



East Ayrshire Multi-Agency Children's Services Learning and Development Strategy 2018-2020

Learning with each other; Learning from each other; Learning about each other

Children’s Services in East Ayrshire – A Multi-Agency Learning and Development Strategy 2018-2020

Contents	Page
1. Introduction	3
2. Vision	3
3. Principles	3
4. Strategic Priorities	4
5. Legislative and Policy Context	5
6. Multi-agency Learning and Development	5
7. Protecting People in East Ayrshire Training Framework	7
8. Single Agency Training	7
9. Development and Delivery	8
10. Development Priorities 2018-2020	10
11. Evaluation, Monitoring and Quality Assurance	11
Appendix One: Legislative and Policy Drivers	13
Appendix Two: Common Core of skills, knowledge, understanding and values	14
Appendix Three: The Workforce Groups	17

1. Introduction

The Multi-agency Children's Services Learning and Development Strategy sets out the key priorities for the development of the workforce across Children's Services in East Ayrshire during 2018-2020. This strategy is based on, and links to, the East Ayrshire Children and Young Peoples Service Plan 2017 to 2020 and East Ayrshire Child Protection Committee Priorities 2017-2020. It is also therefore aligned to the East Ayrshire Community Plan 2015 – 30

The development of a competent, confident workforce will allow services within East Ayrshire to deliver positive outcomes for children, young people and families through prevention, early intervention and effective protective measures when necessary. In addition, there will be consolidation of reflective, evidence based practice which will underpin the processes used to maximise children's well-being.

2. Vision

The vision expressed for all citizens of East Ayrshire in the Community Plan is that;

'East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services, which are sustainable, accessible and meet people's needs.'

We want to ensure that each young child in East Ayrshire, including those who are not yet born, have the best start in life. Therefore our commitment to children and young people, their families and carers is to provide them with the support they need, when and where they need it in order to help them achieve their aspirations and potential.

3. Principles

The strategic outcomes forming the focus of the development and delivery of multi – agency learning and development activity will connect with the core functions of the Children and Young People's Service Plan 2017-2020 and the impact these have on children and young people. Closer alignment of Child Protection with wider Children's Service Planning is signposted in the recommendations arising from the Scottish Government's Child Protection Improvement Programme. The Children and Young People's Strategic Partnership and the Child Protection Committee had already integrated self-evaluation arrangements, through joint file audit arrangements across Children's Services and Child Protection and a single plan was considered to be the next step in promoting closer working and integration. Importantly, these new planning arrangements will help to positively impact on the lives of children and young people; safeguarding them from preventable harm and securing their wellbeing.

Guiding Principles

These guiding principles are shared between the C&YPSP and the CPC:

- **Access, inclusion, equality and quality:** A range of high quality services should be available to children, young people and their families at the time they need them and in the places that make sense to them. Children and young people should be supported in the context of their own families and local communities / services, unless it is not safe or appropriate to do so.
- **Prevention and early intervention:** Intervening early, particularly in the early stages of a child's life, where appropriate.
- **Listening, active participation and partnership:** Children, young people and their families should be active participants in designing, planning and reviewing the services they receive. Agencies will work in partnership with them and each other to promote self-reliance.
- **Protection:** Agencies will work with each other and with families to ensure that children and young people are kept safe.
- **Rights and Responsibilities:** Agencies will work with children, young people and their families in a way which ensures that their rights and responsibilities are clearly recognised and promoted.

4. Strategic Priorities

All multi-agency Children's Services learning and development activity will be underpinned by the following three strategic priorities;

1. Collaborative working, providing quality services aimed at responding effectively to the needs, risks and circumstances of children.
2. Early and effective intervention, thereby building strong and secure relationships, to enable sustainable change.
3. Effective inter-agency communication enhanced public information and meaningful engagement.

