it right for every child’) framework
- training and leadership in many sectors in understanding and responding to child protection concerns
- integration across the health and social care sectors, and
- improvements and national leadership in responding to people who have experience rape and sexual assault, driven by the Chief Medical Officer’s Taskforce for the improvement of services for adults and children who have experienced rape and sexual assault.

**Recommendations to the standards development group:** Leadership and governance at a local and national level is essential to implement the standards and to ensure continuous improvement. Therefore, this theme should be covered by the Barnahus standards.

## Theme 2: Culture and professional practice

Around 6% (n= 106 comments) related to cultures of working, including commitment to partnership working and empathy, understanding and trauma-informed practice of staff members. The participants also discussed wider cultural responses to child abuse, including safeguarding, outreach, community resilience and recognising what child abuse looks like.

The key areas raised in the discussion were:

- changing working practices to encourage multi-agency working
- listening to and believing children who disclose abuse
- understanding trauma in a way that is nuanced and recognises that people are different
- empathy and understanding
- understanding gender-based violence and the dynamics of abuse
- training in child protection and domestic abuse awareness across a range of different services, and
- recognising what child abuse looks like in reality.

*Friends made it worse. They said things that weren’t very nice. They told the guidance teacher that I wasn’t right [...] some of the things the guidance teacher said wasn’t right. He’d give an opinion on dad and that wasn’t helpful. He was standing up for my dad and that’s not nice. I felt nervous to go to him. He didn’t take my problem serious enough.*

**Frankie, 17**

**Recommendations to the standards development group:** changing culture and professional practice is part of training and leadership, in particular the multi-agency structure of the Barnahus model. The standards development group should consider weaving these principles throughout the Barnahus standards, and ensure that the principles of empathy, understanding and listening underpin staff training.

### Theme 3: Children's rights

Throughout the day, participants noted the importance of the UNCRC. In addition to the discussions that were coded, the UNCRC was mentioned several times in the 'legislation and policy to note' discussion. In particular, the participants highlighted Article 39: 'Children who have experienced neglect, abuse, exploitation, torture or who are victims of war, must receive special support to help them recover their health, dignity, self-respect and social life'.<sup>1</sup>

The participants also highlighted Article 19: 'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them'.<sup>2</sup>

Considering the rights of the child related to around 4% (n = 66) of the total comments. These included:

- recommending that a Barnahus model would be inclusive of all children who have experienced or witnessed abuse
- the success of GIRFEC in enshrining the rights of the child across all services
- the difficulty of balancing the rights of the child with the rights of an accused within an adversarial justice system
- a child or young person's right to confidentiality in rural and remote areas, including the islands
- the right to ongoing support, and
- the importance of child-centred processes and services.

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<sup>1</sup> Definitions from Unicef: 'A Summary of the UN Convention on the Rights of the Child' [https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_summary-1.pdf?\\_ga=2.43957157.1096302184.1561715903-1129356053.1561388579](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.43957157.1096302184.1561715903-1129356053.1561388579) [accessed 28 June 2019].

<sup>2</sup> *Ibid.*

*I was alone and questions were really hard and they used complicated words I didn't understand. I was confused about who was who because they all wore the same wigs and robes [...] I felt like the person defending him was trying to put words in my mouth and make it seem like it didn't happen.*

**Rowan, 8**

### **Recommendations to the standards development**

**group:** the group should consider the rights of the child when outlining the population to be covered by the standards. The age of the 'child' should include special exceptions for young people with additional support needs or vulnerabilities. The standards should cover all children and young people who have disclosed any type of abuse. The standards should specifically cover child-centred approaches and service design to reflect the underpinning principles of the UNCRC. A Child's Rights and Wellbeing Impact Assessment should be completed.

## **Theme 4: Justice and evidence collection**

The workshop participants agreed involving the justice system was essential to delivering Barnahus in Scotland. Standards, as discussed by the participants, should focus on ensuring that the justice process allowed for a child-centred approach to evidence collection. Over 8% (n = 144 comments) related to the justice process and evidence collection, including forensics and witness interviews.