5. Legislative and Policy Context

Multi-agency learning and development activity will incorporate issues raised with the implementation of the National **Guidance on Child Protection in Scotland 2014** <http://www.scotland.gov.uk/Resource/0045/00450733.pdf> and the **Children and Young People (Scotland) Act 2014**.
http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf

The multi - agency Children's Services Learning and Development programme is underpinned by the '**Getting it Right for Every Child**' (GIRFEC) principles <http://www.gov.scot/Topics/People/Young-People/gettingitright> with all learning and development activity recognisable as linking back to the wellbeing indicators (SHANARI):

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected and Responsible, and
- Included

In addition to the **East Ayrshire Children and Young People's Service Plan 2017 – 2020**, there are a number of key documents and areas of focus in respect of legislative and policy drivers impacting on multi-agency learning and development for the Children's Services workforce. Links to these are included at **Appendix 1**.

6. Multi-Agency Learning and Development

Workers in a wide range of agency settings play a vital role in effecting the Scottish Government's vision for 'future generations of successful learners, confident individuals, responsible citizens and effective contributors'. Whatever their role, it is crucial that everyone who works with children, young people and their families have the right skills, knowledge, behaviours and values to provide high quality, effective services to children, young people and their families.

Multi-agency working has long been acknowledged as having a key role in supporting children and young people and protecting them from harm as it is recognised that no single agency can meet all the needs of a child at every stage of his or her life. Learning together in a multi-agency forum will enable everyone from the wide range of children's services to establish a common language and shared culture of reflective practice in respect of their work with children, young people and their families. Multi-agency learning and development activity allows collaboration, capacity building and future-proofing of the workforce.

The principles of **Getting it Right for Every Child (GIRFEC)** will underpin all learning and development activity. This will promote multi-agency working and ensure a child centred focus.

The 'Common Core' (Scottish Government 2009) describes the skills, knowledge and understanding, and values that everyone should have if they work with children, young people and their families, whether they are paid or unpaid. The skills, knowledge and understanding are described as "essential characteristics" and are set out in two contexts; relationships with children, young people and families and relationships between workers. (Appendix 2). These 'essential characteristics' will be fundamental to the development and delivery of relevant multi-agency learning events targeted at the Children's Services workforce.

The development and delivery of multi-agency children's services training and learning events is coordinated by a specialist post hosted within the Social Work Services Training Team. This post was created following the identification of the need for a lead officer for all multi-agency learning and development across children's services. The Workforce Development Officer therefore works to both the East Ayrshire Children and Young People Strategic Partnership and the East Ayrshire Child Protection Committee.

A number of multi-agency actions plans covering the period 2017–2020 underpin the Children and Young People's Service Plan 2017–2020, with progress against these plans reported to the C&YPSP. Details of these multi-agency action plans, which demonstrate the wide range of integrated service planning for children and young people being undertaken in East Ayrshire, are provided below:-

- GIRFEC Practice Model;
- Emotional Health and Well Being;
- Young People involved in offending (Whole Systems Approach);
- Kinship Care Action Plan;
- Corporate Parenting Action Plan;
- Best Start in Life (0-8 years) (Early Learning and Child Care Plan); and
- Young Carers Action Plan.

The CPC maintain strategic oversight and responsibility for all aspects of child protection and have prioritised the following key areas for the lifetime of this plan:-

- Neglect;
- Internet Safety; and
- Safeguarding – themes include:
 - Child Sexual Exploitation (CSE);
 - Human(Child) Trafficking;
 - Force Marriage;
 - Female Genital Mutilation (FGM);
 - Suicide;
 - Self-Harm;

- Prevent;
- Lesbian, Gay, Bi-sexual and Transgender + (LGBT+); and
- Multi-Agency Public Protection Arrangements (MAPPA).

The Multi Agency Children's Service (MACS) Learning and Development Calendar

The MACS annual calendar ensures that there is a variety of training sessions relating to the strategic priorities and current legislative and policy changes. The training sessions are offered on full or half day events depending on the subject. Training venues ensure that both the north and the south of the authority are covered and that there are at least two if not more sessions in the annual calendar.

Interactive learning methods are used to engage participants as much as possible. The use of real case studies and scenarios based on practice and current research or SCR findings are a key aspect of the training.

The Multi Agency Children's services Learning and Development calendar can be found here.