Within the discussion, the key points raised by the participants related to:

- the timing, purpose and style of joint investigative interviews (interviews of the child or young person undertaken jointly by Police Scotland and social workers)
- improving joint investigative interviews so that they can be used as the child or young person's testimony in court
- improving process to ensure that children and young people do not have to give evidence or be cross-examined in court, and
- exploratory interviews where there is no confirmed disclosure of abuse, but concerns have still been raised by a teacher, social worker, healthcare professional, or family member.

Participants also highlighted some elements of good practice to date and discussed the current progress within the justice sector towards introducing a Barnahus model in Scotland:

- the Vulnerable Witnesses (Criminal Evidence) (Scotland) Act 2019 (passed by the Scottish Parliament on 13 June 2019)
- national improvement in joint investigative interviews
- the Children's Hearings System
- Police Scotland's experience of multi-agency investigations, and
- improvements in forensic examination and the development of a national clinical pathway for children and young people who have disclosed sexual abuse.

## Recommendations to the standards

**development group:** the Barnahus model, as described in the PROMISE2 Barnahus Quality Standards, includes justice as one of the core pillars. This should be reflected in the membership of the standards development group. The Barnahus standards should also reflect the ongoing work on improving the justice system in Scotland for children. There should be a standard which covers evidence collection, including joint investigative interviews and forensic medical examinations.

*His conviction was on Facebook before I heard about it. I found out at school. It was confusing and weird not to be told properly. It was scary too because I didn't know what had happened [...] It would have helped if there had just been one person I could have talked to the whole time and who could support me before, during and after court.*

**Rowan, 8**

## Theme 5: Support and advocacy<sup>3</sup>

The need for a Barnahus model to provide comprehensive support and advocacy was the third most discussed theme on the day of the workshop (n = 215 comments, just under 13%). The participants felt strongly that consistent, ongoing support should be a key principle of a Scottish Barnahus model, and was identified as an area for national improvement in the current service. In particular, the participants noted the importance of:

- support for the child or young person before, during and after a court case
- ongoing support in cases where there is no investigation or criminal proceedings
- support for the whole family, including siblings and safe carers
- flexible support, delivered at the child or young person's pace
- locally delivered services for after a child or young person has attended a Barnahus service
- no time limit on support, and
- children, young people and their families being informed fully throughout the process and supported to make decisions.

*At the case protection conference they didn't let me come to the meeting – it felt like they were talking about me behind my back.*

**Frankie, 17**

## Recommendations to the standards development

**group:** in keeping with the key themes identified on the day, support and advocacy should be considered in the scope of the standards. The standards should outline a minimum level of support for children, young people and their families, before, during and after a court case. The delivery of this support should also be considered by the standards development group.

<sup>3</sup> Although part of the justice process, 'advocacy' was considered to be a separate theme due to the supportive and ongoing case-management role provided by key workers allocated to each child or young person in some Barnahus models.

## Theme 6: Participation

The PROMISE2 Barnahus Quality Standards note that participation of children and young people in the running and design of the Barnahus is an important principle underpinning the Barnahus movement. Almost 6% of the discussion (90 comments) focused on participation of children and young people, both in service design and in developing the Barnahus standards. Workshop participants recommended that the service should:

*It means a lot to Katrina that by speaking out about her experience, things will be better for other kids.*

**Mum of Katrina, 10**

- engage with children and young people
- consider young people's interview panels
- support participation and involvement of children, young people and their families
- involve children and young people in the design, and
- ensure that children and young people are listened to during the drafting of the standards.

**Recommendations to the standards development group:** statutory and voluntary organisations representing the interests of children and young people should be on the standards development group. The standards development group should also consider how to best engage with children and young people throughout the standards development process, including the drafting stage. Participation should be covered in the Barnahus standards as part of both children's rights and advocacy.