<https://www.east-ayrshire.gov.uk/Resources/PDF/C/Childrens-Services-Learning-and-Development-Calendar.pdf>

7. Protecting People in East Ayrshire Training Framework

The 'Protecting People' agenda cuts across all sectors of our community and recognises that, whatever the focus of work, practitioners and managers have a responsibility to recognise and actively consider risks to people of all ages, both children and adults. The central message throughout Protecting People is 'Recognise, Report, Record'. In order to do this effectively the multi-agency workforce require to be alert, recognise issues and concerns and know when and where to pass these on.

In East Ayrshire the key Partnerships are working together to protect children, young people, adults and women at risk and are developing learning opportunities to equip the multi-agency workforce with necessary knowledge, values and skills. Information about multi – agency Children's Services learning events is included within the '**Protecting People in East Ayrshire Training Framework.**' This Framework sits alongside each Partnership's Learning and Development Strategy and provides opportunities for effective collaboration for learning and development.

8. Single Agency Training

All agencies in East Ayrshire who provide services to children and young people, either directly or indirectly, remain ultimately responsible for the continuing learning and development needs of their own workforce, including volunteers /unpaid workers.

This means that meeting staff learning and development needs in respect of Child Protection remains a single agency responsibility, whether in the public or independent sector. Multi-agency Learning and Development events should enhance opportunities for shared learning across the Children's Services workforce and complement specific staff training available from respective partner agencies and the health and social care partnership.

9. Development and delivery.

The implementation of the National Framework for Child Protection Learning and Development in Scotland (2012) provided an opportunity to not only review how courses are structured but also how they are delivered to the workforce. In terms of revised structure, there are now three workforce groups as follows:

- The “**general contact**” workforce
- The “**specific contact**” workforce
- The “**intensive contact**” workforce

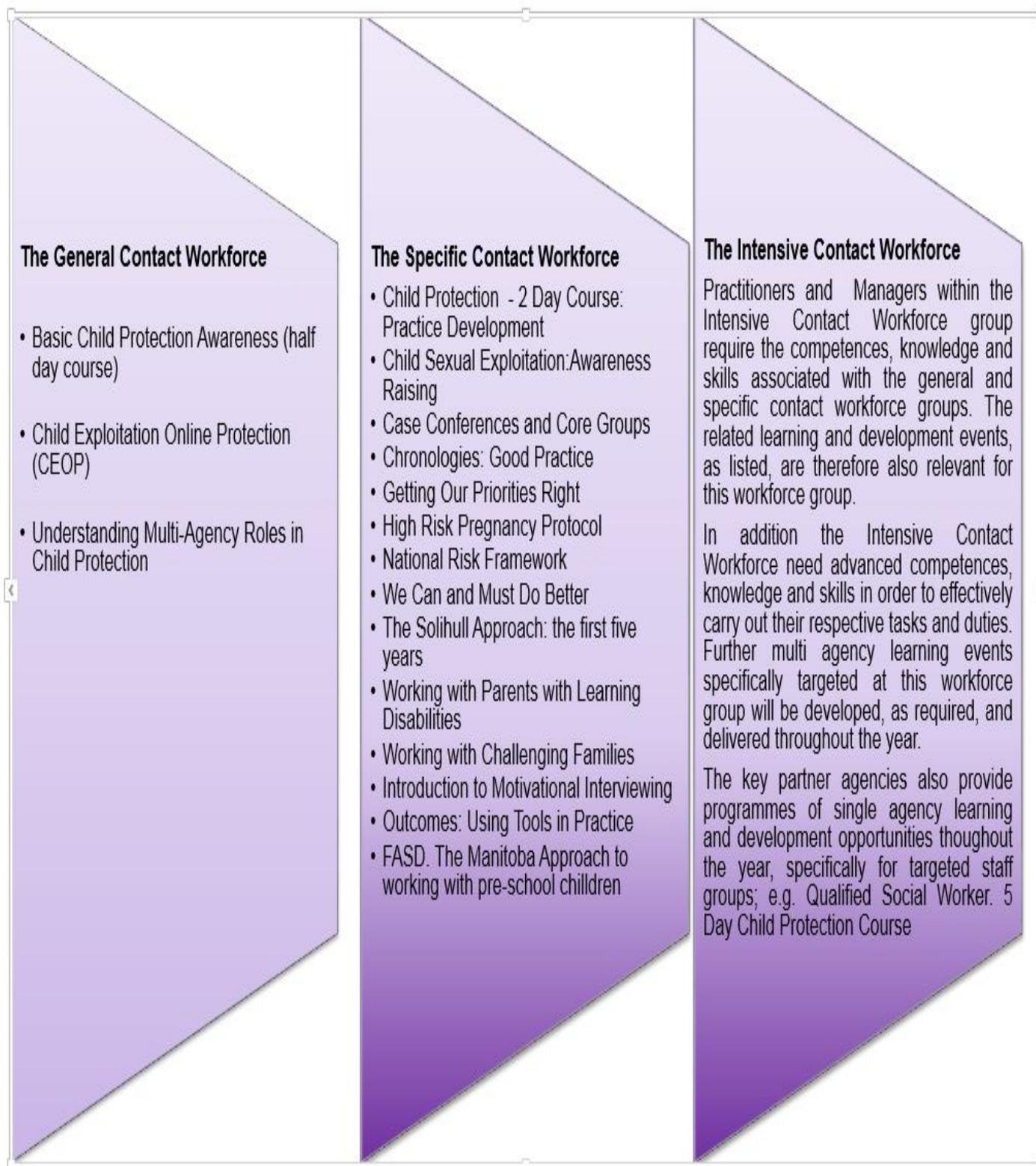
The definitions of these groups can be found in **Appendix Three**. The Framework details competencies for each group, but there is flexibility in how these can be applied - for example, there may be overlap between groups, and it is not always necessary for an individual to progress in a linear fashion from one group to the next

This means that while the courses and events run for multi-agency participants are allocated to these groupings, there is scope for developing new learning opportunities and perhaps offering them in different formats for different groups – for example a classroom based, information led event may be best for a General Contact workforce group where awareness raising is the outcome required, while the same information disseminated in a practice sharing forum may be of greater value to the Specific Contact workforce.

The preferred 'Training for Trainers' model of equipping appropriate practitioners and managers to deliver learning events to multi-agency groups, rather than one person, 'the trainer', delivering all events, is one which has been effective. A key part of this strategy is to move away from the traditional concept of “training” whereby people sit in a room and get presented to, and to integrate shared learning of knowledge, values and skills into everyday practice and into intra-agency and inter-agency team dynamics.

However, effective and sustainable delivery using this approach is heavily dependent on the availability and good will of practitioners and managers across the range of services/agencies to facilitate/deliver and attend learning events.

The following diagram highlights key areas identified for ongoing multi-agency learning and development activity for the Children's Services workforce in East Ayrshire during 2018 – 2020



10. Development Priorities 2018 - 2020

A learning and development programme will never be static and there should always be provision built in to allow for change and further development as circumstances require it. This would include lessons learned from relevant reports, inquiries, legislative or policy changes or research.

The following have been identified as priority areas for development over the next three years and work will be undertaken to implement these projects.

10.1 Neglect Training for practitioners.

To provide current and quality training on key research issues relating to neglect and its impact on the development of children and young people. In partnership with colleagues working with the Graded Care model, providing a framework of understanding for practitioners to understand the concept, thresholds and early signs of neglect. Neglect is one of the key priorities of the East Ayrshire Child Protection Committee.

10.2 Using research and conducting Practitioner/Action research to inform evidence based practice and create new knowledge.

To provide learning opportunities for practitioners and/or managers to work together to design, undertake, write up and publish research projects in relation to current practice issues. To continue to develop existing research skills or learn new skills regarding the use of research to inform current practice and to add to existing knowledge.

10.3 Child Sexual Exploitation (CSE) A range of approaches will be delivered in order to further raise awareness and develop practitioner knowledge and skills in respect of Child Sexual Exploitation and Abuse.

Anticipated Outcome

East Ayrshire will have a workforce who can recognise the risk indicators for child sexual exploitation, effect appropriate interventions and know where to access resources and services. East Ayrshire multi-agency services will be able to take preventative measures to improve outcomes for individuals at risk of harm and to protect and support those who have been exploited and subjected to abuse.

10.4. Use of Chronologies as tools for analysis

Significant work has been undertaken over recent years to develop awareness and understanding of the significance of Chronology in terms of recording and sharing information about significant events in the lives of children, young people and their families. However, this still remains a development issue which needs to be addressed in a practical and comprehensive approach.