## Theme 7: Equalities

Throughout the day, the participants reiterated that the Barnahus standards and any subsequent model has the potential to be more inclusive than current service provision. Around 4% of the workshop discussion (70 comments) considered this dimension. In particular, the participants highlighted that:

- services need to improve their accessibility for children with additional support needs
- a Barnahus model needs to be accessible for young people with additional support needs, including learning disabilities, if they are above the age of 16
- a Barnahus model should be fully aligned to, and linked in with, services for children who are looked after or accommodated
- immigration status should not be a barrier to accessing services, including advocacy and legal services
- gender-based violence may affect some people from black and minority ethnic communities in a different way, and
- children and young people who are refugees are not always able to access services.

**Recommendations to the standards development group:** the group should complete a comprehensive Equality Impact Assessment before the Barnahus standards are drafted and the findings should be reflected in the final document.

## Theme 8: Staff roles and responsibilities

Staff roles and responsibilities were discussed throughout the day, and was the second most discussed theme, with 20% (n = 344 comments) of the discussion relating to ongoing training, necessary roles and staff practice. The discussion related to staff from all agencies involved in delivering services for children and young people, in addition to Police Scotland and staff working within the justice system. The focus on staff training and responsibility was prominent, particularly in the future service delivery discussion and the scope of the Barnahus standards.

*My social worker doesn't know much about my life. She doesn't come to see me a lot. She couldn't drive so she had to get people to bring me to her. She should make the effort to see me not the other way around. She got her dates mixed up at the children's panel and was saying things that weren't true. I didn't feel I could say anything.*

**Shauna, 14**

The discussion covered the following areas:

- the need for one single, consistent worker to provide advocacy, case management and ongoing support for children, young people and their families
- training in trauma-informed practice for all staff members, particularly those working in the justice system
- the success in ongoing trauma-informed training within forensic medical services
- the need to support staff working in services where children and young people are victims and witnesses of violence
- highly trained, specialist staff should form a team around the child
- relationships between staff and children, young people and safe carers should be based on personal rapport rather than processes, and
- staff and leaders should have the right values and competencies.

**Recommendations to the standards development group:** the standards should cover staff training, responsibilities and include support for staff in all related services. The standards development group should consider the Independent Sexual Violence Advisor (ISVA) role from the English forensic medical service specification within a Scottish Barnahus.

## Theme 9: Service design and environment

The 'look' for a future Barnahus model was discussed significantly by workshop participants. Nearly a third of the comments (n = 477 comments) related to what a Scottish Barnahus might look like, feel like, or do differently. The participants highlighted:

- the Barnahus should be a building which feels safe and supportive
- a service should be delivered locally to prevent long travel distances
- children and young people should have a say in how the service is designed
- the service should be child centred and welcoming
- the service should fully include siblings and safe carers
- all children who are victims and witnesses of violence should be eligible to attend a Barnahus service
- a Barnahus service should be safe, inclusive and supportive
- children and young people who are perpetrators of violence may also be victims, and should be able to attend a Barnahus service
- the definition of a 'child' should align with relevant legislation, including the Children and Young People (Scotland) Act 2014
- in remote and island communities, staff should travel to the child or young person if they choose, and
- areas of good practice which may serve as models include the CEDAR project (Women's Aid), Rivers Centre (NHS Lothian) and Meadows Centre (NHS Forth Valley).

*My son was terrified that we'd run into my ex at court. His anxiety was going through the roof; he couldn't cope going to college, he was too scared. He didn't leave my side. He had really bad anxiety and didn't sleep through the night. I didn't think he'll ever recover but things are getting better [...] Children should always know that there's a lifeline.*

**Elaine**

*We got to court first thing in the morning. We had to sit and wait for hours in a plain room with nothing to do but go on my phone [...] at lunchtime I still hadn't given evidence so they told us to go for lunch. The person who assaulted me came and found me. He just kept standing at the window and looking at me. From then on I didn't feel safe because I knew he was walking around, that made everything harder.*

**Rowan, 8**

### **Recommendations to the standards**

**development group:** There should be a standard which covers the physical design of the Barnahus service.

# How to get involved

We welcome any additional comments or suggestions during this phase and any relevant information will be passed to the standards development group or to the co-chairs. Please contact the project team at [hcis.barnahus.standards@nhs.net](mailto:hcis.barnahus.standards@nhs.net).