Anticipated Outcome

The Children's Services workforce will understand the significance of shared chronological information, based on the Care Inspectorate Guidance to Chronologies (2015) and make more effective use and analysis of information contained within integrated chronologies to understand and confidently contribute to assessment, planning and decision making processes.

10.5 Child Sexual Exploitation Online/Internet safety

As one of the key priorities of the East Ayrshire Child Protection committee (EACPC), this subject continues to be a training and development priority. In partnership with colleagues in education and the CPC Internet Safety Plan ensuring that a target of a CEOP trainer in every school is a realistic and achievable goal.

10.6 GIRFEC

Working in partnership with the GIRFEC co-ordinator for Ayrshire and the Education GIRFEC manager, ensuring that the concepts, policies, practices and guidance for GIRFEC are disseminated and understood across the health and social care partnership. This includes the Team around the Child model and the role of the named person and lead professionals in working as multi-agency partnerships.

10.7 Trauma focussed practice

In line with current thinking and research, the development of knowledge sessions based on informing practitioners about the issues relating to trauma recognition and impact on children and families. These may include facilitating and co-ordinating learning such as ACER, Therapeutic Play, and other initiatives and tools which can help support working towards practitioners who are trauma aware.

11 Evaluation, Monitoring and Quality Assurance

The process of evaluation of learning and development events continues to be a priority. Approaches to evaluation will be developed based on the following:

- That any evaluation undertaken needs to assess the impact of learning on practice
- That evaluation of learning undertaken needs to be carried out in partnership with the learner and their manager, both before the learning event to ensure planned events meet the identified needs of the learner; and after the learning event to ensure that the learner has adequate opportunities to utilise knowledge and skills within their practice and that this is happening.
- That the plan for dissemination of learning to colleagues, within teams, needs to be discussed prior to a delegate attending a learning event

The Multi-Agency Learning and Development service will carry out detailed self-evaluation on each of the learning and development topics they deliver. In line with this, there will also be a detailed follow up evaluation of effectiveness in practice for one or two topics based on the agreement of the chairs of the East Ayrshire Children and Young People Strategic Partnership and the East Ayrshire Child Protection Committee.

Focus groups – there will continue to be two focus groups of practitioners to identify how well the annual training has been and consider its relevance to practice. At the end of the calendar another focus group will feedback on what are the current practice issues which need to be addressed in the new calendar and any other skills gaps which can be supported through learning and development. These focus groups will continue to influence the development and evaluation of the calendar and the learning and development programme.

Appendix One: Legislative and Policy Drivers

Children and Young People (Scotland) Act 2014.

http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf

<http://www.gov.scot/Topics/People/Young-People/legislation>

Children (Scotland) Act 1995

<http://www.gov.scot/Publications/2004/10/20066/44708>

Building the Ambition. National Practice Guidance on Early Learning and Child Care. Children and Young People (Scotland) Act 2014

<http://scotland.gov.uk/Resource/0045/00458455.pdf>

Getting Our Priorities Right (updated 2013)

<http://www.scotland.gov.uk/Resource/0042/00420685.pdf>

Getting it Right for Children and Families. Proposal for the development of guidance to support the GIRFEC provisions in the Children and Young People (Scotland) Act 2014

<http://www.scotland.gov.uk/Resource/0044/00448228.pdf>

National Framework for Child Protection Learning and Development in Scotland (2012)

<http://www.scotland.gov.uk/Resource/0040/00409124.pdf>

West of Scotland Child Protection Procedures

<http://www.online-procedures.co.uk/westofscotland/>

National Risk Framework to support the Assessment of children and young people (2012)

<http://www.scotland.gov.uk/Resource/0040/00409124.pdf>

Scotland's National Action Plan to tackle Child Sexual Exploitation (2016)

<http://www.scotland.gov.uk/Resource/0046/00463120.pdf>

We Can and Must Do Better (Scottish Government 2007)

<http://www.wecanandmustdobetter.org/>

Getting it Right for Every Child.

<http://www.gov.scot/Topics/People/Young-People/gettingitright>

Common Core of Skills, Knowledge & Understanding and Values for the "Children's Workforce" In Scotland (Scottish Government 2012)

<http://www.scotland.gov.uk/Resource/0039/00395179.pdf>

Appendix Two

Common Core of skills, knowledge and understanding and values

Essential Characteristics of those who work with children, young people and families in Scotland

	UNCRC guiding principles			
	Non-discrimination	Best interests of the child	Right to life, survival & development	Respect the views of the child
	<i>As an employee or a volunteer you will:</i>			
Context A: Relationships with children, young people and families	<p>A1. Recognise that the needs and strengths of children, young people and families are unique and will be influenced by their environment, backgrounds and circumstances</p> <p>A2. Understand your impact on children, young people and families and how they might perceive you. Adapt your tone, language and behaviour to suit the circumstances</p>	<p>A3. Help identify and work with the needs and strengths in parents, carers and their networks in the interests of children and young people for whom they care</p> <p>A4. Ensure children, young people and families understand what information will be kept in confidence; and why some information from or about them may be shared</p>	<p>A5. Be aware of how children and young people develop, seek to understand vulnerability and promote resilience</p> <p>A6. Understand appropriate child protection procedures and act accordingly</p> <p>A7. Consider the needs and potential risks for each child & young person in the context of where they live, their relationships and their wider world</p>	<p>A8. Include children, young people and families as active participants, listening to them, offering choices</p> <p>A9. Explain decisions and ensure children, young people and families fully understand them and their implications, especially if the final decision isn't what they hoped for</p> <p>A10. Keep children, young people & families informed of progress</p>
Context B: Relationships between workers	<p>B1. Be aware of who can help when provision for the needs or promotion of the strengths of children, young people or families is affected by their environment, backgrounds and circumstances</p> <p>B2. Be aware of who can help when you cannot communicate effectively with children, young people or families for any reason</p>	<p>B3. Understand the extent of your own role and be aware of the roles of other workers</p> <p>B4. Respect and value the contribution of other workers</p> <p>B5. Know what information to share, when to share it and with whom</p> <p>B6. Be aware of who can help parents or carers identify their own needs or strengths</p>	<p>B7. Know who to contact if you have a concern or wish to make a positive recommendation about a child, young person or family</p> <p>B8. Contribute to assessing, planning for and managing risks in partnership with others</p>	<p>B9. Seek to support children, young people and families in partnership with them, their networks and other workers</p> <p>B10. Recognise that timely, appropriate and proportionate action is appreciated by children, young people and families as well as other workers</p>

Common Values of those who work with children, young people and families in Scotland

Common values and principles are at the heart of the Common Core and the *Getting It Right For Every Child* approach. These values and principles build from the *Children's Charter* and reflect legislation, standards, procedures and professional expertise. They bring meaning and relevance at a practice level to single agency, multi-agency and inter agency working across the whole of children's services. Together with the Common Core essential characteristics, the values provide a common platform for working with children and young people which all workers can draw from:

- 1. Promoting the well-being** of individual children and young people: this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time.
- 2. Keeping children and young people safe:** emotional and physically safety is fundamental and is wider than child protection.
- 3. Putting the child at the centre:** children and young people should have their views listened to and they should be involved in decisions.
- 4. Taking a whole child approach:** recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life.
- 5. Building on strengths and promoting resilience:** using a child or young person's existing networks and support where possible.
- 6. Promoting opportunities and valuing diversity:** children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity.
- 7. Providing additional help should be appropriate, proportionate and timely:** providing help as early as possible and considering short and long-term needs.
- 8. Supporting informed choice:** supporting children, young people and families in understanding what help is possible and what their choices may be.
- 9. Working in partnership with families:** supporting wherever possible those who know the child or young person well, know what they need, what works well for them in their family and what may not be helpful.
- 10. Respecting confidentiality and sharing information:** seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality.
- 11. Promoting the same values across all working relationships:** recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, families and colleagues.

- 12. Making the most of bringing together each worker's expertise:** respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities.
- 13. Co-ordinating help:** recognising that children, young people and families need practitioners to work together, when appropriate, to provide the best possible help.
- 14. Building a competent workforce to promote children and young people's well-being:** committed to continuing individual learning and development and improvement of inter-professional practice.