To nominate a representative for the membership of the standards development group, please contact the project team before August 2019.

The project team consists of:

- **Fiona Wardell** Team Lead (Healthcare Improvement Scotland)
- **Henry Mathias** Joint Programme Lead (Care Inspectorate)
- **Rachel Hewitt** Project Officer (Healthcare Improvement Scotland)

To discuss the relevant policy and legislation or the implementation of the Barnahus standards, please contact [Barnahus@gov.scot](mailto:Barnahus@gov.scot).

Work within the Scottish Government is being led by Beth Macmaster, the Children and Gender-based Violence Lead within the Violence against Women and Girls and Barnahus Justice Unit.

## Draft standards consultation

As part of the standards development process, we will be holding a 12-week consultation from December 2019. During this time, we would like to hear from individuals, families, young people and professionals or organisations working in related services.

The consultation period will be a chance to comment on the draft standards and to give your thoughts on each individual criteria. The standards development group will consider and reply to each individual comment in a consultation report which will be published with the final standards.

To link your network in to the consultation process, or to be informed about events and focus groups near you, please contact the project team at [hcis.barnahus.standards@nhs.net](mailto:hcis.barnahus.standards@nhs.net).

# Information and support

## Reporting abuse

We all have a part to play in preventing the abuse of children and young people. If you are concerned for a child or young person you know, it is important that you report your suspicions. You can contact social services, the police or speak to a doctor, nurse, teacher or community worker.

If you are an adult concerned about a child, or a child concerned about a child, you can call the 24-hour NSPCC helpline on 0808 800 5000 or Crimestoppers on 0800 555 111.

If you are a child or young person who has experienced child sexual abuse, you can contact Childline on 0800 1111 or Stop It Now on 0800 1000 900.

Police Scotland information on reporting current or historic abuse can be found here:

<https://www.scotland.police.uk/keep-safe/child-protection/adult-survivors-of-childhood-abuse/> and <https://www.scotland.police.uk/keep-safe/young-people/supporting-children-and-young-people/how-can-child-abuse-be-reported/>

## Support needs

People's support needs are unique and can vary at different stages in their life.

In the immediate aftermath of rape or sexual assault, you may wish to contact Rape Crisis Scotland's helpline on 08088 01 03 02.

If you are experiencing difficulties coping with the effects of childhood sexual abuse or other forms of abuse, your GP can advise you about the range of services offering support in your area.

Details about a range of services funded directly by the Scottish Government can be found here:

<https://www.gov.scot/policies/child-protection/supporting-child-abuse-survivors/> and <https://www.gov.scot/publications/vawg-fund-2017-2020/>

If you have experienced abuse while living in care in Scotland, you may be eligible for support from Future Pathways, the Scottish Government's In-Care Survivors Support Fund contactable on 0808 164 2005.

# Appendix 1: Activities and workshop structure

Participants were asked to sit at tables with representatives from different organisations and sectors. Each table was allocated a trained facilitator who was responsible for ensuring that every comment was listened to, and every opinion and experience respected.

The workshop was divided into two sessions, opened by different speakers. The first session was designed to explore the existing provision for children who have experienced abuse and the current governance structures. Participants were asked to consider what the system should aspire to.

The second session aimed to explore the Barnahus standards in more depth. Participants were asked to identify relevant policy, legislation and networks which would be important for the development of standards. Finally, participants were asked to discuss the scope of the standards in more detail.

Throughout the day, feedback from each table was added to flipcharts at the front of the room. Facilitators were asked to write key messages, agreed by their tables, to be given to the Barnahus standards development group.



## Activity 1: Kit bags

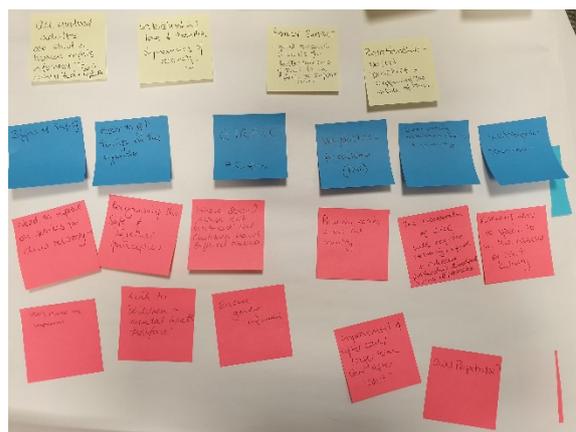
On each table, we put a mini kit bag, produced by the International Futures Forum. Participants were asked in groups to use the animal cards and decide on three 'ground rules' for the day. Each group selected words such as 'imagination', 'courage', 'power', 'understanding' and 'change'.

## Activity 2: What does 'good' look like?

The aim of this session was to gain a clearer understanding of what elements of the Barnahus model we think are good; what we currently do that links to this good practice; and what gaps we have.

Under each theme heading, participants were asked to identify:

- What does 'good' look like?
- What do we already deliver that links to this 'good' practice?
- What could we do better? Or what do we already do that could be nationally consistent? What could we do completely differently?



## Activity 3: Drawings

**CURRENT state**

Provision for children in Scotland who have experienced abuse is currently like a/an.....

Draw a picture you think best represents this

RAINBOW

because it is...

something that happens after a storm

But there are so many colours ie experiences are so different depending where you are

To begin the afternoon session, each person was asked to draw a picture to describe what current provision for children in Scotland who have experienced child abuse is currently like, and to describe their picture to someone else at their table.

## Activity 4: What is in scope of the standards?

Participants were asked to consider what a Barnahus model may look like in Scotland and to develop a road map or direction of travel for the standards development group. They were asked to consider:

- How can we go forward together?
- How can we best engage with your organisations?
- What are the key policies and key people/organisations we should work with?
- What should be in and out of scope of the Barnahus standards?

# Appendix 2: List of organisations

The following organisations were represented at the scoping workshop on 19 June 2019:

<b>Barnardo's Scotland</b>	<b>Perth and Kinross Child Protection Committee</b>
<b>Care Inspectorate</b>	<b>Police Scotland</b>
<b>CELCIS, University of Strathclyde</b>	<b>Rape Crisis Scotland</b>
<b>Children 1<sup>st</sup></b>	<b>Scottish Children's Reporter Administration</b>
<b>Children and Young Person's Commissioner</b>	<b>Scottish Government - Chief Medical Officer's Taskforce for the improvement of services for adults and children who have experienced rape and sexual assault</b>
<b>COSLA (Convention of Scottish Local Authorities)</b>	<b>Scottish Government - Children and Families Directorate</b>
<b>Crown Office and Procurator Fiscal Service</b>	<b>Scottish Government – Getting it Right for Every Child (GIRFEC) Policy Unit</b>
<b>East Regional Child Protection Managed Clinical Network</b>	<b>Scottish Government - Office of the Chief Social Work Adviser</b>
<b>East Renfrewshire Health and Social Care Partnership</b>	<b>Scottish Government - Violence against Women and Girls and Barnahus Justice Unit</b>
<b>Education Scotland</b>	<b>Stirling and District Women's Aid</b>
<b>Forth Valley Rape Crisis Centre</b>	<b>Survivors Unite</b>
<b>Healthcare Improvement Scotland</b>	<b>Wellbeing Scotland</b>
<b>Improvement Service</b>	<b>West Dunbartonshire Health and Social Care Partnership</b>
<b>Moira Anderson Foundation</b>	<b>West of Scotland Child Protection Managed Clinical Network</b>
<b>NHS Greater Glasgow and Clyde Child Protection Service</b>	
<b>NHS Lanarkshire</b>	
<b>NHS Lothian</b>	
<b>North Ayrshire Council</b>	
<b>North of Scotland Child Protection Managed Clinical Network</b>	
<b>NSPCC Scotland</b>	

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