The full document can be accessed at
<http://www.gov.scot/Resource/0039/00395179.pdf>

Appendix Three

The Workforce Groups

The general contact workforce

The general contact workforce is defined in this Framework as those who, as part of their job are likely to come into contact with children, young people and other family members. The frequency of the contact will vary, but these workers will not usually be involved in any in-depth personal work with them. However, these workers need to have the confidence and awareness to recognise when a child or young person may be in need of protection, and how to respond.

Examples of such workers (although not an exhaustive list) might include: some health workers (e.g. in accident and emergency services, NHS 24 workers; hospital porters; community pharmacists; dentists); some police officers (e.g. patrol officers); some workers having contact in education and learning environments while not working directly with children, young people and families: (e.g. school bus drivers; school crossing workers; school dinner workers; some library workers); some housing / maintenance workers (e.g. RSLs; tradespersons); some workers in sport and leisure services (e.g. workers at play facilities, events and attractions). This group would also include a range of other workers who have some contact with children, young people and parents / carers in their day to day work, without working directly with them or having an in-depth knowledge of their circumstances. It should be noted that some workers in this group will not be in posts that require PVG disclosure.

It is possible that some workers of the types identified above would, because of their particular role, be included (at least at times) in the specific contact workforce.

The specific contact workforce

The specific contact workforce is defined in this Framework as those who: carry out direct work with children, young people or other family members; and / or form more in-depth relationships with them; and / or provide specific services to them. These workers may carry out regular work with a child, young person or adult (although this will not always be the case). Contact may take place in the home or another setting (e.g. an office, school, community facility etc.). It may involve one to one work, or work in a group. These workers may be asked to contribute to the risk assessment and risk management process and may be involved in providing ongoing support to some children, young people and other family members. These workers require the competences, knowledge and skills associated with the general contact workforce, and some additional competences, knowledge and skills to reflect the nature of their involvement with children, young people and their families.

Examples of such workers (although not an exhaustive list) might include: some health and mental health workers (e.g. GPs; those in Family Nurse Partnerships; workers in a range of adult and children and young people's health services; counsellors); some education workers and workers in other learning settings (e.g. teachers; youth workers; early years and childcare workers; parenting workers); some workers providing support with social care and specific issues (e.g. family and adult support

workers; youth justice workers; drug and alcohol workers; domestic abuse workers; other community safety workers; some housing workers; and some police officers (e.g. community officers).

It is possible that some of the workers of the types identified would be the Named Person or Lead Professional in particular cases. In these instances, they would be included in the intensive contact workforce and would require the core competences, key knowledge and skills identified for that group. Similarly, other aspects of their particular role may mean that they would be included (at least at times) in the intensive contact workforce.

The intensive contact workforce

The intensive contact workforce is defined in this Framework as those who have specific designated responsibility for child protection issues as part of their role (e.g. where this is linked to their post, or where they are the Named Person or Lead Professional); and / or those who will be involved in undertaking child protection investigations or working with complex cases (e.g. providing particular forms of support relating directly to child protection). These workers require the competences, knowledge and skills associated with the general and specific contact workforces, but need additional competences, knowledge and skills to carry out their tasks.

Examples of such workers (although not an exhaustive list) might include: some designated health workers (e.g. a designated nurse for child protection; paediatricians with a child protection remit; other designated child protection advisory workers); some education practitioners (e.g. designated workers with a specific responsibility for child protection); some police officers (e.g. child protection officers; other officers in a PPU); some social care workers (e.g. workers in specialist children and young people's agencies; children and family services; some criminal justice workers); some of those involved in the legal decision making process relating to child protection (e.g. the Children's Reporter, Sheriffs and children's panel members). It would also include others undertaking child protection investigations or working with complex cases.

This workforce will include those acting as the Named Person or Lead Professional (even if these workers might otherwise have been in the specific contact workforce). It will also include Chief Officers and agencies' representatives on CPCs, as well as representatives on other public protection partnerships.

(Source: National Framework for Child Protection Learning & Development in Scotland 2012, Scottish Government 2012)

The full document can be accessed at this link:
<http://www.scotland.gov.uk/Resource/0040/00409124.pdf>